Céad míle fáilte: **A corpus-based study of the development of a Community of Practice within the Irish hotel management training sector**

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Abstract

This thesis examines the discourse of a unique third-level academic institution in order to identify the variety of linguistic features, which align it, first of all, to the higher education sector in general, but more specifically to a specific professional world where students are being educated for their future careers. Specifically, a college of hotel management education in the south of Ireland is the locus of research. Students complete a four-year Business Degree in International Hotel Management during which time they gain academic and theoretical knowledge along with practical industry experience during placement internships in the industry.

Data collection using oral recordings spanned a twelve-month period and two academic years. This allowed for a comprehensive matrix of recording events encapsulating the full gamut of college academic life across the three years of student presence on campus. Recordings included a variety of hotel-specific and business lectures, practical working sessions, language classes and some miscellaneous events, thus creating a one-million word spoken corpus devoted to this sector.

The primary research question concerns the identification and quantification of the discourse specific to this academic and professionally-oriented environment, using corpus linguistics methodologies. Parallel to and supported by this specialised linguistic repertoire lies the development of the emergent identity among the students themselves and their place and future careers within the international hotel management sector. This aspect will be analysed within Wenger's (1998) framework of *community of practice* and Lave and Wenger's (1991) initial theory of *legitimate peripheral participation*. In addition, an ethnographic lens will be employed to shed light on the day-to-day operations of this college and how the totality of this unique community, expressed through its discourse, but not only so, establishes and fosters an environment where the students develop their future professional identities supported by the academic professionals who are experienced industry practitioners in the field of international hotel management.

Keywords: Community of practice, hotel management training, discourse, corpus linguistics, ethnography.

Declaration

I hereby declare that this thesis represents my own work and has not been submitted, in whole

or part, by me or another person, for the purpose of obtaining any other qualification.

Margaret Healy

Signed: _____

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Dedication

I dedicate this work to the memory of my mother, Margaret Mary (Peg) Fleming (née Griffin), an alumna of Mary Immaculate College 1939-1941, in whose footsteps I am honoured, literally, to walk. The corridors of Mary I resonate with your presence.

Ar dheis lámh Dé go raibh a h-anam dílis.

1921-2017

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Introduction

1.1   Introduction and background

This research examines the discourse of the hotel management training sector in Ireland. It is built around a corpus-based study of the discourse of a third-level academic institution which prepares its students for employment in the hotel management sector, for both national and international professional careers. The study investigates the practices of the institution, paying attention to the use of language in that setting and how its discourse establishes a special community within the boundaries of the institution. Through the language, the community constructs and reveals itself and its practices and these are the essential elements that will be examined in this study. However, it is important to locate this work, first of all, within the global context of the tourism industry and then more specifically within the Irish tourism and hospitality sector.

Research for this study began in 2008 and the following provides a snapshot of the global and Irish tourism sector at that time, part of the backdrop against which this study has been undertaken. The United Nations World Tourism Organisation (UNWTO) asserts that international tourism is one of the major global service industries, ranked fourth (at that time) after fuels, chemicals and automotive products (https://www.e-unwto.org). The UNWTO Tourism Highlights for 2008 state that international tourist arrivals (that is, international tourism receipts and passengers transport) reached a record figure of over 900 million in 2007. This represented a phenomenal growth of 6.6% over the previous year (2006) which followed an increase in the preceding year (2005) when traveller numbers had barely reached the 800 million mark. Growth in passenger numbers was then projected to reach 1.6 billion travellers by 2020. The monetary value of this unprecedented growth amounted to a global industry worth US$ 856 billion in 2007.

Moving to the local arena, Ireland has long enjoyed and is renowned for its international reputation as a country of warm welcomes and hospitality to visitors, as articulated in the traditional Irish language (Gaeilge) greeting of 'céad míle fáilte' which means 'a hundred thousand welcomes'. This image of the traditional Irish welcome is expressed not only through the personal interactions and contact between the visitors and those who receive them but it also translates into tangible and significant effects on the national economy. Tourism plays a significant and vital role in our economy as evidenced by reports compiled and published annually by Fáilte Ireland, the National Tourism Development Authority, http://www.failteireland.ie. In their annual Tourism Facts for 2007 (relevant to the period when this study was initially conceived), the statistics indicate that 'Expenditure by visitors to Ireland … was

estimated to be worth €4.9 billion in 2007'. This revenue had almost doubled over the previous decade from €2.6 billion in 1997. Domestic tourism expenditure in 2007 additionally accounted for a further €1.55 billion making the tourism industry worth a total of €6.45 billion as a contribution to the Gross National Product (Central Statistics Office Tourism and Travel 2007).

In Ireland the tourism industry contributes greatly to specific social and economic benefits spread throughout the country, particularly so in terms of regional diffusion and employment. As Fáilte Ireland's Tourism Facts for 2007:2 state: 'Because tourism is characterised by the fact that consumption takes place where the service is available and tourism activity is particularly concentrated in areas which lack an intensive industry base, it is credited with having a significant regional distributive effect.' In 2007, 322,000 people were employed in this industry overall across a variety of sectors (see Table 1 below for employment details by sector). Unsurprisingly perhaps, as the capital city, Dublin provides 27% of tourism and hospitality employment; the East, South East and Midlands collectively employ another 27%; and the remaining 46% are employed along the whole of the western Atlantic seaboard (since and currently branded and marketed as the 'Wild Atlantic Way'). While the tourism industry provides seasonal employment, almost 80% of the employees in this industry work all year round and, relevant to both the timeframe and to the participants in this research, 67% of those year-round workers are Irish nationals while the remaining 33% come from a variety of countries worldwide.

Table 1.1: Numbers employed by sector in the tourism industry in 2007.

Employment by sector in 2007	Numbers employed
Hotels	72,000
Guesthouses	3,000
Self-Catering Accommodation	4,000
Restaurant	64,000
Non-Licensed Restaurant	13,000
Licensed Premises	102,000
Tourism Services & Attractions	64,000
TOTAL	**322,000**

(Fáilte Ireland, 2007)

By 2007, Ireland had experienced a significant influx of people into the country over the previous number of years. This was partly attributable to the fact that the European Union (EU) had undergone a major Enlargement Process on the 1st May 2004 when ten European countries joined. Membership of the EU allows for the free movement of people, goods and services throughout the territory and many new citizens of the EU chose to come to Ireland. Coupled with that was the fact that Ireland had enjoyed an unprecedented economic boom in the decade from the mid-1990s to the mid-2000s, known as the Celtic Tiger era. Therefore, Ireland was further considered to be a very attractive destination for people to move to from their own countries, both from within and from outside the EU, particularly for economic and employment prospects. Furthermore, driven by the impact of the Celtic Tiger on the economy, the tourism market in particular expanded rapidly, revenue almost doubled within a decade, many new hotels and hospitality services were built offering international conference and leisure facilities, targeting an affluent, global clientele yet strongly governed by commercial imperatives. To cater for this demand, employment in the sector grew rapidly and included many of the new arrivals into the country. In this environment, the industry risked becoming vulnerable to losing some of its long-established character and personality, i.e. those elements of the Irish visitor experience which make it unique as a tourist destination. Sears and O'Dwyer (2006: 51) confirm that 'it is the people here in Ireland who give hospitality and Ireland the reputation of '*céad mile fáilte'*. This provision of traditional Irish hospitality becomes an issue of concern among certain sectors of the industry when examining the intersection of the more recent mobility of service providers in the hospitality sector and the traditional practice.

This concept of duality, provision and receipt, also operates globally within the hospitality and tourism sectors. Appadurai (2002) asserts that tourism is centred on the fundamental principles of exchange between peoples and is both an expression and experience of culture. Germann Molz and Gibson (2007: 6) consider hospitality as one of the most pervasive representations of the duality within the tourism industry: on the one hand, the overtly commercial aspects of the tourist industry (such as hotels, catering, and tour operations) and, on the other hand, the social interactions between local people and tourists – that is, hosts and guests. Abbott and Lewry (1999) highlight the importance of a wide variety of social and verbal skills needed, such as tact, diplomacy and the capacity to project hospitality. White (2007) discusses the issue of authenticity in terms of the tourist experience in Fiji advocating the visitor's desire for real life encounters with real people, particularly local people. Jaworska (2016) investigates this area of interaction between the hosts in the destination location and the visiting guests and how this exchange is manifest and presented in the discourse of promotional tourism literature. Whatever perspective is taken, the interpersonal interface between the participants remains central to the operation and success of the tourist industry. In practical terms, in the Irish

scenario the demographic profile of service industry workers, especially the hospitality worker, that front-line person engaging directly with the visitor or tourist, was already changing to a visible degree in many enterprises. The visitor did not always necessarily meet a local Irish person providing the service but, in many cases, a non-Irish person who, additionally, may have not been a native English speaker either (Péchenart 2003). In fact, as far back as 1998 and 1999 several journalists had predicted this scenario in a continuous flow of articles in the national press (Holland 1998, Hughes 1998, Humphreys 1999, Ingle 2000) decrying the scarcity of local workers and the need for immigrant workers. Some years later, Péchenart (2003: 247-8) could confirm that:

> 'the fate of the Irish tourist industry depends not so much on the ability of its guests but of its employees to speak English…The radical change in recent years is that non-Irish staff now occupy front-of-house positions such as waiters, waitresses and receptionists'.

Ironically, this was quite a reversal of the situation that had pertained a decade or two earlier, as outlined by Péchenart and Tangy (1993). Then language skills in the tourism industry, or rather the lack thereof, were becoming a topic of great concern and indeed national policy. Péchenart and Tangy (1993) cited a 1987 report by Price Waterhouse, undertaken at the behest of the government, which identified foreign languages skills as insufficient in the industry stating that 'the Irish brand of friendliness which is extended so readily to English-speaking visitors from the US and Britain is not visible to the French tourist and this leads to barriers to holiday enjoyment' (*ibid:* 174). HOTREC, the Confederation of National Hotel and Restaurant Associations in the European Community issued a White Paper in 1992 highlighting the necessity for hotel and restaurant staff to be able to speak more than one language in order to create a welcoming, hospitable visitor experience. By the early 1990s, CERT, the Irish State Tourism Training Agency established in 1963 with responsibility for providing a trained workforce for the hotel, catering and tourism industry, had initiated a language training scheme designed to train frontline staff in European languages. Continental Europe was the third biggest market after Britain and North America and the languages that were prioritised were French, German, Spanish and Italian, in that order which also corresponded to the uptake of those continental languages in the secondary school cycle.

Moving forward into the 21st century, Ireland's economic development was dramatically halted by the global economic recession that commenced in the latter part of 2008. Nonetheless, the stage had already been well set by that time with the new mobile workers being employed in the tourism and

hospitality sectors. Many of these front-line service providers may not have been as familiar with the *'céad míle fáilte'* tradition and other cultural and national identity 'markers' (O'Connor, 1993: 70) of the tourist experience as their indigenous counterparts, 'markers' which centre around the unspoilt scenery and friendly people steeped in traditions. '"*Hospitable*", "*friendly*", "*welcoming*" are three recurring and related epithets of tourist publicity' (*ibid*: 74) as promoted in the Bord Fáilte's (the national tourist board) regular publication *Ireland of the Welcomes*. Consistently, when surveyed as to the criterial factors in terms of the importance and rating of issues which influence visitors to come to this country, the 'friendly/hospitable people' topped the list as the number one reason; 81% of visitors rank this feature as 'very important' and 87% of visitors also give a 'very satisfied' rating to this feature (Fáilte Ireland, 2007). This, then, is the reification (Wenger 1998) and evidence of the *'céad míle fáilte'* factor which supports both the visitor expectation and the delivery of the reputed traditional welcome in practice.

While acknowledging that this study is firmly grounded in the domain of Applied Linguistics, the broader socio-economic factors and influences pertaining in Ireland at the time of this study are also significant background features to bear in mind. These general brushstrokes relating to economic benefits and employment rates at the time contribute to the backdrop against which this research project is undertaken. The focus of the research, it has to be clearly stated, is a linguistic one, a study of one specific sector within the overall Irish tourism and hospitality industry, namely hotel management training in Ireland that provides the academic education and professional formation for the future service providers. Yet an appreciation of the society in which the research is socially situated lends a further dimension to the relevance and applicability of this work and this present study is timely in that broad context.

Hospitality and tourism are hugely important industries in the world today, as outlined at the beginning of this chapter with reference to global industry figures in terms of traveller numbers and economic value. Germann Molz and Gibson (2007) examine the dyadic roles of the host and guest in the encounter which enacts modern tourist and hospitality activities. Although juxtaposing these roles in the contemporary context, that of the welcoming host and the global migratory traveller-guests, these dual roles reflect a longstanding practice. The practice of hospitality is an age-old feature of human activity and a recall of hospitality and hospitality education historically is timely to ground this study in its ancient customs and traditions. People have been travelling throughout the known world for centuries. With that came the need to provide hospitality for those travellers and, throughout Europe, monasteries

became the favourite place where the traveller could have something to eat and rest for the night, the original hotels. By c530 A.D. St. Benedict, founder of the Benedictine Order, had written The Rule (O'Gorman 2007) which was designed to set out the full and proper procedures for how a monastery should be run, including how guests and travellers should be received. St. Benedict's Rule comprises seventy-three chapters and Chapter 53 (see Appendix 1) is entitled *De Hospitibus Suscipiendis* – The Reception of Guests. That chapter provides precise instructions for the reception and treatment of guests '*who are to be received "as Christ himself"*'. This Benedictine hospitality has ever since been a characteristic feature of the Order and in more recent centuries the ancient Rule has been considered as an essential text that provides the blueprint for the hospitality industry itself which is still relevant today (Morrison and O'Gorman, 2008). Indeed, O'Connor (2005: 267) states that

> Only once an understanding of hospitality's origins and its place in human nature is achieved can one expect to discover what hospitality means today, and more importantly what it will mean to those entering the industry in the future.

Arising, then, from a consideration of St. Benedict's Rule, it becomes important to understand the function, performance and development of hospitality from a historical perspective. The concepts of appropriate behaviour, particularly the host's, remain relevant today and create the backdrop against which students of hospitality nowadays learn and apply their profession.

1.2 Locating the study and its partners

The project underlying the present study resulted from a confluence of interests from three separate institutions, namely Cambridge University Press (CUP), Mary Immaculate College (MIC) and a third-level college of hotel management in the southern region of Ireland. In order to protect the anonymity of the participants and their contribution to the project, the College in question shall be called 'Southern College of Hotel Management' (hereinafter referred to as Southern College – see further reference in Chapter 4.3.3 and Appendix 8 (Consent Form) regarding this guarantee of anonymity). The proposed project aimed to generate a one-million word spoken corpus of hotel-specific discourse within a specialised and unique academic and linguistic environment, that being Southern College, where the participants in the project come from a diversity of language backgrounds, approximately 50:50 native English speakers and non-native English speakers. It is acknowledged here that the terms 'native speaker' and 'non-native speaker' can be viewed as problematic labels in terms of participants' English

speaking proficiency. However, these terms are used simply as a differentiation between participants whose first language is English and those for whom English is not their first language; these descriptors do not implicitly reflect on the participants' proficiency and use of English. This differentiation is additionally useful in identifying the speakers' language background at a glance in the various extracts from the corpus where their language use is used – see Chapter 4.3.3 for further clarification. The corpus, compiled over two academic years 2008-2009 and 2009-2010, is called the CLAS corpus, the acronym derived from the locations of its partners, i.e. Cambridge, Limerick and Southern (region). Each of the three partners had different objectives for and expectations from the data that would ensue.

On its website, Cambridge University Press (CUP), the oldest publishing house in the world, states that it 'is committed to language research - the investigation of written and spoken English in order to understand more about how we use language. Our research helps to inform and improve our English Language Teaching resources' (http://www.cambridge.org). As part of its two-billion-word Cambridge English Corpus, compiled from a wide range of sources - newspapers, the web, books, magazines, radio, exams, schools, universities, the workplace and everyday conversation (*ibid*) - the Cambridge Learner Corpus (CLC) comprises learner English which draws on its 50-million-word resource of exam scripts from all over the world. CUP, together with Cambridge English Language Assessment, both non-teaching departments of the University of Cambridge, constantly seeks to expand its reach in supporting and publishing new research and materials, particularly in the area of spoken language and also using learner English. As the CLC is entirely populated with learner English captured in exam settings, the opportunity to access learner English in a more naturally-occurring situation appealed to the primary directive of providing informed teaching resources based on learner language in non-exam settings. The corpus resulting from this project supplements that resource within the CLC.

Indeed, there is a definite need for such corpus-informed teaching resources in the hotel management and hospitality sector. Healy and Onderdonk Horan (2013: 143) point out the possibilities of using this rich resource in the production of 'more teaching materials in the hospitality area, particularly for hotel English'. Given the global nature of English as the international lingua franca of the tourism industry in general, the CLAS corpus may provide a data-driven resource for new educational and pedagogically-based teaching materials in future. At present the hotel-specific materials available in English are limited mainly to the lower levels on the CEFR framework, see Harding and Henderson 1994, Jones 2005, Walker and Harding 2007 and Stott and Pohl 2010. While there are some resources at Upper

Intermediate level (Jacob and Strutt 1997, Harding 1998, Walker and Harding 2009), these texts aimed at the rather generalised tourism market do not adequately deal with the complexities of language that is required in all facets of international hotel management, such as, for instance, linguistic nuances that may be required to interact successfully with, say, difficult and problematic clients or even staff members. The future development of appropriate materials which would contain linguistic strategies and structures to negotiate such delicate interpersonal situations would be a welcome addition to the reservoir of English language materials for the language learner. At present, the English language teaching faculty members at Southern College have to design their own resources to cater for this need. In this context, it is hoped that this study may in time contribute to that future exploitation of the CLAS corpus data to address the language needs of advanced learners, particularly in relation to language patterns which may be discerned and derived from the data using corpus linguistics methodologies.

Furthermore, the data feed into the *English Profile* project whose aim is to explore the way learners of English progress through the levels of the Common European Framework of Reference for Languages (CEFR) – see Chapter 4.3.3, and Appendices 7 and 8 regarding records of students' current English knowledge and use. As a further objective, CUP has the expectation that the corpus-based data emerging from this project will inform future materials development, not only in general English language teaching and learning but also, perhaps, in domain-specific areas of materials resources for the hospitality industry. It is appropriate also to point out at this stage that, as a major funding partner of the project, CUP retains the copyright of the CLAS corpus.

Ever alert to new opportunities to develop research and add new dimensions to the CUP resources bank, their researchers working predominantly in the area of spoken language identified Southern College of Hotel Management as a locus suitable for consideration for a new study into spoken language which would simultaneously capture learner English and more specifically learner English in a non-examination situation. Southern College of Hotel Management, founded in 1951, is a college solely dedicated to hotel management education. The College offers two Level 8 Degree programmes (on the National Framework of Qualifications which is compatible with the Qualifications Framework for the European Higher Education Area), namely a four-year Bachelor of Business Studies Degree in International Hotel Management (BBS) and a Bachelor of Commerce Degree (B. Comm.) with a National University of Ireland (NUI) Diploma in International Hotel Management. The CUP researchers determined the suitability of Southern College as an ideal location for this specific study based on a consideration of the following

factors: the diversity of the student population (half the students are international students who come from over twenty countries worldwide and are mainly non-English speaking, thus satisfying CUP's desire for access to naturally-occurring learner language *in situ*), the availability of a wide variety of recording contexts across the whole academic programme and, furthermore, the setting as a previously un-researched academic location within a specialised linguistic environment was appealing. Southern College educates its students for careers in business and hotel management and, central to its ethos is the focus on intensive practical training, extensive business studies and international work placements. This ensures that students graduate with a Bachelor's Business Degree and twenty-one months of relevant professional placement experience.

Moreover, this project offers Southern College the opportunity to become involved in a tripartite inter-institutional partnership project which can enhance this College's research profile, further their academic networks and also facilitate their access to the data for their own future exploitation. In addition, through their participation, the College community becomes enabled to gain insight into its own practices and how the professional formation of its students into the international world of hotel management is achieved and realised at that particular point in time. In examining the discourse, then, this study can provide a snapshot of the speech patterns and linguistic features within this academic community; it becomes a record of that particular time and place which can facilitate reflective practice by the academic and professional participants involved.

While working in the area of English language teaching at Mary Immaculate College, I was approached by the CUP researchers and invited to become the participant researcher on this project. Contemplating the PhD programmes offered in MIC at the time, this opportunity presented an ideal avenue to progress my academic career and, at the same time, to work within a specific industry (tourism), albeit within a defined sector, something which had always appealed to me personally. I welcomed the opportunity enthusiastically. My initial task was to compile the spoken corpus which would provide the material to be exploited for my PhD thesis. The preliminary stage centred around the data collection process at Southern College which involved regular trips from Mary Immaculate College in Limerick to Southern College, approximately 25 kilometres away, to make the recordings. The goal was to record sufficient material to generate a one-million word spoken corpus when transcribed; to achieve this aim, almost 120 hours of recordings were made. The data that were collected reflect a broad matrix of the academic modules (hotel-specific and general business lectures), practical training in the professional areas of

hotel operations, a variety of language classes and some other miscellaneous events. Chapter 4 outlining the Methodology adopted for this process will provide greater details.

This project and the creation of the one-million word spoken corpus, therefore, provided the opportunity for the three partners to work collaboratively.

1.3   Rationale for this study

As detailed above, the study is centred on the training sector within the Irish hospitality industry. It entails a linguistic investigation of the discourse at Southern College of Hotel Management. This is a prestigious international college which comprises both native Irish trainees to the industry as well as international students in an approximate 50:50 ratio. In terms of the aims of the study, the broad parameters are:

- firstly, to identify the linguistic features of this particular academic and professional community within the hospitality training sector at a particular point in time; in other words, to capture a snapshot of the overall discourse at Southern College of Hotel Management. The analysis of the discourse will provide empirical evidence of distinct linguistic patterns which can be identified as unique to this institution and community, marking a contribution to the expanding knowledge of language research and practice, albeit within a specific sector of use. In this context, corpus linguistics as a methodology will be applied to interrogate the data and evidence.
- secondly, to provide a qualitative and quantitative corpus-based analysis of how the students, newcomers to the industry, are initiated into its specific discourse and practice under the tutelage of their lecturers. Here again the corpus linguistics methodology, and particularly the concordance feature of the software programme (Scott 2015) for example, will be applied to drill down into the specialist pragmatic meaning of key terminology in use in this particular environment and ultimately its applicability within the broader outside community of hotel management practitioners.
- thirdly, to investigate how that discourse develops over the four-year degree programme in terms of membership of not only the College community itself but also as preparation for the students' entry into the wider global community of practice within the international hotel

management sector. The students' emerging identity as future hotel managers can be tracked over the course of their formation through an analysis of the changing roles and interactions between the students and the lecturers. The development of this on-going, long-term relationship between these two cohorts demonstrates engagement and participation by both parties with the processes and practices of their education, their profession and their community of practice (Wenger 1998).

The present study, therefore, sets out to establish a contribution to language knowledge and research which is based on empirical findings from the CLAS corpus and which concentrates on the discourse of that particular community. The Southern College community itself is multi-faceted in that it overlaps other kinds of communities, such as workplace and institutional discourse communities, the academic community in addition to the external professional community of hotel management. These spheres will be considered in greater comparative detail in subsequent chapters when reviewing the literature and establishing the theoretical framework for this study.

The present study is set within the framework of community. Southern College is a specific community oriented towards professional formation as well as academic education; it is a locus of learning for the students who have chosen to become members of the international world of hotel management and hospitality. Therefore, the framework of community and specifically the framework of 'community of practice', as developed by Lave and Wenger (1991) and Wenger (1998), provide a theoretical basis from which to study the practice and practices within this College. Coming from a predominantly socio-linguistic perspective, Lave and Wenger proffer the concept that learning, a key objective for any educational establishment, takes place as a consequence of involvement of the whole person, the social being that becomes involved in and engages with the overall practice of their chosen *métier*. Wenger (1998: 4-5) specifically emphasises that learning is characterised by the integration of four components, *meaning, practice, community and identity* in this process of social participation. Furthermore, Lave and Wenger (1991) propose that learning best takes place in a context where the participation is situated in actual practice, that is, the model of apprenticeship, learning by doing. In this process of learning, the students participate in a variety of tasks, activities and performance functions, both academic and practical, which develop their learning and skills. Through that progression, through these various systems of interaction and practice, their personal identities evolve and grow as their professional identities become shaped by their learning and practice. This leads the participants towards acquiring and developing membership of their community through their active participation in that practice. As

Lave and Wenger state (1991: 53): 'Viewing learning as legitimate peripheral participation means that learning is not merely a condition for membership, but is itself an evolving form of membership'.

In his refined community of practice framework, Wenger (1998:73) identifies three key dimensions which constitute a community of practice and by which membership can be recognised. These elements combine most comprehensively within the community at Southern College of Hotel Management; they are:

- there must be a *joint enterprise* which the members negotiate, collectively, a common purpose,
- there must be *mutual engagement* of the members in the enterprise and its furtherance, and
- that a *shared repertoire* of expression by the members emerges as a result of joint enterprise and mutual engagement.

This framework of community of practice will be examined in greater detail in Chapter 3 in tandem with Lave and Wenger's (1991) original principles of *legitimate peripheral participation* as a location and practice for learning. In addition, an ethnographic overview of the day-to-day community in action within the College will be provided to shed further light on the myriad of activities and practices that constitute this unique environment. Being able to provide both an emic as well as an etic perspective of this setting will further strengthen the subsequent analytical dimensions of the present study. These elements will be scrutinised to ensure a fitting theoretical framework for the present study.

At this stage, one factor in relation to the scope of the present study needs to be mentioned. Reference has already been made to the fact that the student body is comprised of native English speakers and students for whom English is a second, and indeed for some a third or fourth, language. While acknowledging the wealth of data that the CLAS corpus can generate in relation to learner language and the many prospects for research and exploitation that these data will surely facilitate, this present study, however, does not intend to dwell on learner language *per se* within the corpus in any great detail; suffice it to say that the language of non-native speakers will be used only in so far as some of the extracts illustrating various findings are contributions from that particular cohort of the student body. As some of the data will also reflect the acquisition of and familiarity with the specialised hotel-oriented discourse, as exemplified by extracts from both first year student data when compared to final year student data, the contributions from the non-native speakers who are becoming more successful users

of English (SUEs) in their discipline will also feature alongside the native speakers of English - Chapter 6, Extract 9, for example, provides an illustration of a 4th year Chinese student using a hotel-specific acronym appropriately in context.

1.4   Primary research questions

This study has three express research questions which will be visited and revisited throughout the course of this thesis:

1) **What are the linguistic identifiers of the community of practice in the hotel management training sector?**

    To this end, this study aims to identify and categorise, both quantitatively and qualitatively, the linguistic features of the discourse at Southern College of Hotel Management and to demonstrate how that discourse is indicative of a specific professional community of practice in the hotel management training sector. This question investigates a synchronic perspective on the discourse which, additionally, aligns with Wenger's (1998) concept of *shared repertoire*.

2) **How is the process of student initiation into this community of practice evinced through the language use of trainee hotel managers achieved over time, assisted by the example and use of appropriate discourse by the lecturers?**

    To this end, the study will chart the progress of discourse development the novice trainee-hotel managers diachronically over the four-year programme of study. In their first year students participate in formal, structured learning experiences when the lecturers initiate them into the practice and discourse of their profession; the students subsequently demonstrate their experiential knowledge and practised discourse while reporting on their second-year hotel placements when they return to the College to continue their final two years of formation and study. In these final two years, the lecturers concentrate on more business oriented areas of hotel management which require a different range of discourse and terminology which the students must acquire. This discourse, exemplified and practised by the lecturer-experts in their field, and which the student-novices in this community (Wenger 1998) acquire, serves to mark transition and progression over time, that is, the broader professional discourse produced by the lecturers becomes actively used in time by the students, thus demonstrating their increasing initiation into that community.

3) **How is professional identity co-constructed within this community of practice as evidenced and demonstrated by the experts and subsequently acquired, assimilated and produced by the novices?**

To this end, the development of membership and individual ownership of professional identity within this community and ultimately the wider industry is investigated in terms of Wenger's (1998) framework, viewed through the practice and application of *mutual engagement* with the *joint enterprise* at Southern College of Hotel Management as exemplified through the various expressions of its *shared repertoire*. Particularly, the interactions among the participants, for example, be they between lecturer(s) and student(s) and/or student(s) and student(s), reflect the development, growth and self-confidence of professional identity among the student participants, fostered by the lecturer-experts. Furthermore, membership of *in groups* and *out groups*, the emergence of *inclusive 'we'* or other deictic references over the period of the students' formation, especially in the final two years of study, demonstrate the emergent professional identity of these students, an achievement which has been co-constructed throughout the four years by both experts and novices alike, the lecturers and students themselves.

1.5 Significance and originality of this study

In order to understand the contribution of the present research to the existing body of knowledge and to corpus-based studies in particular, the background is set out hereafter in which this research is situated. A number of relevant areas of research will be mentioned briefly to provide the context for this study, namely, the role of this small spoken specialised corpus aligned to the partners' objectives for this project, some examples of wide-ranging topics covered by mainly spoken corpus based studies, examples of some research within an academic setting, additional studies relating to a variety of topics within the whole tourism and hospitality sector, the benefits and applicability of this study to hotel management education, culminating with the substantiation of the place where this study fits into that overall picture.

The one-million word spoken CLAS corpus, which provides the data for this present study, is an original corpus of specific discourse which reflects a unique discrete linguistic and academic environment. As a spoken corpus, it demonstrates a research shift from purely written-based corpora to the spoken form. It complements the work of contemporary corpus compilers who are adding to this area of linguistic development and expertise. It is also a specialised corpus, one which Koester (2010) describes as fitting the current tendency towards creating new and spoken corpora in specific vocational and professional areas. Stemming from the discourse in Southern College of Hotel Management, the originality of this work uniqueness of this corpus presents an opportunity to exploit that growing field of Applied Corpus Linguistics – a spoken corpus sited in a distinctive, singular professionally-oriented setting in addition to it also being an academically based environment. While Cambridge University Press retains the copyright of the CLAS corpus and it is not publicly available, the CLAS corpus itself becomes another resource for CUP researchers to exploit and utilise in the development of future language research areas, including but not limited to corpus linguistics or learner language studies: as such, this corpus provides an additional resource for researchers using the CUP reserves and contributes to the English Profile Programme.

Many researchers have used specialised spoken corpora as a basis in their work covering a wide variety of research interests. Some general examples include Koester (2006) who compiled the Corpus of American and British Office Talk (ABOT corpus), Handford (2007) based his work on the language of business meetings on data from the Cambridge and Nottingham Business English Corpus (CANBEC), Clancy (2015) built his research around a corpus of intimate family discourse, Murphy (2007) collected the Corpus of Age and Gender (CAG) sub-divided into the Female Adult Corpus (FAC) and the Male Adult Corpus (MAC) to investigate language variation across age groups and gender, Binchy's (2005) research focused on politeness during service encounters. Political discourse has also proved fertile ground for several researchers such as Partington (2008) whose work on teasing as a feature of political discourse was examined, political speeches provided data for Fairclough (2000), Charteris-Black (2002) and Berber Sardinha (2008) and parliamentary debates, available in many countries, provided data for analysis such as the House of Lords Debates analysed by Baker (2004). These studies represent just a brief snapshot of the myriad of research interests where spoken corpora have provided essential material for exploration.

Narrowing down the sphere of available corpus data, it is useful also to look at some research studies framed within an academic and pedagogical background from where the CLAS corpus has also emerged. A sample of some corpus-based studies includes work by Farr and O'Keeffe (2002) on post-observation teacher trainee interaction, Flowerdew (2002) on English for Academic Purposes particularly academic

writing, Cutting (1999) on grammar used within the 'in group' on an MA programme, Tribble (2002) on academic writing, and Vaughan (2007) on the analysis of teacher-teacher talk and Coxhead (2000) developed the Academic Word List. Not all of the foregoing studies are based on spoken corpora (Coxhead 2000) but are included here as examples of the academic background which informed them.

Turning next to the tourism and hospitality sector which is pertinent to this research, several studies have been undertaken in a variety of areas, particularly with the focus on researching its discourse, Some examples include: Coupland and Ylanne-McEwen (2000) examined travel agency discourse; Blue and Harun (2003) investigated the role of hospitality language as a professional skill; Paradowski (2010) considered the problems encountered in translating culinary terminology;   Cappelli (2012) did comparative studies on tourism discourse; Cutting (2012) demonstrated English language problems for airport ground staff; Fodde and Van Den Abbeele (2012) reviewed language and linguistics in the tourism sector; Jarowska (2016) looked at the role and representation of hosts in tourist literature; Manca (2012) researched cross-cultural tourism translation issues; Manca (2016) also investigated the art of persuasion in tourism discourse. From the above selection of research topics, it is evident that tourism sector studies have a very broad reach both in contexts and its discourses, with a wide range of issues spanning language and linguistics, translation and cultural issues, and specific sectoral discourse under scrutiny.

This study is the first of its kind, filling a gap in the literature because it is located in an academic environment which is focused solely on the education and formation of international hotel management. No previous study has specifically examined the discourse of a hotel management education institution. First of all, the present study is designed to reveal linguistic features specific to the hotel management education sector shared within the tourism and hospitality industry in general. Although located in Ireland, the findings are expected to be relevant to the global industry at large. Indeed, third year students returning to the College demonstrate a very familiar and competent use of terminology that would have been merely theoretical in their first year because their second-year placement has provided them with the opportunity to experience and apply that knowledge in their practical hotel internship. This study will be of value to other hotel management education institutions as an example of hotel management discourse especially as it is empirically based on the CLAS corpus data. As shall be discussed in the Literature Review, Chapter 2.4, hospitality studies and their place within higher education are only gaining legitimacy in recent years; this study, therefore, is relevant and original given its focus on the discourse which is key to successful transacting the business of hotels. Furthermore, the analysis chapters demonstrate evidence of identity construction for the students over

the four-year programme of study and how the community of practice (Wenger 1998) is built through the discourse, an objective surely of other hotel management education institutions.

For Southern College itself and principally for its faculty members, this study will provide a revelation of the actual discourse of their profession in real life. The lecturers are experts in their specific areas of knowledge covering the content of the degree programme, based, in most cases, on their previous professional experience in hotel management. However, running a hotel or a specific department in real life is a different matter from teaching the necessary knowledge and skills to students; students are not employees, and vice versa. Therefore, the discourse stemming from a pedagogic perspective is of necessity different. The notable issue arising from the discourse of different lecturers in the data is the similarity of expression and also the dissimilarities across the board. This study, then, serves to turn a light on the discourse of the College in general and also on the individual participant lecturers' discourse. Since the collection of the corpus and in the early stages of analysis, I have presented some initial findings at hospitality and tourism conferences (See Appendix 12) where Southern College faculty were present. Anecdotally, I can say that some of the faculty were quite surprised by the revelations from the data, for example and notably in the area of personal deictic use. This study, therefore, confirms the contribution to knowledge for the participant lecturers; it provides them with useful data as a source of pedagogic reflection on their own teaching practice.

In summary, this study makes an original contribution to knowledge in several areas: it is spoken corpus-based study adding to the existing body of work based on spoken corpora; it is situated within an academic environment which is quite small in comparison to other corpus-based academic research ; it is focused on the discourse of a discrete specialised professionally-oriented sector; it aligns in part with the objectives of the partners in this corpus project; it reveals the discourse of the particular community in action at Southern College and, as such, provides evidence of discourse strategies that lecturers employ towards the goal of building identity among the students in the future roles as hotel managers; it offers empirical data to the lecturer for self-reflection on their own teaching practice, something that had been not been previously available to them;   and, finally, this study can also be of benefit and insight for other hotel management education institutions as well as industry practitioners.

1.6   Outline of the chapters

This chapter has outlined the background to the present study. It has briefly outlined the socio-economic situation in Ireland at the time this research was conceived. The three partners in the study,

CUP, Southern College and MIC, were introduced along with the aims and scope of the project. The research questions have been presented, together with the rationale for the importance and originality of the work as a contribution to new knowledge in the area of Applied Corpus Linguistics. Here now follows a brief outline of the subsequent chapters.

Chapter 2   Literature review

The current literature pertaining to this field of research will be examined, especially studies in relation to spoken discourse. The section will provide an overview of institutional discourse, both professional and workplace talk. In discussing these contexts, key concepts such as the use of humour and the presentation of identity will be examined as contributing elements to the discourse. Academic discourse will also be examined in terms of its functions and context. Furthermore, hospitality discourse will be reviewed in the broad context of the tourism and hospitality industry, with particular reference to current studies in the field of hotel management and of hospitality studies.

Chapter 3   Theoretical Framework

In this chapter three models for language analysis will be investigated in order to identify the most suitable framework for exploring the CLAS corpus data. These are the speech community (Hymes 1972), the discourse community (Swales 1990) and community of practice (Wenger 1998). The community of practice framework (*ibid*), which developed from the work of Lave and Wenger (1991) on situated learning and legitimate peripheral participation, emerges as an appropriate theoretical framework to use in the examination of community of practice as situated at Southern College of Hotel Management. In particular, the three dimensions of Community of Practice – *joint enterprise, mutual engagement* and *shared repertoire* will be investigated in regard to legitimate peripheral participation of the novices in this profession. The development of identity in professional and academic contexts will be applied to this framework, which is particularly applicable in terms of hotel management education. The ethnographic dimension of the participant observer in the data collection process contributes additionally to the overall theoretical framework of this study.

Chapter 4   Data Collection and Methodology

This chapter will outline the data collection process for the CLAS corpus under the headings of corpus size, validity, corpus description, data collection, documentation, transcription, the role of the researcher and a summary of features of the software programme used for analysis (Scott 2015). Furthermore, an ethnographic account of and participation in the daily life at Southern College will be presented in order to capture other elements of the day-to-day life and culture of this community beyond the discoursal level. This *post-hoc* perspective will provide background information that cannot be gleaned from the corpus data alone.

The following four chapters provide an analysis of the data plotted against elements of the community of practice framework (Wenger 1998). The topics in each chapter have been selected for analysis because they address the Research Questions. For example: Chapter 5 investigates the specific linguistic repertoire of the College to identity is specialist terminology, thus addressing Research Question 1. By employing corpus linguistics methodologies and software, the quantitative data from the corpus will reveal these linguistic features and, from an ethnographic perspective, further instances of the shared repertoire will be scrutinised. Chapter 6 concentrates on a number of selected terms because they have semantic meaning for the participants. They are used mainly by the lecturers to demonstrate their specialised function in context and, from this, the students are exposed to variations in use of some common lexis. In this way, the lecturers initiate the students into their community through appropriate use of the discourse, thus addressing the second Research Question. Chapters 7 and 8 concentrate on developing the students' identities as future hotel managers. The objective to construct that identity is co-constructed by the lecturers and the students, both cohorts being mutually engaged and participating in that joint enterprise. By examining typical interpersonal interactions, looking at forms of address and personal deixis, observing the role and functions of humour in interaction, these are the features which become the building blocks in establishing the community of practice at Southern College; in so doing, they solidify the emergent professional identity of the students and attend to Research Question 3.

Chapter 5   Discourse and the shared repertoire

This chapter will categorise and quantify specialised linguistics features of this community of practice such as initialisms, acronyms and *hotelspeak*, in addition to identifying other aspects of the *shared repertoire* (Wenger 1998) of this community of practice, most noticeably the College uniform. How this shared repertoire in context builds identity and community among its members will also be displayed.

Chapter 6   **Lexical, pragmatic and discourse profiling**

This chapter will highlight certain uses of specific features of discourse and how they are used with specialised semantic and pragmatic meaning in context. The choice of lexical items to be examined arises from two separate sources – identified using corpus linguistics analysis software and the ethnographic insight of the participant observer.

Chapter 7   **Identity formation and construction**

This chapter will focus on how the professional identity of the future hotel managers is constructed throughout the four-year programme, with specific reference to the particular use of personal pronouns by the lecturers to create the future professional identities. This chapter will provide quantitative and qualitative data which will be compared with data from the professional business world, particularly in terms of deictic linguistic strategies.

Chapter 8   **Pragmatics within the community**

In the context of the novice/expert axis, the patterns of interaction within the boundaries of the teaching and learning dynamic will be considered, with reference to interactional and relational communication strategies such as appropriate forms of address and the use of vocatives. In addition, the use of humour as a strategy which builds solidarity within this community will be explored.

Chapter 9   **Summary and Conclusion**

This chapter will review and discuss the findings and insights garnered in this study and interrogate them in the context of how they address and answer the primary research questions. These will be plotted against the components of the theoretical framework that will be principally applied to the data analysis. It will conclude with some overall observations and conclusions and offer some suggestions as to future developments that might ensue in this area of hotel management education.

Having established the broad parameters of this study, the next step is to look at the relevant literature and to review it in under the areas outlined above, that is, institutional discourse (both professional and workplace), academic discourse and hospitality studies. The following chapter examines these areas.

Chapter 2

Literature Review

2.1   Introduction

This study is an investigation of discourse occurring in a specific place and time, that is, Southern College of Hotel Management during two academic years 2008-2009 and 2009-2010 with the main period of data collection having taken place between November 2008 and October 2009. Discourse studies have evolved over decades, goals and objectives have differed, research approaches have developed and been adopted, and contexts and participant sources constantly vary. Research and analysis have been carried out in a variety of areas dealing with language and using different approaches, for example, discourse analysis in both written and spoken genres, participants in different speech communities, and examination of how the location of the discourse affects its production, be that in institutional (both professional and workplace), educational, formal and/or informal, and other such environments and contexts. In this chapter, an overview of the literature reflecting different contexts and applications of discourse studies will be reviewed, specifically institutional discourse, academic discourse, hotel management and hospitality discourse.

There are many ways of examining discourse and the literature offers many approaches. Schiffrin (1994), for example, compares six major approaches to discourse analysis - speech act theory, pragmatics, ethnomethodology, interactional sociolinguistics, ethnography of communication, and variation theory. More recently, Bhatia *et al.* (2008) provide a summary of other approaches such as Conversational Analysis (CA), Ethnographic-based Discourse Analysis, Corpus-based Discourse Analysis (CL), Multimodal Discourse Analysis, Genre Analysis, Critical Discourse Analysis (CDA) and Mediated Discourse Analysis. The field of analytical approaches is expanding to include new areas for language studies, no doubt aided by the advances in technology which facilitate newer approaches. However, much research has historically been carried out based on written discourse which has been more readily accessible; conversely nowadays the spoken medium is receiving much more concentrated attention in the research, thereby redressing the historical research imbalance between the written and the spoken word.

This chapter examines a number of areas in the literature which are germane to this study, specifically the literature on discourse studies in relation to institutional discourse, academic discourse and hospitality discourse. These studies report on both spoken and written discourse using a variety of analytical approaches mentioned above. While this is a corpus-based study and therefore the literature on corpus linguistics studies is important, the discourse from the workplace, academia and hospitality

studies are equally relevant and central to this literature review, given the locus of the data in question. Corpus linguistics studies will be explored more fully in the Chapter 4 on Data Collection and Methodology.

However, before moving on to discussing these specific areas of discourse, it is relevant first to reply to Gee's (2014: 2) question 'what is language for?' He summarises the functions of language as *saying* (communication), *doing* (actions) and *being* (identity), that is three roles discourse plays which he expresses as 'discourse is the sequence of sentences', 'discourse is language-in-use' and 'discourse is an interactive identity-based communication' (*ibid*: 18-19). Fairclough (1992: 10) similarly argues that every instance of language use has three dimensions: it is a spoken or written language text; it is an interaction between people involving processes of producing and interpreting the text; and it is a piece of social practice, presaging Gee's *saying, doing* and *being*. Stubbs (1983: 1) defines discourse in two different ways – discourse is 'language above the clause' which proposes a formalist/structuralist paradigm (i.e. structural properties such as organisation and cohesion) and discourse is 'language in use' confirming the functionalist paradigm proffered by Brown & Yule (1983: 1) of transactional and interactional functions, expressing content and social relations respectively. Whatever the approach used, certain aspects of linguistically-orientated discourse studies remain central; these are the relationship between structure and function, between text and context, between utterance and communication, between language used in utterances and across utterances leading to language being viewed in an overall arch as a social interaction (Schiffrin, 1994).

2.2 Workplace Discourse

2.2.1 Categorisations

Let us divide discourse into the two branches mentioned above – the written word and the spoken word. Both of these domains can be further sub-divided in two, each with a formal/institutional and social/casual expression. Figure 2.1 below outlines this structure.
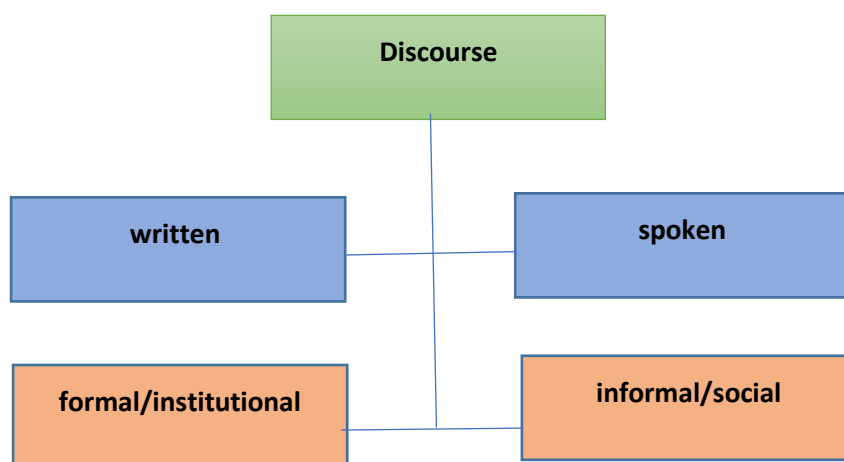
Figure 2.1: Categories of Discourse

In considering these categories, the first issue concerns literacy and orality or, rather, the value and weight of these two modes of expression, one versus the other. The debate about whether the written word holds supremacy over the spoken word has prevailed for many decades and marks a fundamental distinction. In many spheres of life, priority has been accorded to the written word which is seen to be the transmitter and recorder of knowledge. The written word, the literature in all its forms, registers and genres has commanded greater power and authority over the spoken word. This holds true in many areas of life - law, education, the arts, politics, theology, business, medicine and so on. At the same time, the spoken word traditionally has not captured the currency value of the written word particularly in the public sphere. Nevertheless, while oral history and storytelling, have a recognised value in society as a means of passing on knowledge and traditions, the spoken word does not seem to have acquired status, certainly not equal status, in terms of societal recognition. This too has been reflected in the literature on discourse in general and on institutional discourse in particular, where studies on written discourse have been the norm and indeed more plentiful. Indeed, while Candlin and Hyland (1999) overtly discuss writing and approaches to the study of writing in terms of texts, processes and practices, there are nonetheless significant parallels with spoken discourse with regard to the communicative functions of both expressions. They outline the complex ways in which writing enacts '

> …a set of communicative purposes which occur in a context of social, interpersonal and occupational practices… Writing is also a personal and socio-cultural act of identity whereby writers signal both their membership in what may be a range of communities of practice, as well as express their own creative individuality.

(*ibid*: 1-2)

1

In 1982, Ong began his work on orality and literacy by stating that 'In the past few decades the scholarly world has newly awakened to the oral character of language and to some of the deeper implications of the contrasts between orality and writing' (Ong, 1982: 5). In the intervening decades, the scholarly world has indeed extended its research lens into spoken language, aided in many studies by the development of corpus linguistics. This move towards a parity between the two domains is also evidenced by more recent publications directly focussed on the actual structure of language itself which details the grammar and usage of both the spoken form as well as the written form, see works by Biber *et al.* (1999), Carter and McCarthy (2006) and Carter, McCarthy, Mark and O'Keeffe (2011) as examples. Barring physical impediment, human beings are born with the ability to speak and to hear so it is not surprising from a more democratic perspective that the research and literature should nowadays reflect this move toward the investigation of speech. That is not to say that written discourse should or needs to be neglected in current and future research; quite the contrary. However, there is a trend to redress the historical imbalance between these two domains in the works of Halliday 1985 and 1989, Aijmer 1996, Carter and McCarthy 1995 and 2006, McCarthy and Carter 1995, McCarthy 1998, Biber *et al*. 1999, Leech 2000, Ruhlemann 2006, Goh 2009, Adolphs and Carter 2013 and Carter and McCarthy 2017.

As indicated in Figure 2.1 above, while both speech and writing can have expression in formal and informal formats, the tendency has been to regard writing as a more institutional form of communication and speech as a social expression. Writing can of course be quite informal and social, for example family letters; and conversely speech can also be formal, consider a political speech or a wedding speech where certain conventions prevail. However, spoken discourse very often equates to a social conversation which can be primarily defined by the relationship between speakers and the location where the interaction occurs. Conversation may occur in a social situation between family members or friends sharing a close friendship in an informal, intimate private space and time. Clancy (2016) characterises this type of discourse as *intimate* as opposed to *socialising* discourse which, in contrast, might take place in a workplace or institutional environment where colleagues and co-workers discuss general and even personal matters, as McCarthy (1998) previously defined. In fact, McCarthy and Handford (2004: 174) assert that casual conversation serves as the 'benchmark' against which all other spoken genres are measured, irrespective of location and purpose.

This leads to the expansion of the areas covered in Figure 2.1 above to include a range of categories wherein the spoken word is the mode of communication and Figure 2.2 illustrates these further categories showing that speech can also take place in formal and institutional settings. Note the change here in the layout of Figure 2.1 compared to Figure 2.2; the latter now also, and only, places the

formal/institutional category under the heading of spoken discourse thereby highlighting the focus of the present study. This category becomes further sub-divided into professional and workplace forms of spoken language with example-type domains also provided. The new layout has been organised in this way to reflect that the current study is constructed from oral discourse and a spoken corpus of data. The two categories of professional and workplace discourse are central to this study but particularly to the discourse obtained at Southern College of Hotel Management. The distinctions between them also addresses one of the primary research questions – namely, to identify the specific discourse at the College and how that discourse builds the identity of those who use it within a professional and workplace environment. The context for the present study straddles both these domains and unites them under the banner of academic discourse as a subset of institutional discourse. Yet, the hierarchical nature of an academic institution and the informal status and discourse among the participants in this study demonstrate the interwoven nature of communication in this institution. Academic discourse will be discussed in greater detail in Section 2.3 below.
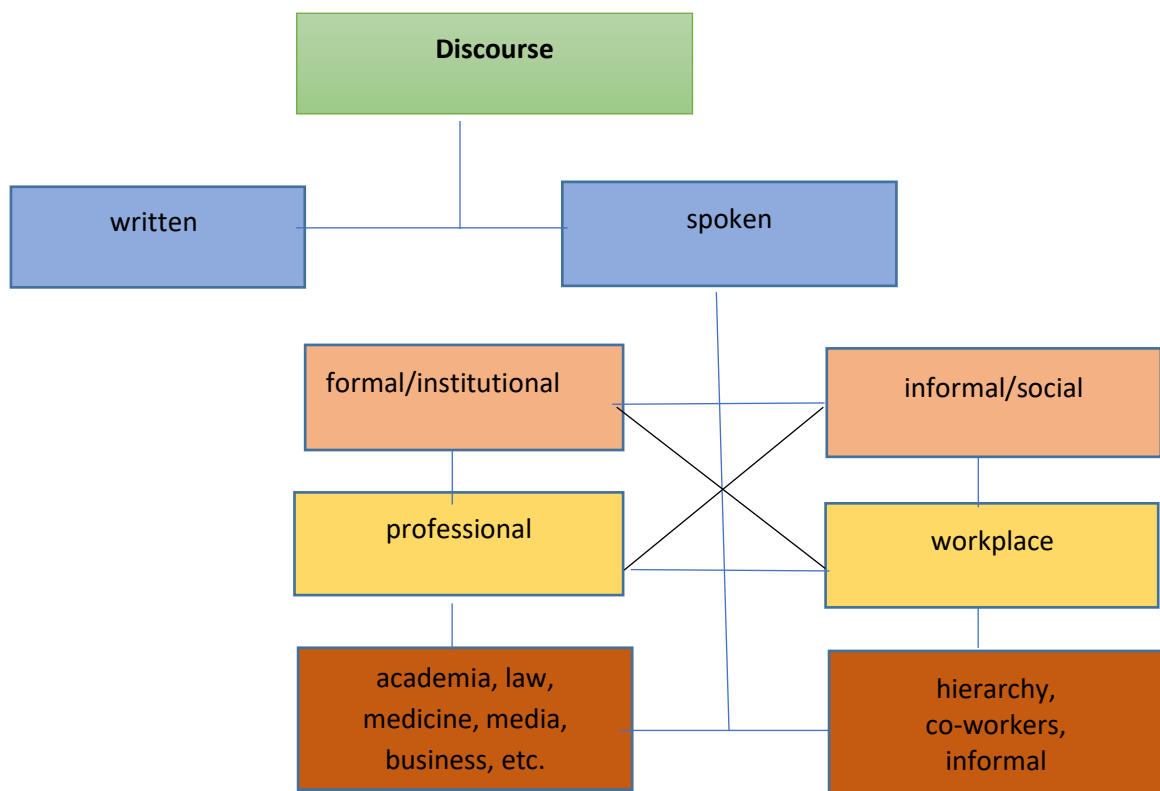
Figure 2.2:   Categories of discourse and divided sub-headings.

Figure 2.2 establishes a backdrop for the multiplicity of contexts and interpersonal communication styles that are found in institutional discourse, which are indicative of what is regarded as either professional discourse or workplace discourse. The following section will review this twin perspective on spoken institutional discourse in terms of the interaction patterns between participants, whether in a formal or informal context and in professional or workplace settings.

2.2.2   Institutional discourse – professional and workplace

Institutional discourse has been studied with reference to written discourse, whereas workplace talk is generally taken to refer to spoken language in the work location. Institutional discourse is typically also located in the structures and professional arenas of organisations and institutions. Mayr (2008: 4) offers the distinction that organisations tend to be more commercial corporations whereas institutions are mainly public and state sector bodies. In either situation the discourse contains 'features which are attributed to institutional practice, either manifestly or covertly, by professionals', and which are 'characterized by rational, legitimate accounting practices which are authoritatively backed up by a set of rules and regulations governing an institution' (Sarangi & Roberts, 1999: 15). Gunnarsson (2009) defines professional discourse as one occurring when the participants are in paid work-related employment. Koester (2006), Bargiela-Chiappini, Nickerson and Planken (2007), Mullany (2007) and Handford (2010) all describe business discourse in commercial organisations. In addition to synopsising much of the recent research into workplace communication, Holmes and Marra (2014) also discuss various theoretical frameworks, such as interactional sociolinguistics, politeness theory, rapport theory, critical discourse analysis, for example, that have been and are being used to analyse the findings across a broad range of workplace locations and structures.

Because there are so many ways of describing and analysing work environment discourse, Schnurr (2013) adopts the umbrella term of *professional communication* to embrace a wide variety of discourse occasions and attendant interpersonal communications which occur in the workplace. Here are some of the key features:

Location: One, both or all parties to the interaction are in their work situation, in other words in paid employment. This feature can vary according to the type of transaction. For example, colleagues can hold an internal meeting on work related matters or they may have external meetings with clients about products and services. In such situation, all the participants are operating within their work environment. On the other hand, it is

possible that only one party may be at work while the other participant is not, for example in a service encounter such as a shop or hairdressers or petrol station.

Function: The function of the communication can be either transactional or relational, i.e. goal oriented and pertaining to the business (transactional), or its purpose may be to foster and cement good interpersonal relationships within the working environment (relational). Indeed, many encounters may combine both these functions, moving across the boundaries from one function to the other without undue interruption or issue.

Symmetry: The relationship between the parties to the interaction can vary according to an inherent hierarchy. Colleagues may have equal or asymmetrical status. Colleagues of equal standing within an organisation may discuss matters of mutual concern and responsibility (transactional), or the manager may be present establishing an order of seniority and authority at a company meeting, for example. In a different scenario, the imbalance in the status of the participants may be obvious from their assigned roles, such as in the case of doctor-patient, lawyer-client or teacher-student interactions.

Participants: This feature may involve one or more active participants when the exchange may be bi- or multi-directional. However, within the context of professional communication, the discourse may on occasion be unidirectional when, for example, there is no direct, immediate interaction between participants. A company may have its Mission Statement displayed in the foyer of the building but the readers of that Statement do not have any direct contact with the authors when they are reading it. Similarly, at a conference for example, a speech can essentially be a unidirectional communication with an active speaker participant and a (I hesitate to use the word) passive, non-vocal audience.

Performance: In line with Goffman's (1969) models of performance, the communication may take place either *frontstage* or *backstage*. This means that the action of communication is (a) either visible and on show, constructed according to pre-set formulae of interaction patterns (frontstage) or (b) it may occur backstage, in private, where a different set of rules and interactional behaviour may apply. The doctor/patient encounter is an example of the frontstage performance where the professionalism, authority and experience of the doctor is an accepted backdrop to the frontstage performance

whereas, if the doctor consults with a colleague about a patient, that can be viewed as the backstage performance and not in the public eye.

The complexity of professional communication is multifaceted when the interweaving of all these features and their possible variables are taken into consideration. The context, the relationship between the participants, the goals of the encounter all play their role in determining the structure of the discourse and the successful outcome, or not, of any given exchange. To unravel some of these elements in greater detail, let us examine what is also usually termed 'institutional talk', 'professional discourse' and 'workplace discourse'.

Oral communication is a key feature of many workplace environments, described as *talk-in-interaction* by Sacks (1964) and Psathas (1994). This spoken discourse can be as varied in its features as the multitude of working environments in which it takes place, as indicated above. Koester (2006) outlines many such variations contained in workplace discourse which can shift between task-based and goal-oriented communication to socialisation and small talk, that is, transactional or relational goals. Within those variations, different types of spoken interaction can be described as instances of 'genre' which is 'a significant factor influencing the linguistic choices made by speakers … [and how] … there are key differences between some of the most common spoken workplace genres' (*ibid*: 3). In terms of building and maintaining workplace relationships, as well as achieving workplace goals, the linguistic choices reflecting the relational aspects of colleagues' interpersonal interactions consolidate those institutional goals. Relationships and interactions among co-workers exist at a variety of hierarchical levels within most workplaces, be that as equal colleagues or within the manager-subordinate framework to some degree or other, and these relationships are successfully realised through the implementation of appropriate linguistic selection. So much so, as Holmes and Fillary (2000) highlight in their specific research into the challenges facing workers with intellectual disabilities, the importance of this ability to engage in and manage social interaction and to be able to maintain friendly relationships with co-workers is key to successful negotiations and the achievement of goals in the workplace at all levels. Greenspan and Shoultz (1981) and Chadsey-Rusch (1992) had previously examined and measured the effects of and necessity for effective social skills in the workplace setting as essential even to maintaining employment.

Institutional, professional and workplace discourse – are they all the same and, if not, what differentiates one type of discourse from the other(s)? Koester (2006) summarises what is now regarded as the distinction between these categories. The first distinction is that 'institutional talk' is characterised by discoursal elements that distinguishes it from ordinary conversation in a number of ways. Drew and Heritage (1992: 22-25) present institutional talk as the embodiment of three distinct dimensions of interaction: *goal orientation* towards some task or activity which is core to the institution, *special and particular constraints* governing the contributions of the interaction participants, and *inferential frameworks and procedures* that are specific to the particular institutional context. These dimensions can be viewed in parallel with similar dimensions of Community of Practice as proposed by Wenger (1998), namely, the *joint enterprise*, the *mutual engagement* and the *shared repertoire* of a given community, enterprise or institution. Chapter 3 will expand further on how the framework of community of practice aligns itself with various forms of institutional talk but, for the moment, the distinctions between the various kinds of talk in the workplace needs clarification.

Schegloff (1999) asserts that it is not quite so simple to separate institutional talk (as per Drew and Heritage's (1992) three dimensions) from casual conversation because ordinary everyday conversation also occurs in institutional/professional/workplace settings. Yet the difference is obvious, a point which Drew and Heritage (1992) themselves are careful to record when they state that they 'do not accept that there is necessarily a hard and fast distinction to be make between the two in all instances of interactional events' (*ibid*: 21). They further refer to the meaning of utterances in talk-in-interaction as being both *context-shaped* and *context-renewing*. Sanders (2005: 67) uses the terms *responsive* and *anticipatory* in the same way. Biber and Conrad (2009: 6) refer to three components of language use – situational context, particular linguistics features, and the functional relationship between these two components. In practice, *context-shaped* means that the speaker and the hearer draw on the same resource of immediate context to interpret and shape their interactions and utterances. It also means that context is both the immediate surroundings of the conversation and the broader environment in which the conversation takes place. The speaker draws on the context as a resource to shape what is being said and the hearer also needs to be able to interpret and make sense of the utterance in the same context. Each utterance is further *context-renewing* in that it consolidates the structure of what is being said and contributes to the structural framework of what is going to be said (Heritage, 1989: 22).

While confirming that this sequence of utterances is typically embedded in a speech event, Anward (1997: 148) also remarks that all these components (speaker, hearer, context) need not necessarily be

present in discourse, and especially the written variety, for example in road signs, recipes or instruction manuals , neither the 'speaker' (sender of the message) nor the 'hearer' (the addressee) is present – an extension of Schnurr's (2013) active/passive, vocal/non-vocal participants mentioned above.

To elaborate on a further difference in the tripartite institutional/professional/workplace context of discourse, the function of the talk merits consideration, that is, whether the function is task orientated and transactional or is it interpersonal and relational. Some interactions between co-workers can be purely task and goal oriented, others can be simply personal and not work related even though taking place in the work environment. However, Koester (2006: 26) points out that 'speakers usually have *multiple* goals'. So, in any one encounter both functions can be realised as business and personal topics weave in and out throughout the interaction. Figure 2.2 above differentiates between the two components in another way by identifying professional discourse as being associated with the professions – law, medicine, academia, business and such. Frequently in these professions there is a hierarchical imbalance between the participants in terms of knowledge and authority. This transfers to the linguistic patterns of speech and verbal exchanges between the parties involved. Typical examples of these professional encounters would include the doctor-patient consultation, the lawyer-client relationship, the company's CEO and a sales team member. Here the interactional tendency is towards maintaining the two-tiered relationship by focusing primarily on the task/goal transactional orientation of the encounter. In non-professional workplace scenarios, transactional discourse also occurs naturally between workers, irrespective of hierarchical or co-worker status, and there is a job to be done but colleagues may also be inclined to engage in more relational talk at work than in the typical professional workplace.

Because of the multiplicity of the features, functions, goals and interaction patterns among participants during institutional/professional/workplace communication, a significant and continuous amount of research has been done of all of these features. This is an area in the literature that abounds with researchers, collaborating with exponents of the practice in a wide variety of settings, who investigate the multi-dimensional roles of institutional discourse. Reference has been made in the foregoing paragraphs to many of such authors and their areas of research interest. Table 2.1 provides a small sample of that work from professional and workplace discourse under the headings of topics, studies and focus of investigation.

Table 2.1   **A sample of studies from professional and workplace discourse**

Topic	Studies conducted by	Focus of research
Interaction in the workplace	• Boden 1994 • Holmes and Stubbe 2003 • Koester 2006, 2010 • Handford 2004,2010 • Handford and Koester 2010	• Organisational interaction • Power and Politeness in the workplace • Social interactions in the workplace; small talk and office gossip • Spoken& written workplace interaction
Meetings	• Bargiela-Chiappini & Harris 1997 • McCarthy and Handford 2004 • Handford 2004, 2010	• The discourse of corporate meetings • Spoken business English • The discourse of business meetings
Gender issues	• Litosseliti 2006 • Mullany 2006, 2007 • Schnurr 2009 • Holmes 1998,2006 • Tannen, 1993, 1994, 1999	• Internal communication in the global context • ELF in construction communication • Business English as a Lingua Franca
International communication	• Louhiala-Salminen and Kankaanranta, 2012 • Tsuchiya and Handford 2014 • Geritson and Nickerson 2009	• Laughter in an interactional resource in medical encounters
Humour	• Holmes and Marra 2002 • Holmes and Schnurr 2005 • Schnurr and Holmes 2009 • Zatys and Schnurr 2011	• Construction of leader identities in the workplace • Leadership
Identity construction in the workplace	• Benwell and Stokoe 2006 • Angouri and Marra 2011 • Schnurr and Zatys 2012 •	• Leadership
Legal discourse	• Candlin and Bhatia 1998 • Langton 2002	• Legal discourse across cultures and systems • Hedging legal discourse
Academic	• Conrad 1996 • Connor and Upton 2004 • Hyland 1996 • Nation 2002 • Swales 1999 •	• Biology textbooks and journal articles • Academic vocabulary • Academic writing
Scientific	• Hyland 1998, Holmes 1988	• Hedging, scientific writing
Legal	• Beasley 1994; Bhatia 1983, Candlin, Bhatia, Engberg 2008 •	• Legal discourse across cultures and systems
Medical	• Schnurr and Zayts 2011,	• Leadership, politeness, gender

This table indicates that institutional and workplace discourse inhabit a very fertile territory as a site for investigation by an international cohort of researchers. Closer to home, from the perspective of the present study, institutional discourse recorded in the data covers both transactional and relational objectives. At the heart of this hotel management training community lies a professional working environment for all the members. The lecturers operate within their professional discipline and, indeed, the students can be regarded as workers too there, as it is their 'job' to attend to the studies and perform in a way that is appropriate and acceptable. This consideration will also become a feature of their future workplace and professional lives, for which the College is preparing them. In addition, as Southern College is also an academic institution, a more specific look at academic discourse is warranted at this point. The following section examines features of academic discourse.

2.3   Academic Discourse

Located within the national, and indeed international, higher education institutions (HEI) sector, the discourse at Southern College of Hotel Management is a provocation for the present study as it captures both professional workplace discourse and academic discourse. This brief review of the current literature considers academic discourse in both the written and spoken codes but also explores aspects of the literature on L2 learners in the classroom and their use of language, academic or otherwise. This aspect is undertaken because, in relation to this research and the CLAS corpus, we reiterate that approximately fifty percent of the student population are non-native speakers of English. There are more than twenty different other first languages and, in addition to comprehending the vernacular and regular daily communication in the College, some of these students may also have additional issues in dealing with the specific challenges of academic language required in this environment and community. Indeed, McCarthy (1998: 51) presents this question succinctly: 'Are discourse features automatically transferred from L1 behaviour to L2?' Philips's (1983) previous research into second language acquisition, for example, which is discussed below would suggest not, and therein lies an additional challenge with regard to academic discourse for these students.

Acknowledging that the balance of linguistic research has heretofore generally been weighted in favour of written discourse, and equally so with respect to academic discourse, research into academic discourse in more recent years has resulted in the compiling of several corpora including spoken academic discourse. Similarities between some of these corpora and the CLAS corpus are obvious in

that they consist of academic and spoken data. Thus, they can usefully serve as a reference corpus for comparative analysis in subsequent chapters. The Michigan Corpus of Academic Spoken English (MICASE) (Simpson *et al.* 2002), for example, enables comparison of academic discourse and the Limerick Corpus of Irish English (LCIE) (Farr *et al*. 2002) provides an example of the Irish-English variety. But first, it is useful to examine the functions that academic discourse serves in its specific environment and what the challenges of that register may elicit for the student cohort.

2.3.1   Functions of academic discourse

In relation to academic discourse generally, both written and spoken modes, Heller and Morek (2015) consider it to be situated practice. While there have been many terms used to describe the language used in school settings, they call it *academic language* (AL) and prioritise its importance in the context of educational achievement which has been validated by their research conducted in primary through post-secondary schools. They determine that discursive skills are regarded as 'key competences because they enable students to participate in classroom discourse, i.e., to receptively process and to productively compose oral and written texts across different subjects and disciplines' (*ibid*: 174). They summarise the functions of academic language in the following manner: academic language serves three functions: (i) the communicative function in which the AL serves as a medium of knowledge transmission; (ii) the epistemic function where the AL is used as a tool for thinking; and (iii) the socio-symbolic function where the AL is seen as a ticket and visiting card (*ibid*: 175). In the same vein, Scarcella (2003) identifies three dimensions required for academic language proficiency – linguistic, cognitive and sociocultural/psychological.

The context of the communicative function as a method of transferring knowledge adopts Halliday's (1978) Systemic Functional Linguistics approach to language by incorporating linguistic features of register and genre which use the appropriate academic language. Lexical and grammatical features of AL are distinguishable from other forms of written and spoken discourse and within AL there is a wide variety of language required depending on the context and the subject-matter. Many researchers have explored academic language in a variety of functional roles, for example, narratives (Christie, 1985), descriptions (Schleppegrell, 1998), definitions (Snow, 1990), expository essays (Martin, 1989), research papers (Swales, 1990), among others.

Valdez Pierce and O'Malley (1992), in their research with minority language students for example, suggest that knowledge of certain language functions is necessary because they are characteristic of classrooms in general. Students need to have the linguistic repertoire to be able to ask for and clarify information, to be able to compare, contrast, classify, justify, hypothesise, analyse and evaluate the material content at hand and to be able to problem-solve and present their solutions and arguments. Other researchers have examined certain discipline-specific domains more precisely. Spanos *et al.* (1988), for example, investigate the specific linguistic features of the mathematics classroom; Chamot and O'Malley (1986, 1987) and Halliday (1989) describe the functions and features of academic language in the scientific domain; Short (1994) surveys the specific language features of the history classroom and how students need to be able to use that repertoire effectively; and Coelho (1982) discusses the functions of the academic language in social studies. In all of these studies, the authors have looked at academic language in terms of its disciplinary-discrete linguistic terms, focusing in particular on lexis and syntax and, indeed, much of their research has been carried out in classrooms where English is not the first language or the vernacular of the students. The lexico-grammatical and syntactical features that characterise these academic registers include such formats as subject-specific lexis, affixes, nominalisations, complex noun phrases, compounds, declarative mood and impersonal expressions as standard features (Halliday & Hasan, 1989; Martin, 1992, Heller and Morek, 2015). Schleppegrell (2001, 451) points out that it is a matter of 'presenting information in highly structured ways, and in ways that enable the author/speaker to take an assertive, expert stance toward the information presented'. Snow and Uccelli (2009) further refine the communicative function of AL in terms not only of knowledge transmission, how it is transferred and presented, but they also emphasise that the actual discourse

> requires the production of autonomous texts which are intelligible independently
> from the communicative situation at hand ('decontextualisation'), the presentation
> of lexically specific and explicitly structured information ('explicitness') in a detached,
> concise ('complexity') and argumentative way.

> *(ibid*: 119)

Solomon and Rhodes (1995) in their research emphasise the relationship between the language used and the specific academic tasks involved. Certainly, in different academic tasks, oral work for instance, Mehan's (1979) formula of Initiation-Reply-Evaluation (IRE) - also known as the Initiation-Response-Feedback (IRF) sequence - serves classroom interaction well as a framework or pattern in oral interaction. Solomon and Rhodes' (1995) research reveals that teachers, in their understanding of academic language, focus on discrete aspects of language that students need to know for a particular lesson; they found that 'teachers view academic language from a practical perspective - the language

students need to understand the lesson or unit being studied' *(ibid.*: 12), in other words, in its reductive communicative function for knowledge transmission. Interestingly, they concluded that there are significant conceptual differences concerning academic language between teachers/educators and certain findings in the research literature highlighting, perhaps, different assumptions about the nature of education and language (*ibid*: 14) and Vaughan (2007).

The second function of AL as described by Heller and Morek (2015) is the epistemic one, that the actual language used in the classroom serves to develop and concretise the cognitive development that takes place during the learning process. It is through the appropriate language development and expression that the cognitive functions are engaged and the material content is absorbed. This approach reflects Vygotsky's (1986) theory that language is a tool for thinking and cognitive processing and, at its most basic level, the classroom provides the locus for such learning within a context of social interaction. Taking the learning of science as an example, Halliday (1993) expresses a similar view when he summarises that 'learning science is the same thing as learning the language of science' (*ibid*: 84); so much so that the inability to use the appropriate language relevant to the context can be interpreted as not having understood the concepts and thereby indicates insufficient and unsatisfactory learning of the subject matter.

Cummins' (1978, 1980, 1981, 2000, 2008) research, on the other hand, moves in a broader direction bridging the gap between the epistemic function and the socio-symbolic function of academic language which Heller and Morek (2015) outline. Much of Cummins' work centres around bilingual education and the language problems bilingual and non-native speaking students face. He distinguishes between *academic language* (which he terms Cognitive Academic Language Proficiency, or CALP) and *conversational language* (which he labels Basic Interpersonal Communicative Skills, or BICS) (Cummins, 1981). He polarises the 'contextual support available for expressing or receiving meaning' (*ibid*: 11) in these two diverse scenarios demonstrating that, while BICS are more context-embedded and personally interactional, the academic language (CALP) becomes more context-reduced as the situational and paralinguistic cues of social conversation are generally absent, devoid of '*contextualisation cues*' as Gumperz (1982, 1992) terms it. This places additional demands on the cognitive abilities of the learners, particularly when dealing with textbook material (as opposed to more interactional oral classroom activities), where support to achieve learning becomes more difficult due to the nature of the context-reduced situations (Drew & Heritage, 1992). Scrivener (2011) highlights this dichotomy when he asserts that *context aids comprehension* and without it learning becomes challenging. Cummins (1984) and Collier (1987) both indicate that, while bilingual students may acquire BICS within two years

approximately, it can take considerably longer (in excess of five years) for such students to achieve CALP and within their CALP's development attention needs to be paid to central components such as the cognitive skills, the academic content and the critical language awareness (Cummins, 1999: 6).

Heller and Morek (2015: 177) expand on what they determine as the third function, the s*ocio-symbolic function of academic language* in which 'mastery of academic discourse practices is not only a developmental matter but also a question of self-identification and 'belonging' to the respective community of practice (Wenger, 1998)'. Heller and Morek (2015: 178) further assert the AL and its appropriate use becomes both a 'ticket' and a 'calling card'. Taking a broader view of the value and significance of academic language beyond the classroom, academic language becomes a feature of social and academic identity and simultaneously social and academic equality or inequality. In respect to the two spheres of life for students - inside the school and outside of it - AL may be a familiar and regular feature in the linguistic patterns and practices in certain home environments but not in others. As such, it serves as a 'ticket', or *entrée,* into school discourse practices and helps to mark institutional performance and expectations of achievement, in other words, it has and demonstrates '*cultural capital'* (Bourdieu, 1986). The ability to use it in the classroom signifies an 'affinity' (Bourdieu and Passeron, 1977: 129) with the norms and discursive classroom practices of the school or, contrarily, the lack of competence in this area highlights a 'gap' (*ibid*: 127) in required academic language classroom skills. This can present obstacles to learning because, in the institutional setting itself, academic language may not be identified and highlighted as a separate, necessary linguistic skill and it often remains as part of the *'hidden curriculum'* (Christie, 1985) to the detriment of academic success for socio-disadvantaged and minority learners. Students without the appropriate skills and fluency in academic language can, often quite erroneously, be deemed as intellectually challenged in other subject areas. Furthermore, research by Erickson and Schultz (1982) in the extended field of educational counselling interviews highlight the gatekeeping properties of the encounters and state:

> [G]atekeeping encounters are not a neutral and 'objective' meritocratic sorting process. On the contrary, our analysis suggests that the game is rigged, albeit not deliberately, in favour of those individuals whose communication style and social background are most similar to those of the interviewer with whom they talk. … Co-membership of the group or community and interactional performance are the two key elements of the interview which determined whether the counsellor offered or closed down educational opportunities.
>
> (1982: 193)

Holmes (2007: 2) is among a group of researchers who also examine the role and influence of institutional gatekeepers stating that 'the notion of the institutional gatekeeper is a powerful

explanatory concept in accounting for the discursive patterns identified in a wide range of interactional encounters'. Institutional patterns of discourse, as part of socio-cultural norms, prove to be very important for accepted practice and participation, as Gumperz (1992), Roberts *et a*l (1992), Schiffrin (1994) and Sarangi and Slembrouck (1996) would all agree.

White and Lowenthal (2011) detail many of the disadvantages minority students experience as a result of not taking ownership of and engaging with AL. Their research findings elaborate on the many reasons why the use of AL is restricted, very often deliberately, by these students and why it is so difficult for them to acquire it in the first instance. For example, AL represents a mis-match, a clash with the norms of their own socio-cultural discourse patterns, it is viewed as an instantiation of a 'code of power' (*ibid*: 5), and their social identities can become compromised. Philips' (1983) research, as an example, examines Warm Spring Indian Reservation students and their problems in white American dominant classrooms. She argues that there are many reasons for the disparities in the academic performance and oral interaction patterns in the classroom, much of which is identity-related and can be traced to culturally incompatible styles of communication. As Philips observes:

> 'For the Indian students, getting the floor in classroom encounters regulated in Anglo fashion requires them to behave in ways that run counter to expectations of socially appropriate behavior in the Warm Springs Indian community.'
>
> (*ibid*: 115:

As a strategy to contend with this problem of integration in the classroom, some minority language students may adopt a 'code-switching' approach (Baynham, 1993; Flowers, 2000; Godley & Minnici, 2008; Turner, 2009) to the dominant discourse practices; others do not (White and Lowenthal, 2011). In either scenario, issues of identity, conforming, belonging and often intellectual ability come to bear on these decisions and willingness to participate. At least with the linguistic skills at their disposal, the students have a range of techniques and choices for their classroom language use. As Kutz (1998: 85) points out, it is not just a question of substituting 'one way of speaking or writing with another, but to add yet another style to their existing repertoire', a practice which Adger's (1998) research bears out. The challenge, then, as White and Ali-Khan (2013: 38) summarise it 'is for educators to recognize how academic discourse is a unique and relatively exclusive subset of English, and to ensure that all students are well versed in this discursive style'. This approach, then, from teachers and educators would go some way towards alleviating and reducing 'the lexical bar' (Corson 1985) that often creates the biggest stumbling block of all for students.

Heller and Morek (2015) conclude that the socio-symbolic functions of AL ought to be taken more seriously in regard to its teaching, learning and use because these functions establish and demonstrate

issues of educational (in)equality and identity. Thus, becoming or choosing to become fluent and participative in AL discourse 'entails a process of identity reconstruction' (Kamberelis, 1995: 163) for the student. In terms therefore of identity, social, personal and community identity, this viewpoint coincides with Lave and Wenger (1991) concept of situated learning, how that is achieved through language and how learning involves the participation of the whole person in the building of individual identities.

Furthermore, going beyond the confines of the immediate school environment and its institutional status, AL operates as a 'visiting card', a marker which demonstrates the acquired knowledge, the appropriate social identity and the right to admittance and membership of the desired relevant community. In this way, AL performs a socio-symbolic function of gatekeeping (Sarangi and Roberts, 2002) between one community or institution and another, particularly in the employment sphere. AL acquires 'cultural capital' (Bourdieu, 1986) and becomes a transferrable skill for students. Thus, AL assists a person in acquiring an 'authoritative stance' (Schleppegrell, 2001: 434) which enables him/her to present as knowledgeable and with expertise that is demonstrated through the appropriate linguistic choices and repertoire (*ibid*: 444; Snow & Uccelli, 2009: 123).

The relevance of the literature on academic literature above is appropriate to Southern College because several of the studies referred to are based on research on students for whom English is not their mother tongue, or for students who speak a certain dialect reflecting a lower socio-economic group. Because they seem to be unable to manipulate the required and appropriate academic language, they are deemed as not being as cognitively accomplished. It has to be borne in mind that approximately half the students at Southern College are non-native speakers and therefore they have the added burden of acquiring the meaning of what is being taught as well as developing the facility to express their knowledge in an appropriate linguistic manner, both orally and in writing. Clearly, I say this without any imputation against the cognitive abilities of the participants in the study.

Similar to the prolific output among many researchers investigating professional and workplace discourse and once again with written discourse, there is now a growing wealth of academic discourse studies focussing on a plethora of special interests and particular in spoken academic discourse. The following are just some brief mentions of some of the current research:

- Coxhead (2000) issued a New Academic Word List;
- The Oxford Phrasal Academic Lexicon (OPAL) has recently been released;

- Walsh *et al*. (2011) have analysed university spoken interaction;
- Dang and Webb (2014) have considered the lexical profile of academic spoken English;
- Cutting (2001) reported on the speech acts of postgraduate students;
- Flowerdew and Ho Wang (2015) discuss identity in academic discourse.

To conclude this section, these are just a few examples of what is a thriving field of current investigation into academic discourse and specifically the spoken medium. Next, we move on the sphere of discourse within the hospitality sector.

2.4   Hospitality – management and discourse

2.4.1.   Historical development of hospitality as a social phenomenon

In order to situate the hospitality sector in the context of the present study, let us first look at the broader picture of the tourism industry. For, indeed, a gargantuan industry is what tourism has now become accounting for approximately one in every ten jobs (direct and indirect) and over ten percent of all global economic activity, according to the World Tourism and Travel Council (www.wttc.org). This represents a massive growth in activity from the 1950s to the early 21st century – international tourism receipts in 1950 were estimated at approximately $2 billion, compared to $750 billion in 2004. But travel, for whatever purpose, has always been part of the human experience dating back to and emanating from the early settlements in Mesopotamia, that 'cradle of civilisation', to Egyptian, Greek and Roman civilisations, the Crusades and other religious pilgrimages throughout the ages, even to the experience of The Grand Tour popular until the mid-nineteenth century. The Early Modern Tourism Period (1550-1950), as outlined by Weaver and Lawton (2006) culminated in the development of transport systems and technologies, coupled with the accessibility of travel for many people facilitated by the inventive enterprises of such pioneers in the industry as Thomas Cook, for example, in the mid to late 19th century, all of which lead inevitably to the emergence of the Contemporary Tourism Period (1950 onwards) and the current accessible, modern mass tourism industry that exists today (Withey 1997; Weaver and Lawton 2006).

As Weaver and Lawton (2006: 26-33) note, the tourism industry today involves many different sectors of enterprise and service to facilitate increased tourism demand, as Table 2.2 below.

Table 2.2: Enterprise components of the tourism industry

Component	Examples
Travel	modes of transport (air, land, sea)
People	inbound tourists and outbound tourists, stayovers or excursionists, providers and consumers
Location	domestic and international, origin, destination, stop-over
Time	length of stay, long-haul or short-haul trips
Purpose	leisure and recreation, visiting friend and relatives (known as VFR), business, sport, health, study, spirituality and also multipurpose travel
Facilities	accommodation, hospitality, food and beverage, retail, leisure facilities, and Meetings, Incentive, Conventions and Exhibitions (known as MICE)

As this table suggests, many of these components are interwoven to create the overall tourist or travel experience. Once arrived at the destination, irrespective of transport means, length of stay and purpose, the consumer is primarily concerned with those aspects of hospitality and accommodation that make the event enjoyable, pleasurable and memorable. This is why hospitality management has become such a cornerstone in the tourism experience and industry.

2.4.2   Hospitality topics in the literature

Having looked at the literature pertaining to workplace and academic discourse in the previous two sections, let us now turn our attention to hospitality discourse as another essential component of the present study. To access initially relevant literature on the discourse and research of the hospitality industry, the library of the College in question provided useful resources. Here after all is where the students access the theoretical foundations for their programme of study. A brief inspection of the library shelves there reveals that each academic year focuses on different aspects of the hotel management industry. First year students need to start with the basics of hotel management and much of the library resources cover topics such as Front Office Management (Abbot and Lewry 1999, Bardi 2011, Kooi 2013, Tiernan and Morley 2013), Food and Beverage Service including cookery, wine and spirit studies (Currie 2013, Lillicrap and Cousins 2010, Foskett, Neil, Paskins and Thorpe 2015, Wine and Spirit Education Trust 2011), Accommodation Management (Frapin-Beaugé, Verginis and Wood *(et al.)* 2008, Brinkman-Staneva 2013, Rawstron 1999, Wood 2013), and a variety of volumes on hospitality management. These subjects are of course continued in Years 3 and 4 (Year 2 is off-campus placement), a more detailed outline of which is will be provided in Table 4.1 in the Methodology chapter showing the breakdown of modules by year of study and by category. Moreover, the study orientation for third and fourth years students, while focussing in greater detail on modules dealing with general

business/management subjects, notably theory and practice of modern management approaches (Tiernan and Morley, 2013), additional modules are included which concentrate on their application specifically in the area of hospitality management. These include subject areas such as Yield Management (Abbot and Lewry 1999, Brotherton 2013), Human Resource Management (HRM) in Year 3 (Baum 1995, Hoque 2000, Nickson 2007) and International Human Resource Management (IHRM) in Year 4 (Zhang and Wu 2004, Baum 2006), Marketing Principles and Management, Law, and the Environment and Economics of Tourism.

The students graduate from this College as novice hotel managers but what does it actually mean to be a manager, and a hotel manager specifically? Du Gay, Salaman and Rees (1996: 265) state that what it means to be manager 'varies historically in relation to changing conception about the activity of management'. Arising from their investigation into the perception of the changing role of UK hotel managers, Gilbert and Guerrier (1997: 128-130) present a historical overview of these changes in terms of the role and attributes of the UK hotel manager, as illustrated in the following Table 2.3.

Table 2.3:   Attributes of UK hotel managers past and present.

Attributes of the hotel manager		The 1970s manager	The 1990s manager
1	Management style	Autocratic/distant	Team leader/ consultative
2	Management status	Craft skills/leadership	Business skills / good decision maker
3	Expectations of managers	Guest satisfaction/high profile with guests	Financial targets / control cost to achieve quality
4	Management structures	Functional and with several hierarchies	Team mentality, Standard Operating Procedures, open and honest with staff, empowerment
5	Management skills	Craft skills, attention to guests	Specialist, communication and interpersonal skills
6	Management vision	Limited financial understanding, hands-on, figurehead, Food & Beverage knowledge	Plan for staff training, financial expertise, computer literate, organisational and commercial skills
7	Management background	Few formal qualifications, worked one's way up	Formal education and specialist qualifications, management qualifications, recruited from other service-related occupations

Their main findings indicate a shift in focus from the traditional, personalised style of detailed operations management to a more business and commercially oriented focus which foreshadows a blurring of the boundaries between hospitality and other service sectors. Indeed, managers within the industry identify themselves more as 'managers' in line with other service sectors (*ibid*: 125), with attendant general management qualifications, rather than just as 'hotel and catering' professionals whose expertise lay in the customary craft skills, particularly food and beverage service.

The shift in management style in more recent decades has also been noticeable in terms of people management, that is, attention is not solely focussed on the hotel guest, consideration is given also to the personnel who provide the service, the employees. Human Resource Management (HRM) has become a major field of study in the hospitality sector, as the Year 3 curriculum identified above, with the importance of international HR management, global cultures and organisational culture dominating the curriculum in Year 4. Guerrier (2013: 86) defines HRM quite simply as the practices and policies used to manage employees within an organisation. In his textbook, Nickson (2007: xiii), confesses to the ongoing debate about the synonymous nature of hospitality and tourism activities 'whilst also at times rather fudging the distinction between tourism and hospitality'. Baum (1995: ix) similarly concedes this 'conscious fudging' - see further discussion in section 2.3.3 below. Nickson (2007) acknowledges that tourism and hospitality organisations are wont to talk of how their people are 'their greatest asset'. One fundamental point that both these types of organisations agree on is the need to deliver a quality service to customers and they recognise the importance of managing their staff in such a way so as to achieve this objective. This involves all the processes and procedures of the organisation being deployed in the best manner possible to attract, maintain and develop an effective workforce (Guerrier 2013, Nickson 2007). Whether the HRM practices focus on the 'hard' skills where the main effort is on controlling and minimising the *cost* of staff resources, or on the 'soft' HR skills, where the emphasis is on keeping commitment from and improving the quality of the *human* resources (Storey, 1992) (italics in original), the end goal is to maintain a profitable and reputable enterprise.

Fundamental to the operations of the hospitality industry is the service encounter. Shostack's (1985: 243) defines the *service encounter* as 'a period of time during which a consumer directly interacts with a service'. A number of features are present – the people, the physical facilities, other variable and tangible elements, such as a material product for example, and the shared time. This reflects the traditional 4-P marketing mix of product, place, promotion and price (McCarthy and Perrault, 1987).

Booms and Bitner (1981) proposed an expanded marketing mix for services adding three new components: *people* (all the human actors in the service encounter), *physical evidence* (the surroundings and all tangible cues), and *process* (procedures, mechanisms, and flow of activities). In terms of the physical evidence element, the actual environment of the service encounter, they coined the term '*servicescape*' which they define as 'the environment in which the service is assembled and in which the seller and customer interact, combined with tangible commodities that facilitate performance or communication of the service'. Bitner (1992: 65-66) elaborates on three dimensions of the *servicescape*: ambient conditions, which affect the five senses (music, smell, lighting, for example), the spatial layout and functionality (furniture, equipment, positioning), and signs, symbols and artefacts (external and internal signage, floor and wall coverings, for example) which are important in forming first impressions. These additional 3Ps are often crucial in determining the success of the customer experience and overall customer satisfaction with the service, particularly so in the hospitality industry. On this particular type of service encounter, many other researchers have deliberated, particularly in regard to the implications for the human actors, notably in relation to the service workers and their perceptions of and within the *servicescape* (Kotler 1973, Nguyen 2006, Namasivayam and Lin 2008). Zeithaml and Bitner (2000), for example discuss the performance of service workers and how it can be evaluated under three key headings – appearance, competence and behaviour. The importance of the service employees' role in delivering the required quality service too has come under the research lens in the literature (Mohr and Bitner 1995, Lovelock and Wright 2002;) and also how it is also perceived as an expression of the overall corporate image (Kotler 1973, Hartline and Jones 1996, Hartline, Woodridge and Jones 2003). Agar (1985: 53) states that in-service encounters 'the institutional representative uses his/her control to fit the client into the organisational ways of thinking about the problem'.

In relation to food service encounters specifically in the hospitality sector, Gustafsson (2004) describes this encounter as the Five Aspects Meal Model (FAMM) or 5A model of *the meal experience*. The *meal experience* was a term coined by Campbell-Smith, a UK Marketing Consultant, in 1967 to embrace the fact that are factors other than the food and beverages components necessary to create and influence a satisfying dining experience for the consumers. Gustafsson (2004: 10-13) outlines these elements which include the room, the meeting (interpersonal) and the product (the food and beverage) as the three core elements, along with the management control system of the establishment itself (administrative, economic, legal features, regarded as background and often unnoticed), encircled in the whole environment and atmosphere of the dining experience. Gustafsson, Öström, Johansson and Mossberg (2006) later in evaluating the meal experience assert that there is much more than just the

food and beverages involved in the dining experience. Finkelstein (1989: 3) argues that the physical environment is as important as the comestibles. Warde and Martens (1999: 128-130 and 2000) strongly disagree with this assessment because, from their extensive research, their findings indicate that the sociability aspects are the most significant, asserting that what people value is the company and the conversation. Pavesic (1989: 45) elsewhere differentiates between the *eat-out* event (for example, as a substitute for cooking at home) and the *dine-out* experience which is regarded more as a social occasion or entertainment when price is not the main consideration.

Two other areas of hospitality delivery reflected in the literature can also be mentioned briefly here – they are the Front Office and Accommodation departments and they are prime locations for the service encounter interactions. From a corporate and management perspective 'frontline personnel are a critical source of information about customers … they serve a boundary-spanning role in the firm, as Bitner, Booms and Moher (1994: 79) state. Along with food and beverage services, accommodation facilities form the traditional 'holy trinity' of the essential hospitality service.

2.4.3   Hospitality education – management and studies

This review of the current literature refers again to the historical development of the industry in the context of academic research. Brotherton and Wood (2008: 8) record the development to the initial two main schools of education within the hospitality sector. The school of hotel management in Lausanne, Switzerland, L'École Hotelière de Lausanne, which was established in 1893 was the first and oldest school of its kind in the world and its primary focus has been and continues to be the vocational training of hotel managers. The School of Hotel Administration of Cornell University in the USA, established in 1922, is equally renowned worldwide for its practical formation but, in addition, it has developed a research orientation within the academic field of hospitality management (Gilbert and Guerrier 1997: 126-127). The debate has arisen about the legitimacy of this field of research over the years, questioning the validity as to whether or not to treat hospitality management as a distinct separate field of enquiry, or whether or not it can be regarded as another element within the over-arching field of management studies across many disciplines. As Williams (2004) points out that, while policymakers throughout the world are enthusiastically taking advantage of the perceived employment and economic opportunities arising from the tourism industry, the legitimate status of tourism has been the subject of ridicule, that studying 'fun' or something as insignificant as 'holidays' (Hall and Page, 2002)

could not be worthy of serious academic endeavour. Rojek and Urry (1997: 1) even question 'where does tourism end and leisure or hobbying and strolling begin?' Nickson (2007: xiii) confesses to the ongoing debate about the synonymous nature of hospitality and tourism activities.

This perception persists, that the tourism sector, and within it hospitality, has been regarded as relating to what Holmes *et al.* (2007: 77) refer to as the '*Mickey Mouse Myth* … the perceived continual drip feed of commentaries (mainly from those outside of the field) that denigrate tourism as a weak, unsophisticated, a-theoretical subject unfit for serious academic study'. Coupland (1993: 5) had previously coined the phrase 'McJob' which means 'a low-pay, low-prestige, low-dignity, low-benefit, no-future job in the service sector' – an apt description of (certain areas of) employment in the hospitality and service sector, as some might consider. Nevertheless, as a counter-balance to this view of the industry, Holmes et al (2007) present a future research agenda in five areas of tourism and hospitality research — research methodology, tourism education, culture and heritage, hospitality management, and sustainable tourism – which demonstrate 'the continued challenge of research in this field' (*ibid*: 81). Echtner and Jamal (1997) among others such as Tribe,1997; 2000; Leiper, 2000; Franklin and Crang, 2001; Coles *et al.* 2005, discuss the dilemma of tourism studies and whether this area can and should properly be a discipline in its own right. The historical nature has been to locate tourism and hospitality studies within a broad spectrum of other disciplines. Weaver and Lawton (2006: 16) position them as being interconnected with several disciplines – geography, history, law, ecology, sociology, psychology, business management, anthropology, marketing, agriculture, political science and economics. Hall (2005: 6) adds further to this inter-disciplinary list to include architecture and design, urban and regional planning, transport studies, leisure studies, and hospitality, catering and restaurant administration.   Nonetheless, Brotherton and Wood (2008: 14) acknowledge that the study of hospitality management 'is both contentious and contested' and raises the industry-wide question as to whether the industry is unique and therefore requires special and separate forms of education to support it. They do believe, however, 'that both the study and practice of hospitality management research and education, however it may be circumscribed, is no less meritorious an intellectual activity than any other form of management or academic study' (*ibid*). On review, it would seem that hospitality studies have had to fight for a rightful corner within the academic research spectrum. Considering the locus of this research, it is hoped that the present study will contribute to that corpus of academic research.

If the establishment of academic peer-reviewed journals in tourism and cognate fields is an indication of the research and academic value within the sector, Clark, Riley, Wilkie and Wood (1998) list fifteen

of these major journals, with a further four of related interest (Food and Human Resources, mainly).
Hall, Williams and Lew (2004) record the accumulation of relevant journals as shown in Table 2.4.

Table 2.4   Establishment of academic journals in tourism and cognate fields

Time period	Number of journals established
Pre-1960	3
1960-1969	2
1970-1979	8
1980-1989	10
1990-1999	31
2000 -	21
TOTAL	75

Morrison and O'Gorman (2008) discuss the 'symbiotic relationship' between hospitality studies and hospitality management. As discussed in the foregoing sections, hospitality management has featured prominently in the literature and perhaps even dominated the sector. This management aspect centres on hospitality as a business and is concerned with hospitality as 'industry, commercial endeavour, and business and management therein' (*ibid*: 216). In terms of academic maturity as a higher education academic subject and discipline, Jones (2004) differentiates between 'management' and 'studies', the former referring to the industry perspective as indicated above, but emergent 'studies' are more located in and are derived from the social sciences which apply its various disciplines to the context of hospitality as an exemplar of research.   Indeed, many authors propose a multi-disciplinary and inter-disciplinary approach to the sphere of hospitality research and studies (Slattery 1983, Wood, 1998, Littlejohn 1990, Lashley et al 2007). Volgger and Pechlaner (2015) discuss tourism and hospitality from the perspective of multi-, inter-, trans- and post-disciplinarity in the field of education. Knowledge Management (KM) is fast becoming a new area of study in management in general and Hallin and Marnburg (2008) have already done some empirical research for its application and use within the hospitality sector. Their initial findings suggest that incorporating such a system would assist in developing competitive advantage in an era of expanding technological advancement, although only a few major hotel chains have engaged with it so far. In linking knowledge management with tourism, Cooper (2006) proposes to link these two fields particularly in relation to knowledge transfer and exchange in an effort to draw research and practice closer together. Cooper (2015: 312) acknowledges that 'the effective knowledge transfer and use of tourism knowledge has proven to be not an easy task' and he challenges both

educators and researchers, those who generate tourism knowledge, to communicate more effectively with the actual practitioners in the field.

2.5   Conclusion

In conclusion, this review has looked at three distinct areas of the literature into discourse studies. Quite a considerable amount research has already been done in relation to professional and institutional discourse in the workplace and also academic discourse. There is much more that has yet to be done in these fields, especially in relation to spoken discourse within specific loci in these contexts. Gaining access to locations for recording spoken interaction in a wider variety of contexts is part of the challenge going forward to increase the volume and quality of such future research. Previous studies mentioned above can act as an incentive to researchers to expand on the current work and the results and insights gained from subsequent analysis of specific discourses should prove an enticement to other working environments – professional, institutional, academic – to open their doors to engage with such worthwhile work.

While struggling to find its space in the academy, hospitality research may have been bounded in the past by many diverse disciplines as mentioned previously. Acknowledging that hospitality has been a 'late entrant' as a university subject, Morrison and O'Gorman (2008: 219) nonetheless assert with confidence that 'in the twenty-first century, hospitality has established its place within higher education', and must incorporate the dual aspects of both hospitality management and also hospitality studies. The present study adds to a small body of work emerging on the discourse within the hospitality sector, in addition to contributing to the existing body of work dealing with workplace and academic discourse.

Having established the context within the current related literature, we shall now look at some theoretical frameworks which can be considered for their suitability in order to frame and analyse the data for the present study.

CHAPTER 3

Theoretical Framework

3.1   Introduction

The purpose of this chapter is to consider a suitable theoretical framework for this research project which is based on an analysis of the CLAS data and to examine how such a framework is reflective of and representative of the data findings. A number of relevant frameworks will be examined to assess how suitable they are in terms of the research objectives and thesis questions. As this research is a study of oral discourse situated in a defined academic community, specific analytical frameworks relevant to these two factors will be reviewed. Primarily, these will include a scrutiny of three major models for community and the operationalisation of each framework within the specialised environment of the project. The three which will be reviewed are speech communities, discourse communities and communities of practice. Each of these perspectives offers elements which can be applied to the data but the question here is: is any one, or indeed each one, of these frameworks the most appropriate to adopt in scrutinising the data? This chapter will demonstrate that certain elements are common to all three frameworks and that these features build on from one another in a layering process of application to the data.

In search of the most suitable and comprehensive structure for this research, let us start first with the concept of the speech community and consider how it serves as a first stage mechanism for analysis. It may prove to be inadequate for the requirement of the CLAS data analysis, therefore consideration of the discourse community might shed further light on the data and address the research questions more thoroughly. However, I suggest that the third theoretical framework mentioned above, namely the community of practice, offers a broader, more inclusive structure to be exploited here because there are essential elements within the community of practice framework model (Wenger 1998) that go beyond the level of discourse only. In addition, in order to contextualise the data, the chapter will conclude with an overview of the many relevant sectors pertinent to this particular location at Southern College of Hotel Management and to the CLAS corpus analyses. This will be developed through an overall ethnographic perspective of the findings within its specific environment and how the particular ethnography can contribute further dimensions and layers of understanding to this study. To begin therefore, let us first examine the three frameworks mentioned above in sequence and initially through a linguistic lens.

3.2   Speech Communities

Because this research is based on spoken language, it is appropriate first to examine the speech community as an initial point of departure when searching for and considering a suitable framework. As far back the 1920s, Bloomfield worked on a systematisation of language, viewing language as a parameter and index of social grouping. Language constructed and demonstrated the communality that served to build and maintain social groups and his research lead to definitions of elements of speech practice. For example, he postulated (Bloomfield, 1926) that 'an act of speech was an utterance; that within certain communities successive utterances were alike or partly alike'; concluding that the totality of such utterances within that community constituted a language; and that such a community could be termed a speech community (*ibid*: 154-155). In this early broad definition, certain elements are core to the construction of how a speech community can be demarcated: utterances, similarity, community. However, as Patrick (2002: 578) and Vaughan (2009: 45) highlight this formula presents two problematic areas of interpretation, namely the question of linguistic uniformity (how similar and in what way must the utterances be in order to constitute a speech community) and the notion of community *per se* which remained undefined by Bloomfield permitting, perhaps, a generous interpretation of community. Subsequently however, Bloomfield (1933) clarified that intelligibility must also govern the boundaries of the speech community which 'is a group of people who interact by means of speech' (*ibid*: 42). At this point, he also references the possibility of 'differences in density of communication' (*ibid*: 46), an element which foreshadows a much-later definition by Gumperz (1968) that incorporates the element of frequency of interaction among the speakers as essential.

From Bloomfield's time onwards, there have been many refinements and variations in defining the speech community more accurately and concisely. Labov (1966), Gumperz (1968) and Hymes (1972, 1974), for example, have researched the speech community in great detail over the years, highlighting different elements and constituents within their definitions. Gumperz introduces ideas of the bilingual speech community, discussed further in Section 3.2.1. One such element is the notion of geography or proximity of the speakers to each other. Labov investigated speech communities within specific geographic boundaries such as New York City and Philadelphia (1966 and 1989, respectively). More recently, however, Saville-Troike (2003) asserts that geography and physical proximity may not be necessary for a speech community to be valid, citing the example of English-speaking Armenians living in the USA all the while speaking Armenian with their family back in Syria, using contemporary telecommunicative technology and media to communicate across the continents. Saville-Troike maintains that these speakers still form a speech community because of their shared language and social

and cultural knowledge. This highlights the social unit to which the speakers belong as an integral feature of the speech community. Gumperz defined and refined his concept of the speech community many times over the years. In 1968 he offered the following characterisation of a speech community as

> any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language usage.

<div align="right">(1968: 381)</div>

In a previous definition, Gumperz (1964) had specified that a time factor was a necessary component, that these r*egular and frequent interactions* had to occur 'over a significant span of time' (*ibid*: 137). These v*erbal signs*, or speech as we can call them, perform an interactive social process where the language itself is used according to socially recognised norms and expectations within that community. The linguistics terms, words, phrases that are used regularly and frequently are understood by those within that community. From a purely linguistic point of view, the language has to conform to acceptable grammatical rules which reveal or identify the speaker's belonging to that group. In other words, members of a speech community have to use the particular language of the group and to use it appropriately according to '*a shared set of social norms'* (Gumperz 1968*:* 382) within that group. Every message must conform to the grammatical restraints of the verbal repertoire but it is always interpreted in accordance with social restraints (1968: 138). Describing the speech community within such grammatical constraints echoes Salzmann's (2004) initial prescriptive characteristics of language reduced to pronunciation, grammar, vocabulary and manner of speaking.

A definition offered by Cohen (1985: 12) contends that 'communities can be understood by their boundaries, since they are identified by both their uniqueness and difference'. This reflects Bloomfield's (1926: 154) postulates on similarity ('*alike and partly alike')* and implied dissimilarity – ['that which is alike will be called *same*. That which is not same is *different*' (*ibid*: 155)]. This delimitation constructs the speech community within agreed boundaries of what is acceptable and, in turn, marks what is unacceptable within that speech community as different or outside.

Developing on from these concepts of speech conforming to established grammatical rules and exercised within a social context, Hymes (1972) proffered the concept of 'communicative competence' within the speech community framework. This was in contrast to Chomsky's (1965) limited 'linguistic competence' based on the competence-performance model.   In developing his framework of communicative competence, Hymes asked himself four questions about language use and competencies: 'whether (and to what degree) something is formally possible, feasible, appropriate and done' (Hymes, 1972: 282-286).   Assuming a positive response to these questions, he aligned

membership of a speech community with the members' ability to demonstrate communicative competence. Communicative competence requires interactive, mutually intelligible and reciprocal use of language by the interlocutors, choosing language appropriate to the context in order to achieve, co-construct and maintain meaning within that context. Hymes elaborated on four components of linguistic practice which are intrinsic to his concept of communicative competence, as follows:

- Linguistic competence which requires knowledge of the language's basic systems - grammar, lexis, phonology and phonetics, orthography,

- Sociolinguistic competence which entails accurate appreciation of how and when to use language in appropriate socio-cultural contexts – norms of formality/informality, politeness, register and style in a given situation,

- Discourse competence which demonstrates the facility to be able to manipulate language in response to the demands of differing genres and discourse types - whether written or spoken, in a coherent and cohesive manner,

- Strategic competence which shows the speaker's knowledge and skills in being able to overcome communication difficulties or breakdowns in communication by adopting a range of strategies to restore the flow of communication.

As an aside here, it needs to be reiterated from the Introduction chapter that the ability to achieve this strategic competence becomes quite an important issue in terms of the location and value of this research. In discussing the availability of teaching materials for hospitality education, Healy and Onderdonk Horan (2013) highlight the difficulties faced by students in acquiring a suitable and extensive linguistic repertoire which will allow them in the future to deal effectively and politely with the often-difficult, interpersonal communicative situations that can arise in a hotel. For example, a hotel manager has to exercise great linguistic agility in dealing with both staff and customers in conflictual situations - such as, in the hiring, firing or reprimanding of staff or in dealing with a wide range of customer complaints. Being able to overcome such difficulties is a very necessary strategic and linguistic skill for members of this speech community.

More recently, Hymes (2005: 6) provided a newer definition of the speech community 'as a community sharing rules for the conduct and interpretation of speech, and rules for the interpretation of at least one linguistic variety'. Both conditions are necessary.

Returning to the work of linguistic theorists as outlined above, Bloomfield, Gumperz and Labov, for example, have incorporated some, though perhaps not all, of Hymes's elements in their definitions of the speech community: that is, adherence to the language systems and interactive appropriateness

(Bloomfield 1926, 1933; Gumperz, 1968) and shared norms (Labov 1966). Campbell and Wales (1970) regarded appropriateness of language use more important than grammaticality. Savignon (1972, 1983) broadened the scope of communicative competence to include not just verbal competence but also writing competence, taking into consideration the totality of information input from paralinguistic sources also. She also advocated that communicative competence is achieved through performance all the while permitting varying degrees of competence within a speech community. However, there tends to be disagreemenCanalet in the literature surrounding what Hymes defined as the four elements of communicative competence outlined above. Some linguists separate the linguistic competence component, which includes grammatical competence, from communicative competence, while for others grammatical competence is considered an essential of overall communicative competence. Canale and Swain's (1980) work, for example, on their definition of communicative competence paid particular attention to the strategic competence component. While their work also concentrated on linguistic/grammatical competence and sociolinguistic competence, especially in relation to language learners, they considered the elements of coherence and cohesion as being the necessary strategic skills at discoursal level to maintain and demonstrate overall communicative competence.

In combination with the elements of communicative competence as defined by Hymes (1972) above, Wenger-Trayner and Wenger-Trayner (2014) also discuss the sphere of competence as a social dimension, asserting that 'competence is not merely an individual characteristic. It is something that is recognizable as competence by members of a community of practice' (*ibid*: 14). This recognition of competence by others within the particular community will be addressed later in Section 3.3 where, with specific reference to this research, the overall environment of competence, the learning and acquisition of competence within the landscape of the community of practice will be discussed.

The definitions and delineations of the speech community are not set in stone but undergo constant revision over the years as different researchers consider various clusters. Dorian's (1982) research, for example, on a specific speech community investigated speakers on the 'working margins' of the language. Her work with the Gaelic-speaking fisher-folk in East Sutherland sought to redefine the speech community to include the valid participation and status in that community of low-proficiency 'semi-speakers' and near-passive bilinguals in both Gaelic and English. Her ethnographic involvement in the research revealed that different proficiencies in receptive and productive skills may be glossed over in the overall perception of a member's participation in this community. Indeed, fluency is not

required, nor grammatical and/or phonological control (*ibid*: 30), unlike for the outsider/foreign learner for whom it remains a prerequisite and without which they 'remain a *participant* in the speech community but not necessarily a *member* of it especially if he or she does not also fully master receptive skills and sociolinguistic norms' (italics in original). Yet for the local person, there seems to be only a minimum level of language proficiency required to be considered a full member of the Gaelic-speaking community, leading Dorian to conclude that the definition of this speech community (at least) needs also to include the marginal speakers. This too echoes Savignon's (1972, 1983) ideas of legitimate membership based on varying degrees of linguistic competence. Dorian's (1982) conclusion stretches towards supporting Corder's (1973: 53) view and definition that 'a speech community is made up of people who *regard themselves* as speaking the same language; it need have no other defining attributes' (italics in original) - a definition, perhaps ultimately, too vague. On the contrary, Hymes (1974: 50-51) argues that 'to participate in a speech community is not quite the same as to be a member of it'.

To summarise, Morgan (2014) more recently provides a comprehensive and concise overview of the elements that many researchers have proposed in relation to the concept of the speech community.

> Speech communities are groups that share values and attitudes about language use, varieties and practices … regarding forms and styles of communication … takes as fact that language represents, embodies, constructs and constitutes meaningful participation in society and culture … it is within speech communities that identity, ideology and agency are actualized in society … members must be socialized to learn the language symbols of that community and how and when to use them.
>
> (*ibid*: 1-2)

The foregoing includes many of the attributes of the speech community discussed above - the shared values and attitudes about language use and practices which construct and constitute social participation and membership, and that learning how to use that language appropriately is a necessary requisite of membership of a speech community. Time, frequency and location also play a part in this consideration. Morgan's concept of speech community is certainly not just about language as a structure or system, it is about language as a socialisation process and acculturation. It is not just about people speaking the same language, it is about participants' knowledge and discernment about how to be meaningful and effective in social contexts through the judicious use of language.

3.2.1   Speech Community – application to the data

Referring again to Bloomfield's postulate that 'within certain communities successive utterances were alike or partly alike' (1926: 154), these utterances create a uniformity of speech patterns and the co-

construction of consequent meaning. A relationship between the language used and the actions it represents emerges as an index of social patterns of interaction in the speech community. Gumperz (1968) introduced ideas of the bilingual speech community in his work. In some communities, for example, there might be two languages spoken, one within the external public community and another within the home/private sphere – 'linguistic islands surrounded by other tongues' (2009:47). Some of these 'linguistic islands' may operate within certain occupational or specialised minority groups, for example the vernaculars of gypsies or the Jewish community. The use of these languages would indicate and demonstrate social appropriateness whether in business or in private relationships. Gumperz further classifies the usage of these variations as either 'dialectal' or 'superposed (*ibid*: 49) in terms of the relationships between interlocutors and activities being carried out – 'dialectal' referring to the home/private vernacular and 'superposed' referring to language used in formal occasions or rituals – each fulfilling a particular communicative and social need.

Within the sphere of hotel management education, both these variations are applicable and relevant. The members of the speech community at Southern College of Hotel Management must learn and negotiate their way with a sensitivity to both variations as required by the circumstances they find themselves in, i.e. their private or public persona as the situation requires. In addition, we must be conscious of the fact that for about half the student population, English is not their first language and these students must also acquire a high proficiency level in English to be able to complete their studies and to enter the professional workplace with confidence.

In light of the foregoing discussion on speech communities, let us now consider the application of this framework to the current research. Certain features as outlined above are to be found in the data, such as:

- The data, first of all, is spoken language;
- Communication among members at Southern College is created through language use;
- This language builds on the idea of uniformity and similarity of meaning throughout;
- Intelligibility is achieved through shared topical and social knowledge;
- Regularity and frequency of interaction among the members through this shared language abound;
- Interaction among members occurs over a specific time span which, nevertheless, remains fluid as members come and go over an evolving period of time;

- The educational and physical boundaries are delimited: the *raison d'être* and location of the College provide structured limits, setting it apart from other academic institutions;

- This institution has developed and uses a vernacular specific to this community; this concept will be examined in greater detail in Section 3.4 below when considering the community of practice framework;

- Developing the communicative competencies of the students, as per Hymes's (1972) model, at Southern College is crucial to membership of this speech community.

These features of the speech community are particularly applicable to the location and environment of this research at Southern College of Hotel Management, culminating in the, importance given to the acquisition of communicative competence at strategic level for its student members. As outlined earlier in the Chapter 2 (Literature Review), Blue and Haran (2003) discuss the complexity and sensitivity of language skills needed in the hospitality industry as a critical professional skill. The mentors in the speech community at Southern College are vigilant in addressing this particular issue, with both native and non-native speakers of English alike, because strategic competence in the use of language is core to successful communication with all participants in the international hotel management sector.

Examining the data garnered in this study through the lens of the speech community framework addresses one of the main research questions, namely to identify and categorise, both quantitatively and qualitatively, the unique linguistic features of the discourse at Southern College of Hotel Management. Indeed, there are many parallels between the elements of a speech community and their applications to the CLAS data, summarised above. Specific exemplars of this discourse, which has its own specialised lexical meaning and interpretation in practice, will be discussed subsequently in Chapters 5 and 6.

In the meantime, this brief examination of the speech community has shed some light on one aspect of the community at Southern College of Hotel Management, the language in use there. However, as a theoretical framework on its own, the speech community falls short in many respects as a comprehensive framework for analysis of the bountiful data in the CLAS corpus. It does not offer sufficient parameters for the totality of the unique experience and locus of the research project to hand. At a linguistic level, it is a useful model but it does not take into consideration in any practical way the essential character and activity that takes place at Southern College, namely the education and professional training of the students to become international hotel managers. The focus in the College

is directed outward to the hospitality industry where the behaviour and actions of suitably trained and somewhat experienced junior manager can take up their roles. As there is so much more required in the external commercial environment than the four linguistic competences that the speech community model can provide, it becomes necessary to look elsewhere towards another framework, but to one which must also offer a linguistic orientation. To this end, we shall investigate the discourse community to uncover what considerations and opportunities it might offer for a wider-ranging analysis of the data here and to serve the members of the community in Southern College.

3.3   Discourse Communities

This section will consider the discourse community as a framework for analysing the data in this research project. First of all, definitions and features of what constitutes a discourse community will be examined which will then be reviewed in light of their application to the research data. In his seminal book, *Genre Analysis: English in academic and research settings*, Swales (1990: 24) distinguishes between the speech community and the discourse community asserting that 'a speech community typically inherits its membership by birth, accident or adoption; a discourse community recruits its members by persuasion, training or relevant qualification' – a particularly apt observation given that the student participants choose to become members of the Southern College of Hotel Management community. Swales had previously further polarised this difference between these two communities from a general societal perspective by stating that 'speech communities are centripetal (they pull people in), whilst discourse communities are centrifugal (they set people, or parts of people, apart)' (Swales, 1987: 3). In his view, membership of a discourse community results from an individual's choice to become part of a particular special interest group, rather than an arbitrary association or corollary of birth. He further distinguishes between the two types of communities by asserting that the linguistic behaviour in the speech community, which is a sociolinguistic grouping, is primarily social; whereas in the discourse community, a sociorhetorical group, linguistic behaviour is functional. Consequently, the purpose of language use differs between these two types of communities. His differentiation highlights that it is the community *per se* that creates the discourse in the speech community, whereas it is the actual discourse itself which creates the discourse community (Swales 1988: 212). With the parameters outlined above, Swales (1990: 24) emphasises two further central features of discourse community membership, namely training and qualifications, aspects which are not critical for the speech community but which, for this research, are also central considerations.

In expounding his ideas arising from extensive research within academia, Swales bases his work on three convergent areas: the concepts of *discourse community, genre* and *task.* Working within the parameters of *discourse communities* and *genre*, his objective is to develop academic communicative competence among his students, irrespective of their first language, and he uses the term *task,* which is typically applied in a narrow specific way within the context of discourse community, rather than the more generalised term *activity* associated with academic assignments. Genre, however, deserves closer examination here as it is significant in terms of understanding Swales's overall concept of discourse community. Indeed, we shall see in the following section on the application of the discourse community framework to the CLAS corpus data that genre plays an important role in the context of the community at Southern College of Hotel Management and the overall analysis of the data. After earlier iterations of definition (Swales, 1981), he defines genre in the following terms:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes ... the rationale for the genre…shapes the schematic structure of the discourse and influences and constrains choice of content and style…exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience.

> (Swales, 1990: 58)

Genre theory research on definitions and applications have been conducted mainly in the domain of education, with differentiations in the research varying according to institutional level (primary, secondary, tertiary/adult), disciplines of expression (written or oral) and language proficiency (native speakers and/or English language learners). Hyon (1996) produced an analytical comparative study of the theories and practices of genre theory and their pedagogic applications based on methodologies from English for Specific Purposes (ESP), the school of North American New Rhetoric Studies and the Australian systemic functional linguistic approach. Each of these research traditions defined genre differently: ESP viewed genre as structured communicative events; the New Rhetoric scholarship focussed attention on genre as social action located within various institutional contexts; and the Australian approach presented genre as staged, social processes. Hyon examined each of these methodologies in terms of their contexts, goals and instructional frameworks.

More recently, Schnurr (2013: 48-49) summarises different ways of approaching genre analysis and synthesises these three traditions in the following manner. Broadly based around Swales's work, ESP also adopts Bhatia's definition of genre as 'recognisable communicative events, characterized by a set of communicative purpose(s) identified and mutually understood by members of the professional or academic community in which it regularly occurs' (Bhatia 1993: 13). The New Rhetoric school's approach to genre focuses 'not on the substance or the form of discourse but on the action it is used to

accomplish' (Miller, 1984: 151); and the Australian tradition, called the Sydney School, views genre as 'staged, goal-oriented social processes' (Martin 1997: 13). This view builds on Halliday's work regarding forms of language being shaped by key features of the surrounding social context which he defined as *field* (the activity going on), *tenor* (the relationships between participants) and *mode* (the channel of communication (Halliday, 1978; Halliday & Hasan, 1989; Hammond, Burns, Joyce, Brosnan, & Gerot, 1992), cumulating in what Halliday and Hasan described as the *register* of language (Halliday, 1978; Halliday & Hasan, 1989).

While these factors are pertinent to understanding genre as an element of discourse communities, this research project goes beyond those boundaries in its application of genre because of its professional practical realm of activity.

How these three key elements interlock with one another leads Swales to define in summary the discourse community as follows:

> Discourse communities are sociorhetorical networks that form in order to work towards sets of common goals. One of the characteristics that established members of these discourse communities possess is familiarity with the particular genres that are used in the communicative furtherance of those sets of goals. In consequence, genres are the properties of the discourse communities; that is to say, genres belong to discourse communities, not to individuals, other kinds of grouping or to wider speech communities.'
>
> (Swales 1990: 9)

Noteworthy here is the expression used to indicate the organic development of the discourse community; they develop from *networks that form* because of the perceived common goals. In this definition, Swales also emphasises that the concept of genre and its properties is central to the discourse community in practice and that its members need to have an expertise in using the various and appropriate genres. Swales (*ibid*: 24-27) proposed six defining characteristics of the discourse community, features which he deems necessary, sufficient and stringent to satisfy his criteria for the existence of a discourse community. In summary, these features are (1) common goal, (2) forum, (3) information exchange, (4) genre development, (5) specialised terminology, and (6) expertise. In the next section, each of these six defining characteristics are described in general terms and, more specifically, how they are applied in practice at Southern College is described.

But before moving on to that discussion, let us also consider how discourse communities can be demarcated. A discourse community may have its membership assigned on the basis of speech or of writing, or both. It may operate within or without extensive space or time constraints. Members can vary their degree of personal involvement with other members and vary the degree to which they perceive that membership as a central construction in their own lives. Consider a group of people who share a specific hobby or enterprise, for example; the people may have a common interest but that does not necessarily mean that they constitute a discourse community. Swales (*ibid*: 25-29) exemplifies this dilemma in the juxtaposition of the Hong Kong Study Circle (of philatelists) versus 'The Café Owner Problem' (a common commercial enterprise but not connected to one another). The philatelists extend geographically across the globe, yet their communication is demonstrative of all the six features mentioned above, particularly sharing a common goal through information exchange, using specialised terminology and with a hierarchical level of expertise acquired over time and participation. The café owners may all operate in close proximity to one another, performing similar tasks and routines for a similar purpose, yet they function independently of one another and without a common forum or information exchange. Therefore, they cannot be said to constitute a discourse community. Swales also exemplifies another scenario of lighthouse keepers or diplomatic representatives who are positioned in isolated locations who might appear not to form their own discourse communities; yet, they are linearly connected to their respective headquarters which provides a forum for information exchange and connection. This illustrates that a discourse community can operate under many shapes and guises but, as long as the main features are present, the community can be legitimately called a discourse community. Additionally, the extent of these prerequisite norms for a discourse community can be on scale from very fixed and set to constantly evolving and developing, allowing room for manoeuvre within those criteria. Nevertheless, the Swales model provides a very functional framework for analysis and he maintains that the six characteristics he proposes are essential to the constitution of a discourse community.

3.3.1   Discourse community – application to the data

Having considered what constitutes a discourse community in terms of membership, purpose and function of language within a defined social context, let us know look at how the elements of such a community align themselves with the research context at Southern College of Hotel Management. This

will be achieved by examining in turn Swales's (1990: 24-27) conceptualisation of the six defining characteristics, applying them to and interpreting them in this specific environment.

(1) A discourse community has a broadly agreed set of common public goals.

As an open, third-level academic institution, the common public goal of the College is to steer the students from an initial, inexperienced departure point within the hospitality industry to a graduate level qualification in this sector. It is this 'communality of goal… that is criterial' (*ibid*: 25) as all members of this community, be they academic or administrative staff or students, share this overt goal. As Ireland's only College dedicated exclusively to hotel management, Southern College's public reputation and identity are available for all to inspect and its public goals within the tertiary sector are well-defined and promoted – details have been mentioned in the Introduction Chapter regarding the College's position within both the National and European Higher Education Frameworks of Qualifications structures.

(2) A discourse community has mechanisms of intercommunication among its members.

Through the mechanisms of a wide and varied array of formal structures which include scheduled lectures on business and hotel-specific topics, professional practical training sessions, various language classes and the College's intranet platform, communication among the members of this community is maintained and supported on a continuous basis. Added to these official academic structures are the annual events within the College's calendar, such as visiting guest lectures, interviews for work placements and the annual Graduation and Awards ceremonies. This intercommunication among all the members, be they students, academic and administrative staff, also operates on an informal and social basis under the guise of a range activities within the College which occur at regular intervals throughout the academic year. Students operate their own clubs and societies (sports, music, quizzes) and organise and take part in voluntary, local and national charitable events. Indeed, the ethos of the College promotes student involvement in various volunteering committees which engages the students with the wider community and is not just limited to involvement within the hospitality sector and its events.

(3) A discourse community uses its participatory mechanisms primarily to provide information and feedback.

The transfer of knowledge and skills is achieved through the various intercommunication mechanisms mentioned in (2) above. In addition, the groups of students in each academic year participate in knowledge sharing and personal developing levels of experience and expertise in this industry. This is actualised by students, in the different academic years and modules, when

working on group projects and presentations, for example. Academic assessment and feedback on students' work are also part of this process, both formative and summative. This may be delivered on a one-to-one basis, to a group or by College semester/year-end grades. In this discourse community it is not only the academic members who provide information and feedback; as will be mentioned in Section 4 of this chapter below, there is also student-student and peer feedback in certain situations. Membership of this discourse community requires engagement by all parties with all the avenues for information exchange that are provided on an ongoing basis.

(4) A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.

A discourse community is an evolving and adaptive grouping with many tried and trusted genres for communication among members which have been developed and honed over the years. Take student presentations in class as an example of a specific genre of communication in this third-level academic institution. They serve the functions of (a) in-depth study and analysis of a specific topic, (b) cooperative team work (c) development of personal skills, (d) business and industry-style presentation skills, (e) sharing in knowledge transfer to fellow-students and, of course, as a vehicle for academic assessment. The traditional genres of lectures, textbooks, workshops, practical sessions, staff-student meetings and even student social clubs all serve to further the communicative aims of the community and to achieve the common goals of the College.

(5) In addition to owning genres, a discourse community has acquired some specific lexis.

This is one of the areas within the discourse community at Southern College that is most evident. Acquisition of the specific terminology within the hospitality sector is key to the successful participation of its members. This is an iterative process starting in first year which continues throughout the formative programme at the College and then further afield in the industry. The practice of this specialist vocabulary is an integral feature of this community wherein identifiable lexical items are both specific to the hospitality industry and also have acquired specialised discoursal meaning that may be puzzling to outsiders; it is a community where acronyms, initialisms and abbreviations abound. Indeed, Swales (1990: 26-27) considers that a group which has not yet evolved its own lexical shorthand does not yet constitute a discourse community. A detailed examination of the specific lexis, or *hotelspeak*, of the community at Southern College will be provided in Chapters 5 and 6. Examples from the CLAS corpus will

identify and explain specific items of the discourse in this community, from both a quantitative and qualitative perspective, thereby addressing one of the main research questions of this study.

(6) A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise.

As Swales (ibid: 17) says, 'discourse communities have changing memberships'. This is true in the context of Southern College where there is a throughput in the student population over a four-year cycle. On the other hand, the academic and administrative staff remains more consistent over a period of time, less transitory. This satisfies the criterion for a discourse community to have and maintain a suitable and necessary degree of professional expertise and content knowledge among its members. The students can be seen as novices in this sector with limited but growing content knowledge and expertise, while the lecturers are regarded as the experts; indeed, many of the latter have considerable experience and expertise in the professional world of hospitality before entering the world of academia bringing with them their many practical professional skills and knowledge. Though the novices may come and go, the core experts tend to stay. The overall ratio of novices to experts remains relatively static over time which maintains the high standards of knowledge content and expertise as well as the constantly evolving movement of students through the College as required in this discourse community.

From the above, we can see that the discourse community framework has much to offer in terms of examining the authentic discourse of this community at Southern College and the CLAS data which emerges from it. With emphasis on the shared discourse, it provides an over-arching structure of recognisable and agreed mechanisms and genres for communication among its members in the furtherance of their common public goals and enterprise. Yet, this framework is not sufficient to embrace all the elements of activity and the various pursuits at Southern College. For instance, the practical needs of the members and in this context specifically the students' needs for participation in the work and the day-to-life within the hospitality sector, are not facilitated within the discourse community. Certainly, discourse members share common goals, have ongoing communication pathways within a certain hierarchical structure of expertise, but learning to become full members of a community requires actions and practices that the learners get to try out, experiment with and improve on their capacity and competence to perform. Learning is a social activity and it requires hands-on practical experience of doing; learning how to do something at the theoretical level is not sufficient to

enable the junior members grow towards senior membership. Practice must be in action and in community and the opportunity to practice the necessary skills regularly and consistently needs to be provided for within the framework of participation. For these components we shall consider the framework of community of practice which addresses the vocational and professional apprenticeship model of community in practice.

3.4   Community of Practice

Before taking a detailed look at the concept of community of practice (Wenger, 1998) and how this framework can be applied to the present study, some initial dictionary definitions of the term *community* might be useful here in order to establish a broad baseline for what this term suggests in the general public perception and usage of its meaning. The Oxford online dictionary (https://en.oxforddictionaries.com/definition/community) lists a number of meanings offering suitable contextual examples. The common threads of those meanings and applications of the term include reference to 'a group of people living in the same place, having a particular characteristic in common, practising common ownership, unified by common interests'. A secondary meaning considers collectivity of people especially in the context of social values and responsibilities as constituting a community, a society which purports certain values and interests in common along with a common sense of place and identity. Webster's online dictionary (https://www.merriam-webster.com/dictionary/community) has similar definitions, adding additional aspects such as people being unified by 'common and especially professional interests scattered through a larger society, for example the *academic community* or the *scientific community,* or sharing common history, social, economic, and political interests. Under the entry State/Commonwealth, it also includes the 'social state or condition, joint ownership or participation in a broad social activity in society at large'. Combining all these elements, we can consider a community to be a collection of people united by common bonds of shared interests, social values, identity, and a sense of belonging established through mutual and historical links. Williams (1976) notes that 'community' has positive semantic prosody when generally used in social discourse.

Wenger's (1998) concept of a community of practice as a model for learning interrogates traditional perspectives on learning, learning theory, theories of social structure, theories of social practices and theories of identity. He offers new perspectives on these areas by, first of all, placing 'learning in the context of our lived experiences of participation in the world' (*ibid*:3). This moves the site of learning outside the traditional classroom and educational institution to a more whole

human experience involving the full context of our lives. He projects learning as 'a fundamentally social phenomenon' (*ibid)*, one whose primary focus is on 'learning as social participation' (*ibid*: 4). Knowledge results from this participation and also reflects competence. His overriding social theory of learning includes a combination of the following components: *meaning* (how our experience makes sense of the world), *practice* (how we engage through action), *community* (belonging to a recognisable group) and *identity* (how learning changes who we are) (*ibid*: 5).

3.4.1 Situated learning – legitimate peripheral participation

Wenger developed his roadmap for community of practice from his earlier work with anthropologist Jean Lave which they entitled *Situated Learning: Legitimate Peripheral Participation* (1991). Therein, their intention was to 'rescue the idea of *apprenticeship'* (Lave and Wenger 1991: 29), often considered in academic circles as a rather old-fashioned approach to learning, with connotations more usually identified with learning a trade using concepts and practices dating back to feudal times and the grand craft masters of the day.

However, prior to examining the community of practice framework itself, it is worth considering the situated learning structure, the Legitimate Peripheral Participation (hereinafter referred to as LPP), its operationalisation as a means of learning and how that can be applied to contemporary practices. LPP is a particular framework which involves the participation of many actors. It is 'dispositionally adapted' (*ibid*: 19) to producing learning which means that the learners are more disposed towards learning through their interaction with others in the field. The learning may be unconscious, low-level even, but pervasive nonetheless – for example, a language learner living in a community where the target language is spoken may pick up the accent, language patterns and idioms of that environment without much effort or awareness. In this way, learning is not viewed as the overt acquisition of structures, but rather as a process of acquiring modes of acting and interacting, developing a variety of skills such as assessment, adaptability and improvisation according to the changing contexts and participants.

Within LPP, as Lave and Wenger (1991) discuss it, there can be a wide range of participants, their roles and status, and the relationships with each other. These range from the newcomer to the old-timer, the novice and the master, and all the stages in between where the learner moves along

a trajectory of acquiring knowledge and expertise. This acquisition is achieved through active participation in the actual practices of the enterprise, participation which varies and expands in complexity according to tasks involved and the level of knowledge and competence required. Mere observation is not sufficient, nor is theoretical know-how sufficient; learning is through doing. In this process, there is usually also a timeframe for progression from one stage to the next. Mentor and mentee roles may be stated and fixed, or there may be room for development within such roles, for example, when more experienced mentees becoming mentors to newcomers while on their own way towards master or expert status – 'a triadic set of relations' (*ibid*: 56). Thus, Vygotsky's (1926) concept of the zone of proximal development can be applied in practice along this cline. Learning becomes a transformative exercise by which the participants evolve in their knowledge of the customs, traditions and habits of the enterprise. In all, the situatedness of the learning practice becomes an integral and inseparable part of the social practice. Throughout this process, the identity of the participants is being shaped and re-shaped in line with their learning pathway, which becomes a process of individual transformation through the practice of learning.

An additional aspect about LPP that Lave and Wenger (1992) highlight in their five examples of apprenticeship (midwives, tailors, quartermasters, butchers and non-drinking alcoholics) is that a common and central feature of the apprentices' experience of learning is language.

> The importance of language should not, however, be overlooked. Language is part of practice, and it is in practice that people learn…. Talk is a central medium of transformation. Whether activity or language is the central issue, the important point concerning learning is one of access to practice as resource for learning, rather than to instruction.

> (*ibid*: 85)

Furthermore, language also becomes a 'display of membership by virtue of fulfilling a crucial function in the shared practice' (*ibid*: 109). The authors further distinguish between *talking within* a practice, i.e. exchanging information necessary to the progress of ongoing activities, and *talking about* a practice which involves sharing stories, personal experiences and community lore (*ibid*). Both these types of talk index specific functions such as engagement, focus, and attention in addition to supporting membership and maintaining communal forms of memory and reflection. For the newcomer, the task is, indeed the purpose of language is, not just to *learn from* talk but to actually *learn to* talk as a key to legitimate peripheral participation (*ibid*).

Lave and Wenger (1991) do not profess that LPP is a form of education, nor even a pedagogical strategy or teaching technique. They present it as 'an analytical viewpoint on learning, a way of understanding learning' (*ibid*: 40) in contrast with institutional instruction and education. They strive to articulate the distinction between what is taught and what is learned – to *decouple* these two forms (*ibid*). Their perspective on learning, using the model of apprenticeship, is most apt for consideration in the context of the present study. The application of these components of LPP will be discussed further in the Section 3.4 below. The next consideration here is the community of practice framework which Wenger developed from his collaboration with Lave on LPP and which will now be examined.

3.4.2 Dimensions of Community of Practice

On the website https://wenger-trayner.com, social learning theorist Etienne Wenger (2006) acknowledges that, while the term 'community of practice' is relatively new, the concept is in fact quite old. The term is proving to be quite useful nowadays as an approach for examining structure and performance, knowledge and learning in a growing number of sectors. Wenger offers the following simple but comprehensive definition of the community of practice model:

> Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour. They are constituted by groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

> (*ibid*)

He further outlines three characteristics which are crucial to the constitution of a community of practice. These are:

Domain: the community of practice is identified by a shared domain of interest; members are brought together by a learning need which they share and competence distinguishes members from other people.

Community: their collective learning becomes a bond among the membership over time, members engage in joint activities, help each other, share information and build relationships.

Practice: members become practitioners who develop shared resources, processes, experiences, problem-solving solutions, stories, ways of discussion and interaction which takes time to develop and maintain.

In his formative book, *Communities of Practice: Learning, Meaning, and Identity*, Wenger (1998) had categorised these three dimensions as *mutual engagement, joint enterprise,* and *shared repertoire,* terminology mentioned in the Introduction chapter and which will be used hereafter. Wenger, however, was not the only author to present community of practice as an analytical approach to learning and of understanding the social contours of our human lives. Eckert and McConnell-Ginet (1992: 464): had previously defined a community of practice as 'an aggregate of people who come together around mutual engagement in an endeavour. . .practices emerge in the course of this mutual endeavour' (1992: 464). Eckert and Wenger (2005: 583) emphasise the fundamental requirement that it is these practices, the regular activities and the ways of doing things that become 'grounded in and shared by a community', which construct the community of practice.

Bearing in mind the title of Wenger's (1998) book, the key words *learning*, *meaning* and *identity* are significant. The previous section on legitimate peripheral participation looked at aspects of *learning* in the context of social action and a participative framework. The concept of *identity* and its construction will be examined in greater detail in subsequent chapters, especially Chapter 7. For the moment, *meaning* needs a little further clarification here. Wenger attributed three concepts to this idea – negotiation of meaning, participation and reification (1998: 51-62). In relation to the negotiation of meaning, he emphasises the volatile nature of our continuous interaction with the world, how negotiating meaning is a productive process relying on interpretation of past experiences to understand the present and to construct the future – a renewing, iterative process. Participation involves 'both action and connection' (*ibid*: 55), it is personal action connecting with the social world, it involves the whole person in what one does and chooses to do, an integral part of who one is. The concept of reification (*ibid*: 57-62) involves making something 'concrete' out of an abstract idea or action. It helps put substance onto an immaterial experience or process allowing it to be discussed as if it were a concrete thing or entity. It becomes a third party, for example, a business becomes incorporated by its memorandum and articles of association and thus becomes a company that embodies the essence of its activity. The enterprise takes on a quasi-tangible dimension in discussion and action.

As mentioned, the three dimensions of community of practice – *joint enterprise, mutual engagement* and *shared repertoire* – are what give a community its coherence. The community of practice is not just a random aggregate of people with a common interest, it is not a synonym for group, team or

network, it involves more than that as these three dimensions imply. Wenger discusses mutual engagement as the first of these components which enables community coherence, outlining its characteristics and stating what it is and what it is not. He discusses the claims processors from his research and the 'mutual engagement organised around what they are there to do' (*ibid*: 74). However, I would like to suggest that 'what they are there to do' is the joint enterprise and that has to come first because, without joint enterprise, there is no need for the claims processors (or indeed any member of any community of practice) to be engaged at all, mutually or not.

Joint enterprise creates the nexus around which the enterprise operates. It is the central focus of the operation of the business at hand. It is the purpose around which members gather together to form their community. It is a unifying force and connection which create the environment where members can flourish in the common practice of their activity. For example, a group of lawyers, or architects, or hoteliers, or farmers can all create their own community of practice under the banner of a common goal and sectional enterprise. This does not imply that there is always agreement among the members in relation to the direction and practices within the community, indeed often there is disagreement, but the community is where the negotiation of the ultimate communality becomes apparent. Members share an interconnectedness by virtue of their membership and participation. Their community may be situated within a broader context, for example, a law firm has its own internal community of practice but it also belongs first of all to the broader community of legal firms in general with which it may share similar and dissimilar practices. Even that too is situated within the overall landscape of the legal and justice profession. Other participants impact on this individual community of practice, such as the police, the courts, the judges, the accused and the defendants, the overall administration right up to the government ministry overseeing the whole circle. The joint enterprise remains central to the members and their practices.

The characteristic of *mutual engagement* as a force for coherence in a community of practice is a practical one in that, on a day-to-day basis, the members need to engage with the enterprise and with one another in a way that is mutually beneficial for all. One key element here is that 'negotiating a joint enterprise gives rise to relations of mutual accountability among those involved' (*ibid*: 81). The notion of accountability to one's co-members is pervasive throughout the community. While not wishing to reduce any member to merely being a lowly cog in a wheel within a hierarchical structure, the contribution of everyone is essential and important in achieving the goals and objectives of the enterprise. Therefore, participation, roles and inputs become key ingredients in the success of the community of practice and this is achieved through the variety of practices and actions that members produce at different levels on a daily basis. Over time, structures and processes of operation are

established, job descriptions and responsibilities are assigned, way and means of doing the business become embedded, the practice of the tried and trusted methods prevail but, with the full active engagement of the members, an openness to considering new ideas and systems can lead to new developments for the enterprise. Bearing in mind the diversity, creativity and talents among the members, their personal engagement with the work practices and their mutual inter-dependency all impact on the success of the community and ultimately on their enterprise.

Achieving the goals of the joint enterprise through the mutual engagement of its members, a community of practice develops its own meaningful *shared repertoire*. This is the third dimension that gives coherence to the community. The shared repertoire is a tool box of communal resources that enable the negotiation of meaning throughout the enterprise. Wenger (*ibid*: 83) list these as:

> …routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice. The repertoire combines both reificative and participative aspects.

Wenger chooses the word 'repertoire' specifically because it contains the notion of performance, how members perform their practices and engagement with the enterprise. This involves both tools (visual, physical, practical items) and symbols (words, stories, gestures). Together, over time, members attribute meaning to certain items, both tools or symbols, and these become an internal shorthand in the daily enterprise. They serve as a cohesive device within the community as a shared, even private, means of communication and engagement. This concept will be further explored in Chapter 5, particularly in relation to the discourse of the shared repertoire, as referenced by Halliday (1978).

3.4.3   Community of practice - application to the data

The community of practice framework has been applied in many contexts. It is an appropriate one for consideration of the community at Southern College and the analysis of the data from the CLAS corpus as this brief overview will show. This brings into focus the three essential dimensions as outlined above but first let us review the legitimate peripheral participation aspects as well.

Legitimate peripheral participation is a social process requiring active participation over a period of time. Students come to Southern College and their socialisation into the world of hotel management

commences. In addition, they continue their journey in an academic environment but in one that has a very specific narrow focus because their College is devoted solely to hotel management, unlike other tertiary level academic institutions which have multiple disciplines within their remit. Here the programme of study is more akin to the apprenticeship model in that the students are involved in the doing of the professions; it is not merely theoretical orientation to the profession, although that is attended to as well. Students engage with the many participants in the College, primarily their lecturers who are the experts/masters/mentors in the craft. As newcomers/apprentices/mentees, first year students spend quite a considerable amount of time learning by doing in the practical sessions, such as Culinary Services, Restaurant Service, Accommodation Services and Front Office and IT Services. Working in small groups is standard practice and becomes a site for social and shared learning. Second year is spent on placement in the industry and here the students become totally involved in the application of what they have learned in their first year. They are provided with the opportunity to work in many different departments of the hotels in which they are placed, thereby acquiring greater first-hand practical skills in the performance of their duties. While the third and fourth years are based on campus, the final segment of their formation is another industry placement which again, permits them to apply the further knowledge they have gained. Throughout this process, the students participate and are engaged at many levels over the period of four years. Their learning is constructed within an academic and vocational environment, theoretical and applied. Emerging from this initial apprenticeship, with much knowledge and many acquired skills, the students advance along their career path in the field of hotel management where they will be able to demonstrate and put to good use modes of acting, interacting and being that they have assimilated during their time at Southern College and form part of their evolving identity as hotel managers.

The community of practice that enfolds the students at Southern College is its own domain. While it does form part of both an external academic community and the broader community of practice of hotel management, the nucleus of this site provides the first community of practice that these students belong to and become part of. This is the community that they will refer back to as their initiation into their careers in hotel management. They will always feel part of the community of practice at Southern College as evidenced by the very active Alumni Association

Looking at the *joint enterprise* of this College, every participant there is committed to the education and formation of the students as future hotel managers. This is the *raison d'etre* for this community. It is not just the theoretical knowledge, practical skills and a degree at the end of the period that are important. The College instils in the students an ethos in relation to the highest standards of

professionalism, attitude, attention to detail, courtesy and hospitality. These are traits that every member of this community promotes and adheres to. The students themselves also subscribe to this ethos as they see these characteristics as what differentiates them from others outside their community of practice. The layers of communication among all the participants are many, the most obvious ones being the lecturer-student interaction and the student-student interaction. Because so many of the lecturers have come into academia from the business world of hospitality, they are primed to be incisive and practical teachers, knowledgeable in the operations of the next community of practice that their students will enter. It is incumbent on them to prepare their students well. Maintaining the standards and reputation of the College is therefore of critical importance to the lecturers and this becomes part of the overall focus of the joint enterprise there. For their part, the students do engage with this directive and invest their time and energy in upholding the objectives of this joint enterprise.

The *mutual engagement* of the participants in this community of practice is evident through their actions. The principal stakeholders are of course the students and faculty members. They engage overtly with each other in lectures, practical sessions, tutorials and such timetabled events. Within this framework, there is accountability, it is a two-way street. In furtherance of the College's objectives of joint enterprise, faculty need to be not only the transmitters of knowledge and the culture surrounding the hotel industry, but also role models in terms of their attitude, behaviour and standards. Students are equally accountable for their engagement in several ways, most noticeably in attendance, disposition, adherence to the code of conduct and application to their study and performance. The administrative and support staff at the College also play their role in facilitating the operations and practices from a practical and efficient perspective. All of this is operationalised through the practices and processes that have developed over time. Apparently simple things, like the courtesy shown to one another and to visitors or the willingness to share knowledge and experiences, these become the fabric of mutual engagement among the members which ultimately serves to create a productive enterprise.

The *shared repertoire* of this community is a distinguishing feature of this College. Communities of practice develop their own ways of internal communication which establish their practices as distinctive from other environments. For example, while Southern College shares an academic repertoire of practices with other educational institutions (lectures, tutorials, classes, documentation, assessments, for example), this College has its own repertoire of activities, practices and discourse. The practical training and classroom work that students undertake in preparation for their placement programme is quite specific and workplace oriented. The discourse required for active participation in the workplace

becomes a major element of the appropriate language knowledge – a student would need to know the difference between a *béchame*l sauce and a *béarnaise* sauce, for example.

Because community of practice is a fundamental and suitable framework for the present study, its dimensions will be examined and presented again in greater detail in the analysis chapters that follow. Suffice it to say at this stage that *joint enterprise, mutual engagement* and *shared repertoire* will be interwoven into the interpretation of the data.

3.5   Evaluation of three framework models

To conclude this chapter, it is fitting to review the three frameworks that have been considered here – the speech community, the discourse community and the community of practice model. Table 3.1 below summarises the features of each model which have been discussed in detail in this chapter. The table is intended as a straightforward summary for both the speech community and the discourse community, and the features are listed in the order in which they are presented by their main authors, Hymes and Swales respectively, as previously cited. However, in terms of the three components of the community of practice framework, joint enterprise, mutual engagement and shared repertoire (Wenger 1998), here they are mapped alongside the features of the discourse community. In this way, it can be shown that that certain features are broadly similar and common to both the discourse community and the community of practice framework.

Table 3.1   Summary of the features of the three framework models.

	Speech Community	Discourse Community	Community of Practice
1)	Linguistic competence	A discourse community has a broadly agreed set of common public goals.	Joint enterprise
2)	Sociolinguistic competence	A discourse community has mechanisms of intercommunication among its members.	Mutual engagement and shared repertoire

3)	Discourse competence	A discourse community uses its participatory mechanisms primarily to provide information and feedback.	Mutual engagement ... at novice and expert level
4)	Strategic competence	A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.	Joint enterprise and shared repertoire
5)		In addition to owning genres, a discourse community has acquired some specific lexis.	Shared repertoire
6)		A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise.	Novice/expert roles in joint enterprise

As a linguistic case study, the present study centres around speech and discourse but as we have seen not every model is comprehensive enough to cater for the totality of the community at Southern College and its practices. However, in order to compare these frameworks and to demonstrate the limitations and the applicability of each to the analysis of the CLAS data, a list of features that can be applied to some degree or other to each framework is outlined and the similarity and dissimilarity across the three frameworks become evident. Table 3.2 provides this comparison.

Table 3.2   Alignment of discourse features across three framework models.

Feature	Speech Community	Discourse Community	Community of Practice
Membership	Inherited from birth Born into community by birth or adoption	Community recruits members based on qualifications, or members seek to join	Members choose to enter this community, students choose to attend this College
Internal force	Centripetal: the community pulls people in	Centrifugal: the community sets people apart from others	Both centripetal and centrifugal: shared sense of belonging

Linguistic behaviour	Sociolinguistic grouping	Sociorhetorical grouping	Knowledge of specialised repertoire required
Purpose of language	Primarily social	Language behaviour is functional	Primarily professional, rite of passage to outside community
Who/what creates the discourse	The community per se creates the discourse	The discourse creates the community	Mutual engagement of members develops and shapes the discourse
Desirable discourse attributes	The four language competencies	Opportunity for training and gaining qualifications	Training and qualifications required; competence recognised by other members
Interactional behaviour	Shared rules for use and interpretation; Language used appropriate to context Reciprocal use by interlocutors	Genre and setting specific, shared rules for use and interpretation of meaning, a calling card	Formality as standard, novice to expert roles evolve through participation in the practices.

It is proposed here to investigate the data in subsequent chapters with respect to the features mentioned here, especially those relating to the community of practice framework. Some of them may well be applicable to certain areas of the analysis and perhaps others will not be particularly relevant. These features can be reviewed as the analysis is undertaken in the chapters ahead and a final overview will be included in the final chapter.

The next chapter will present the data collection process and methodology to be used in this study. The design for the corpus collection will be explained and details will be provided about several aspects of the endeavour – documentation, participant information, transcription issues, the analytical software used and a section on the role of ethnographic insight that has contributed to the data collection process and subsequent analysis.

Chapter 4

Data and Methodology

4.1 Introduction

To put this research into context, the definition of a corpus must first be established and examined. Biber, Conrad and Reppen (1998: 4) provide a comprehensive workable description of what a valid corpus entails: a valid corpus is an empirical, principled collection of texts which can be analysed by computer programmes and which can be exploited for both quantitative and qualitative analysis. Several other authors have reiterated this summary (O'Keeffe, McCarthy and Carter (2007), Adolphs (2010), Hunston (2002), among others). McEnery and Wilson (2007: 29) summarise the elements of a corpus under four main headings - sampling and representativeness, finite size, machine-readable form and a standard reference – and these headings will be examined below. As outlined in Chapter 1.2, a corpus is a body of text (from the Latin word *corpus* meaning *body)* which can be a collection of either written or spoken discourse: the CLAS corpus is a spoken corpus.

McEnery and Wilson (*ibid*: 30) make the distinction between a *monitor corpus* and a *finite corpus*. A *monitor corpus*, such as the Collins COBUILD corpus, is one to which texts get added from time to time and is constantly expanding and is primarily of use to lexicographers; whereas a *finite corpus* provides a limited, prescribed synchronic picture of a particular discourse delimited by specific time/place/size considerations: the CLAS corpus is a finite corpus. Vaughan and O'Keeffe (2015: 4) describe some further kinds of corpora, including the *sample* corpus which is also called a *general* or *reference* corpus, the *parallel* corpus, the *historical* or *diachronic* corpus, the *learner* corpus and the *specialised* corpus. Biber *et al.* (1999: 27) refer also to *balanced* corpora which 'aim to represent different registers by appropriately balanced amounts of text, while covering the widest possible range of variation within their sample frame'. As outlined in Chapter 1, the CLAS corpus is a specialised corpus. Greater details about a reference corpus will be provided in further chapters where reference corpora will be used for comparative analytical purposes. At this point it is sufficient to describe the CLAS Corpus as a finite, spoken specialised corpus.

Creating a corpus, any corpus, can be a long and arduous task. CLAS data was recorded in just under a one-year period, from November 2008 to October 2009. This chapter will explain how the CLAS corpus was developed. It will provide information about the actual data collection process, the accompanying documentation, participant information, transcription issues, the role of the researcher and an overview of the software programme which will be used for detailed analysis of the emergent data. The initial work of data collection in compiling this corpus revolved around the recording of and note-taking during

the various recording events with appropriate documentation. The process of transcription, undertaken by Cambridge University Press, then followed and the data subsequently became available for analysis using the Wordsmith Tools Version 6 (Scott, 2015) software programme.

4.2   Corpus size and validity

Concerning the issue of corpus size and validity, O'Keeffe, McCarthy and Carter (2007: 4) differentiate between what is considered a suitable and representative size of a corpus. They define the first main differentiating criterion as being whether the corpus is a written corpus or a spoken one and in terms of size, for example, a written corpus of five million words is considered quite small, whereas a spoken corpus of one million words is considered large. This is a relevant factor, as outlined by Biber, Conrad and Reppen (1998), because it addresses the question of validity in terms of principled data being collected. The issue of whether it is a written or spoken corpus is placed in the overall context that there are far more widely available written data and texts than there are spoken ones, so availability of resources is a major determining element in whether or not a corpus, written or spoken, can be considered appropriate in size in order to satisfy the claim to validity. Valuable and informed research has been carried out over the years on corpora of varying sizes. From the Brown corpus in 1961, the first modern corpus of one million words of American English texts, to, for example, the Cambridge International Corpus (CIC) which includes over one billion words of both American and British Englishes, written and spoken, across of wide variety of registers and genres, the size and validity of principled corpora used for analytical purposes have expanded enormously. So, depending on the design and purpose of the corpus, in some cases the corpus needs to be large and in other instances a small corpus can be considered adequate. The size of the CLAS corpus at one million words of spoken data within a specialised location is considered suitable and sufficient in this context, in addition to adding to the overall body of corpus linguistics research at present.

The representativeness of the data in the corpus is another aspect which requires serious consideration (O'Keeffe, McCarthy and Carter, 2007: 4) and this is essential at the design stage of the project. Biber (1993: 243) defines representativeness as 'the full range of variability in a population ... across a range of text types and linguistic distributions in a language'. In the context of the CLAS corpus and relating

to Biber's (*ibid*) 'text types in the target population', the data are representative of the academic and professional experience of this particular community across its hierarchy and activities.

The design and purpose of the corpus are crucial factors to be examined carefully and defined accurately before the initial collection commences. The end purpose to be derived from the corpus data, the objective(s) for the use of the material and data, must be clarified and clearly established at the outset so that the defined purpose becomes the guide, the pathway, to be followed throughout the work of the actual data collection. The CLAS corpus has clearly defined aims and objectives.

As outlined in the rationale of this study (Chapter 1.3), the purposes and objectives of the CLAS corpus have been carefully defined and established which were, first of all, to represent the spoken discourse from the contemporary hotel management training sector. The stakeholders in this project have different objectives from this venture. One of the objectives for Southern College of Hotel Management is to participate in a research project that would focus the spotlight on the discourse within their own community; in addition to providing an opportunity to participate in a major inter-institutional collaboration, the analysis of their discourse can expose and highlight discoursal features and patterns that the members might not be cognisant of; their natural intuition in relation to some of their own practices may be contradicted by, verified or even revealed by the resultant empirical data. In this particular project, the researcher's goals are addressed in the primary research questions (Chapter 1.4), namely the identification of the linguistic features of this particular community of practice (Wenger 1998) at Southern College of Hotel Management and the investigation of how this discourse builds, supports, maintains and demonstrates that community of practice through the initiation of new members by the experts in the professional arena. These clear objectives in this data collection endeavour were set out and defined at the beginning of the project. The methodology by which the data collection was executed is outlined in the following sections.

4.3 CLAS corpus design

The design of the corpus was approached from a number of perspectives which were: target objective, institutional cooperation, review of course programmes to select suitable modules, designing category headings for the recordings, practicalities of recording, and flexibility to adapt to the College's daily routine. The target for the CLAS project was to develop a one-million word specialised spoken corpus. This project entailed one hundred and twenty hours of audio recordings in one hundred and five recording events which covered three hundred and nine separate sound files. O'Keeffe, McCarthy and Carter (2007: 5) note that 'one hour of continuous everyday, informal conversation yields approximately 12,000 to 15,000 words'. The corpus has yielded 913,449 words of transcribed data to date; there are some recordings which remain to be transcribed, an additional twelve and a half hours. The initial approach to management and faculty at Southern College to become involved in this project was warmly welcomed and the researcher from MIC was identified and eager to participate. A meeting to introduce this project to all the staff and students at Southern College was held in October 2008 when the aims and objectives of the project were outlined, the researcher introduced and the cooperation of staff and students at the College was sought, which was forthcoming. Later, a Contract and a Confidentiality Agreement for this project was signed by all the relevant parties – namely, Cambridge ESOL and CUP, both divisions of the University of Cambridge, Mary Immaculate College, and Southern College of Hotel Management.

In terms of designing the sampling frame for the data collection, the researcher looked at the structure and content of the degree programme at Southern College. The wide range of academic and practical modules offered to the students included general business modules and hotel-specific modules, as well as several practical modules which reflect the day-to-day work practices of hotel managers in real-life commercial hotel environments. The modules were categorised under four headings: general business topics, hotel specific topics, professional practical sessions and language classes. Figure 4.1 below shows the breakdown of these modules in these different categories over the four years of study on campus; second year students are on professional placement off campus for the whole academic year, hence they are omitted from the details in Figure 4.1 below.

Table 4.1: Breakdown of modules by category and year of study.

MODULE TYPE	1ST YEAR	3RD YEAR[2]	4TH YEAR [2,3]
General Business	Accounting x 2[1] Accounting Tutorial x 3[1]	Managerial Economics	Strategic Management x 2
	Economics 1	Marketing Principles	International Human Resource Management (IHRM)
	Business Communications x 3	Human Resource Management	Marketing Management
	Information Systems	Mathematics	Financial Management
		Quantitative Methods	
		Management Accounting	
		Law	
Hotel Specific	Front Office	Front Office	Environment & Economics of Tourism
	Food & Beverage Theory	Food & Beverage Studies 2	Hotel Operations, Tactics and Strategy (HOTS)
	Culinary Theory		Hotel Management Information Systems (HMIS)
Professional Practical	Accommodation		
	Food Science		
	Restaurant Service		
	Culinary		
	Food & Beverage 1		
Languages	English/French/ German/Spanish	English/French/ German/Spanish	English/French/ German/Spanish x 2

Note[1]   - x2/x3 indicates two or three sessions per week.
Notes[2,3] - All classes in third and fourth year are double class periods. Fourth year students have two days per week which are not timetabled with official classes; these days are for dissertation preparation and interviews.

It is observable that first year students receive significantly more direct contact teaching hours than either third or fourth year students. Figure 4.1 and Table 4.2 below present the data in clearer detail, showing that first year student data accounts for almost forty-four hours out of the total corpus recordings (approximately 36.5%) compared to third and fourth year data at 29.5% and 27% respectively. This can be explained by two factors: the first year students are the newcomers, the novices in this new environment and they require extensive exposure to the appropriate business and professional components of their course. They also need a broad range of experience in various hotel departments such as the kitchen area and cooking, accommodation management, restaurant service and front of house procedures. Secondly, these students also receive language tuition: the Irish and other native English speakers continue studying the European language they have already studied at secondary level in preparation for their second year off-campus professional placement abroad in a different language environment; and the non-native English speakers receive on-going English language development geared towards increasing their language proficiency to prepare them for their second year off-campus professional placement in an Irish hotel. This latter aspect also attends to one of CUP's objectives.

However, because the stakeholders had some different objectives for the use of the data once the corpus was compiled, the above categorisation of the modules had to be amended to facilitate those objectives. For example, CUP had the stated objective, among others, of gathering data about learner language to add to their Cambridge Learner Corpus and, as stated previously, they were keen to access learner language that was not produced in exam settings; the researcher wished to exploit the data to establish and examine the role of the linguistic features of the community of practice in Southern College; and Southern College was keen to examine its own discourse for reflective professional development purposes. These parallel objectives had to be accommodated within the data collection design using a slightly different method of categorisation. Thus, an analysis of the actual recordings was sub-divided into different headings to satisfy these disparate objectives. The new category headings emerged as follows: general business topics, hotel specific topics (which include the professional practical sessions), the language classes and oral presentations made by the students in each of the years. This last heading of oral presentations was created to satisfy CUP's objective to gain more naturally-occurring learner language in a classroom setting. These oral presentations in class by the students in each year were part of the overall module assessment process and, from the students' perspective involved group work and collaborative teamwork. Some groups across the three years were comprised of all native speakers, or all non-native speakers, or a combination of both. In the actual presentations, there was also a variety of speakers but in every group which combined native and non-

native speakers, both categories of speakers did not necessarily present their work. Moreover, the English language oral exams from each year in the corpus are included in the overall statistics under the heading of Language. Figure 4.1 below outlines the number of recorded hours/minutes per topic.
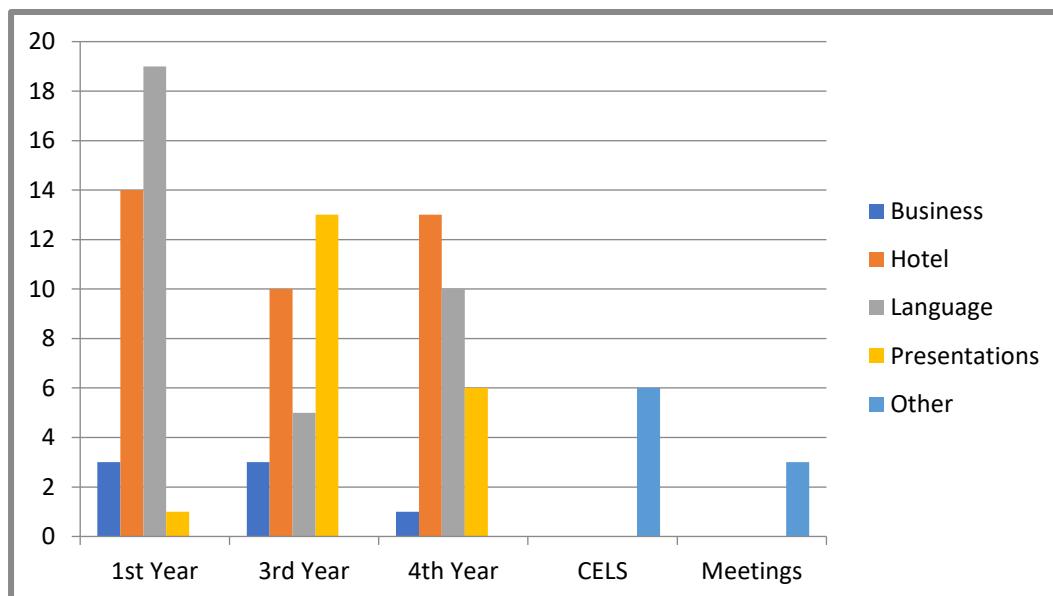
Figure 4.1: Summary of recordings by topic category and year from CLAS corpus.

In Figure 4.1, the category of 'Other' includes some recordings under the language topic. These were language classes for pre-sessional students who were attending English language classes with a view to taking a proficiency exam (International English Language Testing System - IELTS) to allow them enter Southern College as full-time first year students in the following academic year. The other recordings were of some meetings held at the College – two were staff-student liaison committee meetings and the other was a meeting with the Restaurant Service Manager and some third year students to make arrangements and preparation for the Graduation Ceremony a few weeks after that recording. These meetings were additionally very valuable events to record, particularly as the interactional relationship between the participants was not on the usual teacher-student basis and yet, while the hierarchical status of the participants remained, the interaction was more informal and the language more casual.

Table 4.2 provides a more detailed breakdown of these recordings giving details of category of recording per year with the amount of time and the number of recording events

Table 4.2: Breakdown of recordings by number, time, category per year and other recordings.

Category	1st year		3rd year		4th year		Other	
	No. of recordings	Time: hrs/min	No. of recordings	Time: hrs/min	No. of recordings	Time: hrs/min	No. of recordings	Time: hrs/min
General business	3	2:57	3	2:55	1	1:25		
Hotel specific	14	18:15	10	10:21	13	16:00		
Oral Presentations	1	1:39	13	15:46	6	6:37		
Language	19	20:51	5	6:14	9	8:26	5	5:53
Other recordings							3	2:00
Sub-total	37	**43.42**	31	**35.16**	29	**32.28**	8	**7.53**
Grand total recordings								**105**
Grand total of time: hrs/min								**119.19**

4.3.1. Data Collection: recordings

In total, the CLAS corpus comprises 105 separate recording events with 309 individual sound files – see Appendix 2 for full schedule. The first two recordings were mock interviews with 4th year NNS students conducted by the Head of the English Department and the Director of the College which took place in October 2008. I mention the third recording here because it proved to be a valuable piloting experience for future recordings. The event was a series of oral presentations in the English language class by first year students who had worked in groups and were presenting on an Irish city or region of their choice. The recording device was left running uninterrupted for the whole session which lasted over two hours and included non-verbal sounds and periods when one group of students was finishing up and the next group was preparing to start their presentation. On subsequent reflection, it was decided that it would be more efficient to stop the recorder after each group and re-start it for the next group. This was an important lesson at the beginning of the whole project as it eliminated a considerable amount of

wasteful time in terms of worthwhile recording content and also in subsequent transcription. This stop-start technique also accounts for the fact that several recording events have several sound files. Many lectures, for example, were double periods with a break half way through so there are two sound files for that one recording event. This tactic became particularly useful during the professional practical sessions – a Culinary Practical, for example, has twenty five sound files – and also during the English language oral exams when each student could be allocated an individual sound file.

Recording was done using an mp3 recording device which was placed on the table or rostrum nearest the main speaker, usually the lecturer. Recordings took place in a variety of classrooms, lecture theatres, computer laboratories and on-site professional kitchens and restaurant service areas. In my capacity as the recording organiser and researcher, I attended all sessions, except the oral exams. As unobtrusively as possible, I attended to the documentation for each recording event. It was mainly only during Culinary and Restaurant Practicals that I was required to move around in order to record as much as possible from the students working in their separate groups. Details of the documentation now follows.

4.3.2 Documentation

Each recording event has its own individual file of documents and most of these had to be completed at the time of the recording. The documentation included the Individual Recording Details Sheet (IRD), Speakers' Sign-in Sheets, Speaker Order Sheets, Seating Arrangements and any other documentation that was made available to the researcher at the time. Templates of these documents are included in Appendices 3, 4 and 5.

Individual Recording Details (IRD) – see Appendix 3. From its previous experience in compiling a variety of spoken corpora, Cambridge University Press was able to provide guidance in the design of this document to include metadata which it was keen to acquire from the final corpus. These guidelines were adapted for the CLAS corpus and the final IRD document is a record of the general details of each recording event. It provides general situational information such as date, time, lecturer, recording organiser, lesson title, student year, recording number, number of students and total number present (sometimes there may be more than one lecturer involved). The number assigned to each recording is defined as follows on the IRD: CLAS, followed by a sequential numerical number (001-105) indicating

the recording event, followed by further sequential numbers indicating the sound file (anything from 01-25). Here are two examples: CLAS.024.01 and CLAS.075.14, the former being a one-hour lecture and the latter being the fourteenth sound file during an English language oral exam recording the fourteenth student.

Further information is also recorded on the IRD such as:

- context – for example, whether it was lecture, tutorial, language class, practical or a meeting;
- speech context which recorded whether the speech was mostly spontaneous speech, scripted or pre-prepared, or both;
- speaker movement in the location, i.e. whether they were speaking face-to-face, moving around or working in groups;
- class materials – handouts, PowerPoint slides;
- and the following question: Did knowing that they were being recorded affect their speaking?
- there was also a space to record any other comments that might prove explanatory and helpful for the transcription.

Speakers' Sign-in Sheet – see Appendix 4. This document was circulated among the students to sign in their attendance at each recording. Details recorded included date, time, context, student year, lecturer, recording number and a column for students to print and sign their names. The lecturer(s) usually signed their name at the end of the class. Participant numbers varied greatly from recording event to recording event – for example, first year lectures could have in excess of one hundred students, whereas language classes might have as few as fifteen students.

Speaker Order Sheet – see Appendix 5. This was a very important document as it records the order of speakers during the session. The seating arrangement diagram was crucial in ascertaining the identity of each of the speakers, particularly the students. On this sheet, in the Speaker ID column, the researcher/event recorder would assign a seating arrangement number to each student for that session and, after the class, that number would be linked to their name on the sign-in sheet and their individual profile number could be retrieved from the database of participant information (described in 4.2.3 hereafter). This was crucial information for the eventual use of the corpus data, particularly for CUP, as it enabled the identity of the speakers and their individual contributions subsequently to be linked to their profile.

Seating Arrangement: it was really only possible in structured classrooms or lecture theatres to create an individual seating arrangement plan of each class. The students sat around the room arbitrarily and, while the sign-in sheet was being completed, a sequential number was allocated to each student in

whatever row they sat. With more experience of recording, further supporting details were added to each number by recording, for example, whether the person who was assigned, say, number 18 was male or female, a native or non-native speaker. This facilitated further accurate identification of the student speakers whenever they contributed in class and isolated their speaking turns in the overall corpus.

Other documentation: this included any copies of handouts and PowerPoint presentation slides from lecturers and students (group presentations) which were particularly helpful in the subsequent transcription process.

4.3.3 Participant Information

The value of a spoken corpus, one of many, is not just to be able to gather the language of a variety of people in any given environment but the significance of the discourse is greatly enhanced by being able to attribute each utterance to an individual speaker within that corpus. Each of the stakeholders in this corpus has their own particular reasons for requiring specific metadata about the participants. A key objective of CUP's is to be able to identify the individual speakers in the corpus, to gather detailed information about their mother tongue background, their prior learning of English and many other such aspects of their English language daily practice in order to add to their Learner Corpus. With this in mind, a **Speaker Information Sheet** (SIS) (see Appendix 6) was designed by CUP and adapted to the participant cohort at Southern College. All participants - students, faculty member, management personnel and visitors - in the corpus were asked to complete a Speaker Information Sheet. The details on the form included:

- personal background information, including nationality, mother tongue, number of years living in the area;
- educational background – type of school and qualifications to date;
- status - staff, student including year of study/degree programme, or visitor;
- knowledge of other languages with a range of proficiency levels.

Those participants for whom English was not their first language were also asked to provide additional information about their own English language learning history, such as length of time learning English, in what kind of environment/ school they studied English, their motivation for learning, any tests or international English exams previously taken and current English speaking patterns in their daily life, i.e.

percentage use of the various language skills (listening, reading, speaking and writing) in English compared to their mother tongue and their engagement with English across the broad range of media platforms available to them. All this information can be used to feed into the English Profile Project by adding detailed background data about the learners; in this way, empirical data can be aligned to language level proficiency and extrapolated to the various CEFR levels, thereby addressing one of CUP's objectives from this project.

In addition, all participants were asked to complete a **Self-Assessment Grid** (see Appendix 7) to indicate their competence in relation to spoken English. This document records the two categories of spoken English – spoken interaction (including listening and understanding) and spoken production –adapted from the Council of Europe's English Language Portfolio parameters but calibrated to indicate the B1, B2, C1 and C2 proficiency levels only of the Common European Framework of Reference (CEFR), which has been previously mentioned in the Introduction, Section 1.2. This would provide very meaningful participant information for CUP especially in relation to the non-native speakers. Tracking individual speakers to their contributions in the corpus and taking into consideration their own self-assessment of their proficiency would allow CUP greater knowledge and breadth of data in relation to learner language.

Finally, all participants were required to complete a **Consent Form** (see Appendix 8) which was drawn up by CUP in accordance with ethical clearance requirements and could opt out at any point. It detailed the background to the project, the use to which the data would subsequently be used and by whom, limitations as to such use, storage, anonymy of the participants and referents, confirmation of legal age and free consent to participation in the project and corpus collection. All members of the College community signed up to participate in this project.

The participant information, as gleaned from the SIS, the Self-Assessment and Consent Forms, were inputted into a database for future use. At this stage, individual profile numbers could be assigned to each participant and personalised identity codes were created along the following patterns:

- NS or NN - indicated native speaker (NS) or non-native (NN) speaker respectively, a simplistic identifier of participants' language background – mother tongue English or not;
- Participants were assigned sequential numbers in the alphabetical order of their surname.

Table 4.3 shows the allocation of numbers which follow the NN or NS designation.

Table 4.3:   Allocation of Profile ID numbers per cohort and academic year (AY).

Cohort	AY 2008-2009	AY 2009-2010	Total for two AYs
1st year students	101 – 202	203 – 296	196[1]
3rd year students	301 – 375[2]	701 – 765	140
4th year students	401 – 449	801 – 853[2]	102[2]
Faculty, staff, visitors	501 – 529	501 – 529	29
Pre-sessional CELS class	601 – 613[1]		13
TOTAL number of participants in CLAS			**480**

There are three points of clarification in relation to Table 4.3. Firstly, as mentioned previously and included in the details in Figure 4.1 and Table 4.2 above, the College offered a year-long pre-sessional English course to foreign students who wished to become full-time first year students the following year, dependent on the English proficiency. There were thirteen such students in AY2008-2009 and all but one of them continued their studies at Southern College and entered first year in AY 2009-2010. These twelve students have been given separate profile numbers in their new class to reflect their status as first year students in the second academic year of recordings. However, their personal information details remain linked to their original participant profile information in the database.

The second issue concerns third year students, 75 in AY 2008-2009, who would normally progress to 4th year in AY 2009-2010. However, there are only 53 students in AY 2009-2010. This reduced number arises because students have the option to leave Southern College after their third year and attend the National University of Ireland Galway (NUIG) to complete their degree in Business Studies there. Twenty-five students therefore left Southern College and continued their studies at NUIG. The remaining fifty students have all been given new profile numbers to reflect their status as 4th year students in AY 2009-2010 but they are linked to their 3rd year profile number in the database. In addition, there were three additional students who returned to the College to complete the final year of their degree programme in AY2009-2010. This is a particularly important element of the speaker information profile because it allows individual students to be tracked over two academic years and their language development to be plotted. One of the major research questions of this case study is to observe the discourse development of the members of this community of practice diachronically and, while two years may be viewed as a short period of time, it is nonetheless possible to garner worthwhile and beneficial information from these students which would exemplify their deepening membership of

and participation within their community of practice, as instanced through their discourse. The third point is that the faculty/staff/visitor cohort remains the same through both academic years.

Here are some examples of participant profile numbers which, at a glance, offer broad parameters of speaker identity in the corpus extracts which follow in subsequent chapters:

NS116 – a first year native English speaking student in AY2008-2009;

NN410 – a non-native English speaker in fourth year in AY2008-2009;

NS516 – a native English speaking staff member present in both academic years;

NN830 – a non-native English speaker who has progressed from third year in AY2008-2009 and is now a fourth year student in AY2009-2010.

4.4 Transcription process

A fundamental difference between a spoken corpus and a written corpus is that the spoken data needs to be transcribed into text if it is to be available for analysis using specialised corpus analysis software. A corpus of written data can be readily uploaded and available for analysis but transcription of the spoken data is, first of all, required to turn the speech into a readable format suitable for analytical investigation. Both written and spoken corpora can be tagged at a basic level for lexico-grammatical information for word class or part of speech and also parsed for inflections and syntactical relationships.

However, beyond the part-of-speech level of annotation, a spoken corpus offers a broad spectrum of information that can be added to the eventual corpus, quite different from what a written corpus can provide. Consideration of some of the fundamental differences between speech and the written text highlights the dissimilarities that can arise in these corpora. For example, speech uses the human voice with all its possibilities for variation in conveying meaning using tone, pitch, stress, rhythm and so on, where texts have only the written word on the page to express meaning. Furthermore, speech uses pauses and intonation, not punctuation, to indicate the end of a particular comment or the end of the speaker turn. Speakers can use variable accents and dialects when pronouncing their words, whereas written texts are often confined to the rigours of standardised spelling and layout on the page. Such differences provide a great opportunity for a spoken corpus to be transcribed in a way that gives

significantly more amounts of non-verbal information about the utterances and the context that may not be readily discernible from a written corpus.

McEnery & Wilson (2007) highlight some of the complications involved in transcribing a spoken corpus, as follows:

> The transcription of spoken data presents special problems for text encoding. In speech there is no explicit punctuation: any attempt at breaking down spoken language into sentences and phrases is an act of interpretation on the part of the corpus builder. One basic decision which needs to be made with spoken data is whether to attempt to transcribe it in the form of orthographic sentences or whether to use intonation units instead, which are often, though not always, coterminous with sentences. There also follows from the intonation unit/sentence decision the issue of whether to attempt to further punctuate spoken language or leave it at the sentence level without punctuation.
>
> (*ibid*: 44-45).

The CLAS corpus has been transcribed using the pattern of the sentence structure and standard punctuation, in accordance with existing CUP transcription conventions that were similar to those used in the CANCODE and CANBEC projects (with some localisation, see below). Meyer (2002: 69-73) further outlines the processes required to transcribe spoken language into written texts which must reflect the original design and objectives of the corpus. Transcription can fluctuate from one end of the spectrum to the other, from a basic orthographic transcript with little or no other details to an elaborately annotated corpus with layers of information detailing tagging, parsing, non-linguistic and even paralinguistic features. In devising a transcription system, the transcription should use standard orthographic conventions as much as possible, that it should be as representative as possible, and that it should be compatible with current computer technology. These concerns mirror many of the challenges faced in transcribing the CLAS data.

Cambridge University Press, as part of its contribution to this corpus building project, undertook the transcription of the recordings. This is a long and laborious undertaking because, as O'Keeffe, McCarthy and Carter (2007: 6) highlight, it takes approximately two working days to broadly transcribe one hour of recorded speech and, as the recordings total almost one hundred and twenty hours of speech; transcribing the CLAS corpus thus becomes quite a lengthy job. In reality, using the advantages of modern communications technology, the transcription has actually been done in the United States. However, currently, the whole corpus has not yet been fully transcribed. Recording events up to and including CLAS.094.02 have been transcribed, yielding a word count of 913,449 words. The remaining recording events – CLAS.095.01 to CLAS.105.03 – contain eighteen sound files recorded over almost thirteen hours (12h:47m:11s to be precise). When eventually transcribed, the whole corpus will be in

excess of the one-million-word target. It must be stated that, for the purposes of this particular research, the transcribed corpus of 913,449 words is what is being used for analysis.

Text encoding and formats of annotation have developed over the years but the need to develop a more formalised, internationally agreed and recognised set of standards for this work has emerged. The Text Encoding Initiative (TEI) is one of the leaders in the field and offers broad parameters and guidelines which are particularly helpful in encoding transcribed data. Each individual text (or 'document') is conceived of as consisting of two parts – a **header** and the **text** itself (McEnery & Wilson, 2007: 35). Reppen and Simpson (2002: 98-99) also specify what should be included in the header, i.e. information about the recording participants (age, gender, occupation, level of education of the speakers and so on) along with further itemisation of the particular setting, speech type and other contextual background details of the recording in relation to the text that follows. In the CLAS transcription, the headers in each transcription document these data which are garnered from the accompanying recording documentation using the IRD sheets and the Speaker Order Sheets. The text is what then follows, i.e. the transcribed speech attributed to each individual speaker as identified by their individual profile number. In the CLAS transcription, there is also a section between the header and the text, called **notes** where any additional relevant details can be included, for example, comments on the quality of recording, background noise or any unexpected interruptions such as fire alarms. Here is a short extract from the transcription of recording event CLAS.077.01 to illustrate some of the transcription codes, here the transcriber's comments are in bold. The transcription conventions are in Appendix 9.

Extract 1:

CLAS.077.01   **4th Year Hotel Management Information Systems (HMIS) Presentations**
Context: Conclusion of presentation by the student (NS428, male, Irish) with comment from lecturer (NS505)

<$NS428> …They're in your report but this is our pitch for you today. We hope you enjoyed it.
<$E> Clapping. </$E>
<$E> Talking in background as next group gets ready for their presentation. </$E>
<$NS505> There's no extra points for scoring. There's no extra marks for scoring points off your colleague <$->.
<$NS428> What? <$E> laughs </$E> <$E> group laughter. </$E>
4.4.1. Transcription challenges

Given its vast experience in corpus building and particularly spoken corpora in more recent years, CUP provided its own standard transcription conventions and guidelines for the CLAS corpus transcription.

However, considering the location of this study in Ireland, it was anticipated that there might need to be some adjustments to CUP's standard conventions to take into account the challenges posed by certain aspects of the data to reflect accurately the said data in the transcription and annotation. Among these issues were variations attributable to the Irish English variety spoken in the corpus (vocalisations such as *am* and *ah*, for example, or the use of Irish language *Gaeilge* terminology in the vernacular), any complications encountered in transcribing the non-native speaker data (e.g. mispronunciations, see below), anonymisation and an appropriate method of annotating other non-linguistic features such as pauses, laughter and other incidental contextual details.

A meeting to discuss these issues was held in Cambridge in February 2010, attended by the major stakeholders including representatives from the English Profile Project, CUP, Cambridge ESOL, MIC and researchers. Data were presented from a preliminary sub-corpus taken from a transcribed sample of circa 40,000 words covering a broad spectrum of all recording types - EFL class and class presentations, part of a culinary practical, a general business topic lecture and some mock interviews. Here are some of the challenges discussed:

- mispronunciations *('**famerous** for the Tsingtao beer'**,** 'gym and **poor**'*: *famous* and *pool* are the appropriate words respectively);
- vocalisations, elongations (... she looks very **sheee ah** she was **ah** really a good **ah** movie star and she tried work hard when she was **ah** acted in the movie and the most **ah***)**, mmm, sssh;*
- standardising contractions, e.g. whether to use *got to* or *gotta, going to* or *gonna; kind of* or *kindda*, and whether in all circumstances;
- overlapping;
- anonymization;
- extra-linguistic features (laughter, pauses, interruptions) as in the following example: <$NSFT> (teacher) So next student <$E> sound of rustling for piece of paper </$E> number eight? <$E> 3 seconds <$/E> Fifi. </$E> 7 second pause - sound of student leaving desk and walking to the top of room </$E>.

Note in the above that, at that time, individual profile ID numbers had not yet been allocated; however, the speakers in the first two examples of mispronunciation are non-native speakers (both Chinese) and in the final example it is the unidentified teacher who is speaking.

The CUP transcription conventions were, therefore, adapted as necessary to this corpus's context. As previously stated, one of CUP's major objectives in creating this spoken corpus was to be able to access

a more naturally-occurring non-native speakers' language, i.e. classroom discourse and interaction as opposed to exam-based data. To enable alignment between the individual speaker turns and their profile in the database, the work of checking the transcriptions against the original recordings for accuracy was necessary. This too was an additional layer of work necessary to produce the final proofed corpus that could be relied upon to be an accurate representation of the discourse at Southern College of Hotel Management.

The Irish context of this project is also noteworthy from a transcription point of view in that it presented the (American) transcriber with unknown lexis and language in use particular to the Irish environment. Apart from the anticipated variety of hotel-specific acronyms and terminology, transcription challenges also consisted of a range of unfamiliar words and expressions, such as trade names, placenames, organisations and numerous cultural references including occasional Irish language vernacular. Consequently, the ultimate task of verifying the accuracy of the data demands additional time input into the corpus. This final requirement has not yet been fully satisfied, as there is still some further transcription to be done and proofed. As a postscript to this section on transcription, it must also be mentioned that the then available technology for voice-recognition recording and transcription software at the time of data collection was not yet readily available or practical.

4.5 Role of the researcher

This corpus linguistics case study is, as McEnery and Wilson (2007: 1) would describe it, 'the study of language based on examples of 'real life' language use'. The corpus compiler must, first of all, address the fundamental question of how to capture examples of 'real life' language in a way that does not interfere with the participants' production of language in the most natural, unimpeded way possible. In 1972, the sociolinguist Labov defined this dilemma of the linguist trying to record naturally occurring spoken language as the **observer's paradox.** The term relates to a situation in which the phenomenon of being observed and the very presence of observer/researcher affect the natural production of speech by the participants in the study. Labov explains that:

> 'The aim of linguistic research in the community must be to find out how people talk when they are not being systematically observed; yet we can only obtain these data by systematic observation.'
>
> (Labov, 1970: 209)

For the data collection in the CLAS corpus at Southern College of Hotel Management, it was necessary for the researcher to be present at the recordings, the few exceptions being the English language oral exams. As previously described, documentation had to be completed at every recording event and this was the researcher's responsibility so as not to interfere with the delivery of the teaching in question. Furthermore, the researcher's presence in observing the lecture or teaching event meant that notes could also be taken on the speaker order forms which would facilitate the transcription process afterwards.

It was decided at the outset of this project to use digital audio recording equipment only. It was considered that using video recordings would be significantly more intrusive on the population and could also be more cumbersome and impractical to organise at certain recording events. What emerged over the duration of the recording phase was that the participants actually became quite inured to the presence of the researcher and the recorder. They became quite oblivious to being recorded and conducted their participation in their learning environment in a most natural and uninhibited way. Vaughan (2010: 476) points out from her own research practice that simultaneously being the compiler, participant and analyst can be very positive but it may present its own challenges during data collection. Introducing a microphone into what is supposed to be a naturally occurring conversation can render the interaction somewhat artificial. To mitigate this problem, it is very helpful and indeed necessary to clarify the purpose of the recording for the participants and to guarantee their anonymity well in advance of the actual recording; this helps to diminish the effect and presence of the microphone – see Extract 2 below. However, Healy and Onderdonk Horan (2013: 151) do record that there were occasional incidents when the presence of the researcher and the recorder was mentioned by some of the participants. This happened for a variety of reasons including scenarios of humour, excessive digression, contradiction and/or verification of something said, or occasions of illustration of a relevant point using commercially sensitive or other delicate subject matter examples.

Empirical data on the extent of reference to the researcher and the fact of being recorded are shown hereunder. Table 4.5 shows the raw frequencies in the corpus of some of the more readily identifiable and associated words in this regard – *record* and *tape* and their lemmas (inflected forms), and the *researcher's name*.

Table 4.4: Word tokens, raw frequency and number of texts.

Token	Frequency	No. of texts
record	62	44
recorded	27	17
recorder	4	4
recorder's	1	1
recording	324	276
recordings	3	3
records	16	11
tape	41	17
taped	2	2
tapes	9	3
Margaret	75	41
Margaret's	5	5

These words have been selected to reflect the observer's paradox. In many of the incidences of the word *record*, for example in Extract 2, the context is students being asked permission to record their ensuing English Oral Exam. The word *recording* may seem unusually frequent here but it is mentioned in the transcription headers of the recordings to log the date of each recording.

Extract 2

CLAS.081.04   **4th Year English Oral Exam**
Context: Examiner (NS508) asking permission to record the oral exam and the male Chinese
    student (NN413) consenting.

<$NS508> Um (*student's name*) do we have your permission to record this+
<$NN413> Yeah.
<$NS508> +for English Profile? Can you sign there please? Thank you. Well well we've been asking students …

Labov (1966) first encountered the observer's paradox when he was conducting a series of interviews with the objective of observing and recording vernacular language, 'the unmonitored speech that people use every day to communicate with each other in a variety of social situations' as Cukor-Avila

(2000: 253) describes it. Cukor-Avila and Bailey (1995) discuss ways that the researcher, the fieldworker conducting interviews in their study, can diminish the role and effect of their presence in the data collection exercise. They suggest that:

> Characteristics of the interviewer (such as gender, age, experience, social background and race), and characteristics of the interview itself (such as the relationship between interviewer and interview, the strategies used by the field-worker to gather data, the role of the field-worker in the interview situation, and the presence of other interlocutors), may also affect the data from sociolinguistic fieldwork.

> (Cukor-Avila, 2000: 253)

However, their research, like Labov's, involved the fieldworker as a participant in an interview scenario. The circumstances and purposes of the CLAS recordings are very different. The CLAS corpus compilation took place in a completely different setting and did not involve the researcher in any speaker participant role, with a few minor exceptions. Furthermore, given the willing and conscious participation by everyone at Southern College in this project, the pedagogical import and the learning opportunity that each recording occasion presented to the students, and combined with the familiarity and interpersonal rapport between all the participants and the researcher that developed over several months, this researcher concluded that the observer's paradox did not impede the discourse of this community nor did it become an overall inhibiting factor in the data collection process.

4.6   Software used for corpus analysis

As outlined in the introduction above, one of the features of corpus compilation, whether written or spoken, is that the data are machine-readable (Biber, Conrad and Reppen (1998), McEnery & Wilson (2007), Meyer (2002), O'Keeffe, McCarthy and Carter (2007), among others).   In discussing the computerisation of corpus data, these authors recommend saving the transcribed data, typically initially transcribed into a .doc extension file, (for example, in a Microsoft Word document) into a plain text format. This has now become the standard format for data that language analysis software can use. Over the decades, various software analysis programmes have been developed to analyse corpus data. The CLAS corpus has been analysed in this study using the analytical software designed originally in 1999 by Scott called *Wordsmith Tools* and more specifically using the latest Version 6 (2015). This is an integrated suite of programmes which can analyse language and enables the researcher to look at how words behave within the context of the discourse.   There are three main tools or features of this

software, namely, wordlists, keywords and concordances. Briefly, the *wordlist* tool provides a list of all the words or word-clusters in a text, set out in alphabetical or frequency order; the purpose of the *keywords* programme is to identify key words in the corpus by comparing them with a larger reference corpus to identify lexical items whose frequency is significant or 'key' in that discourse; and the *concordance* function facilitates the locating of individual words or phrases within their specific context in the corpus allowing for more detailed examination of context and usage patterns. These features shall be explained in further detail below with examples of their applications taken from the CLAS corpus data.

4.6.1   Wordlists

Corpus software facilitates the generation of wordlists which provides a snapshot of what the most frequently occurring words are in that discourse. Typically, the first fifty words are reviewed to establish any noticeable items of frequency. From the transcribed corpus of 913,449 words to-date in the CLAS corpus, there are 16,209 separate word tokens, i.e. 0.017%, a minute percentage demonstrating McCarthy *et al.'s* (2009), assertion that repetition and recycling of vocabulary is a key feature of spoken interaction. Table 4.6 lists the first fifty words from the CLAS corpus and their frequency in the corpus.

Table 4.5:   First fifty words in terms of their raw frequency in the CLAS corpus.

Row	Word	Frequency		Row	Word	Frequency
1	THE	36,736		26	JUST	4,823
2	AND	27,448		27	WHAT	4,797
3	YOU	22,136		28	THIS	4,758
4	TO	20,505		29	BUT	4,470
5	OF	15,216		30	DO	4,727

6	A	15,164		31	ARE	4,695
7	IN	13,794		32	AS	4,462
8	UH	13,316		33	YOUR	4,368
9	I	12,806		34	#	4,355
10	IT	12,310		35	IF	4,347
11	SO	11,715		36	CAN	4,302
12	THAT	11,340		37	OR	4,059
13	IS	9,775		38	KNOW	4,040
14	YEAH	9,105		39	THERE	3,890
15	UM	9,000		40	WITH	3,716
16	OKAY	7,371		41	ONE	3,614
17	HAVE	7,270		42	VERY	3,522
18	FOR	7,007		43	ALL	3,507
19	THEY	6,982		44	LAUGHS	3,445
20	IT'S	6,712		45	HUH	3,339
21	WE	6,539		46	NOT	3,343
22	LIKE	5,355		47	AT	3,206
23	ON	5,354		48	THEN	2,943
24	BE	5,279		49	THINK	2,920
25	WAS	5,236		50	BECAUSE	2,868

It is not surprising that the frequency wordlist here is similar to the wordlists in many other corpora, Reference corpora which have been mentioned in the Introduction above can serve to demonstrate the initial similarities in frequency wordlists across corpora. For the purposes of this project, the two reference corpora which have been chosen are the Michigan Corpus of Academic Spoken English (Simpson *et al*., 2002) hereinafter referred to as MICASE, and the Limerick Corpus of Irish English (Farr, Murphy and O'Keeffe, 2004) hereinafter referred to as LCIE. These corpora are chosen for similarity and comparison because, first of all, they are spoken corpora like CLAS and also because they offer useful comparative data from reference corpora in relevant domains. Some background details on both these corpora are provided now to contextualise their selection for this project.

MICASE, like the CLAS corpus, has been created in an academic setting and thus shares similar genre and domain features as a specialised spoken academic corpus. At almost twice the size of the CLAS corpus data used in this study, MICASE contains approximately 1.7 million words over 200 hours of recording across four disciplines – Biological and Health Sciences, Physical Sciences and Engineering, Social Sciences and Education, and Humanities and Arts. Although the recordings took places between 1997-2001, a number of years earlier than the CLAS corpus collection, one of the appealing features of MICASE as a reference corpus is the variety of speech events recorded in a contemporary academic environment: these include small and large group lectures, laboratory sessions, student presentations, one-to-one tutorials, interviews, meetings and some other assorted speech events (Simpson, Lee, and Leicher, 2002). These speech events find parallels within the matrix of recordings in the CLAS corpus. For example, the MICASE large and small lectures can parallel the first year lectures, that is lectures for the whole class albeit of approximately one hundred students or lectures to the smaller groups of approximately fifteen students who form the groupings for their Practical sessions (Culinary, Food Service, Food Science, Food and Beverage, and Accommodation); laboratory sessions and also the hotel-specific Practicals; student presentations are in both corpora; and the mock interview practice and oral language exams can equate to the one-to-one tutorials and interview formats found in MICASE.

Moreover, one of the aims of MICASE was to provide 'authentic material in sufficient quantity to redefine our concepts of academic speech' (*ibid:* 2); this too applies to the aims for the discourse at Southern College. In addition, in term of corpus objectives, as MICASE included 'native, near-native and non-native speakers' (*ibid*) they too hoped to be 'in a better position to develop more appropriate ESL and English for Academic Purposes teaching and testing materials; (*ibid*: 3). Furthermore, the MICASE data is freely available online and accessible to researchers. Overall and for these reasons, the choice of MICASE as a reference corpus for the CLAS data was deemed appropriate and applicable as both corpora pertain to an academic environment.

Indeed, a different spoken academic corpus had in fact been considered; this was the British Academic Spoken Corpus, the BASE Corpus (Nesi and Thompson 2006). However, it was discounted mainly on the basis that, although it is only somewhat smaller in size (1.6 million words) than MICASE and acknowledging that the bigger the reference corpus is compared to the corpus under review the better, the BASE corpus speech events covered only lectures and seminars while the recordings in the CLAS corpus needed a wider selection of speech events and required broader scope for variation and

comparison. Furthermore, the BASE data were collected in two universities (Warwick and Reading) as opposed to a single unit of location for both MICASE and CLAS, and the majority of speech events in the BASE corpus were recorded as video rather than audio files (http://www.reading.ac.uk/AcaDepts/ll/base_corpus), unlike MICASE and the CLAS corpus which were recorded as audio files.

LCIE (Farr *et al*. 2004), on the other hand, was selected as a reference corpus primarily because it provides a comparison with the Irish English variety, as opposed to American or British English. To quote the authors, in respect of the purpose of this corpus:

> Of core concern to this project is the collection of naturally-occurring spoken data from everyday Irish contexts so as to assemble a corpus that will allow for the description of Irish English on its own terms rather than solely focusing on the extent to which it resembles or differs from other varieties of spoken English (for example, British or American English).

(2004*:* 8)

Compilation of this corpus began in 2002 at the University of Limerick and the 375 recordings in the corpus contain one million words of naturally-occurring English spoken in regular everyday contexts in Ireland. Most geographical areas of the country are represented, excluding Northern Ireland, and the compilers endeavoured to have equal representation of male and female speakers across a wide age group ranging from fourteen to seventy-eight years of age. One of the key design features of LCIE was to target the interplay between the dual aspects of *context* types and *interactional relationship* types among the speakers in a speech event. The three context types centred around the idea of collaboration – either the conversations enabled the exchange of collaborative ideas, or conversations were task-oriented interactions, or they were non-collaborative which was termed as information provision. The compilers determined five relationship types; these included pedagogic, transactional, professional, socialising and intimate. Combining these contexts and interactional relationships between the speakers enabled the corpus compilers to gather spoken language in settings such as within a university setting, in service encounters, and among family and friends in a variety of situations. This design of LCIE followed a matrix of contexts and relationships that had been previously and successfully used for the Cambridge and Nottingham Corpus of Discourse in English (CANCODE) compiled by McCarthy and Carter in the 1990s, a corpus of five million words of spoken discourse (McCarthy 1998).

LCIE lends itself as a useful and relevant reference corpus for the CLAS corpus data as both share the Irish English variety of the language; this too was part of the rationale behind the corpus compilation, to create a resource of naturally-occurring, authentic use of Irish English for future researchers to

exploit. LCIE also contains academic data as close to ten percent of the data were recorded in the university setting. In addition, and common to the objectives of all three corpora here, CLAS, MICASE and LCIE, is the intention to provide authentic resources of spoken language which could be used in various pedagogic settings, principally in the area of English language teaching, by providing specific corpus-based materials and resources in English as a Foreign Language for learners (using CLAS data specifically for hotel management teaching materials and textbooks, for example) and as a resource for trainee teachers in the teaching of English as a foreign language (TEFL). These corpora, therefore, can have practical and genuine pedagogic application. Consequently, both MICASE and LCIE were considered suitable reference corpora to be used in this project.

Returning now the wordlist frequencies, the similarities between the first fifty words in these three corpora are striking. Appendix 10 provides the lists of the first fifty words in the three corpora, CLAS, MICASE and LCIE, showing details of raw frequency, that frequency as a percentage of word tokens in the corpus, the number of texts in which a particular word appears and the overall percentage of texts in the corpus in which the word appears. Plotted again the CLAS frequency wordlist, all but four of the CLAS words also appear in the first fifty wordlist in MICASE; in the case of the LCIE data, there are eight words in its wordlist that are not in the CLAS list. However, in both MICASE and LCIE the 'missing' words are all within the first one hundred words of their respective wordlists which is significantly high on the list in terms of their word tokens overall – i.e. MICASE has 30,132 different words and LCIE has 20,461 separate words. Appendix 10 also lists those four words from MICASE and the eight words from LCIE referred to above, under similar headings.

One of the findings in these first fifty wordlists, though not surprising for spoken corpora, is the fact that the personal deictic reference *you* is very high on the list in all three corpora, being the third word in both CLAS and LCIE and the fourth word in MICASE. This is of particular interest emerging from the CLAS data which, combined with the determiner *your* in the thirty-third position above, heralds that the *you/your* pattern performs a key pragmatic function within the discourse at Southern College, a subject that will be examined in detail in Chapter 7.4 when discussing student identity formation and development within this community. *Your* does appear in the LCIE and MICASE first one-hundred lists, at number sixty-three and at number sixty-eight respectively.

4.6.2 Keyword Lists

While wordlists offer the linguistic researcher valuable quantitative information about the frequency and type of words contained in any corpus, the keyword feature of the analytical software enables the identification of specific lexical features of that discourse which have unusual frequency when compared to a reference corpus or corpora of a suitable kind (Scott and Tribble, 1996). These authors elaborate on the concept of 'keyness', as follows:

> So, for us, keyness is a quality words may have in a given text or set of texts, suggesting that they are important, they reflect what the text is really about, avoiding trivia and insignificant details. What the text "boils down to" is its keyness, once we have steamed off the verbiage, the adornment, the blah blah blah."

> (Scott and Tribble, 1996: 55-56)

They further outline other aspects of keyness such as textual quality; repetition which builds on the notation of what is or is not a good indicator of "aboutness" (Phillips, 1989), i.e. repetition of lexical items which are indicative of meaning and not just frequently occurring; and a threshold which refers to the frequency of keyword occurrences in its own text and which needs to be 'outstandingly frequent in terms of a reference corpus' (Scott and Tribble, 1996: 59). In their sample study of Shakespeare's Romeo and Juliet compared to his whole canon of plays (*ibid*: 72) they set the threshold by default at three occurrences but other authors and corpus designers set the bar much higher (McCarthy, O'Keeffe and Carter, 2007, for example)

Williams (1983) expands the concept of keyness further: he explains key words as being

> '… strong, difficult and persuasive words in every day usage … common in descriptions of wider areas of thought and experience … they are significant, binding words in certain activities and their interpretation; they are significant, indicative words in certain forms of thought.'
> (Williams (1983: 14-15)

In this definition of keyness, Williams incorporates the wider context of everyday language use and refines keywords down to their occurrence *in certain activities* and how these words are *indicative words in certain forms of thought.* Examination of the keyword list in the CLAS corpus will identify these keywords and their function in terms of both the activities of Southern College and the, perhaps unconscious, thought patterns embedded in the discourse of the participants. At the basic language

level, Scott and Tribble (1996: 72) further point out that the most common parts of speech which are likely to be key are nouns, determiners, prepositions and pronouns. The nouns and pronouns in the CLAS corpus, will be examined in greater detail in subsequent Chapters. This software feature, then, provides the researcher with the opportunity to move from the initial quantitative analysis of the data to the more qualitative study of the discourse.

To establish a keyword list, a reference corpus is needed in order to compare lexical items specific to the data under investigation. The reference corpus, ideally, should be larger and within a similar register or genre to afford legitimate comparison. The quantitative data can be scrutinised qualitatively with a view to identifying the specific repertoire of the data in the CLAS corpus and within Southern College's discourse, which can then be used to extrapolate on the reasons for the choice of the identified lexical items. This software feature helps to address one of the specific primary research questions of this study as outlined in the Introduction, Chapter 1.3, namely: what are the linguistic indices of the community of practice in the hotel management training sector? By using the keyword function with the comparable reference corpora LCIE and MICASE as referred to above, the linguistic identifiers and the *shared repertoire* (Wenger, 1998) of this particular community of practice can be isolated and then qualitatively investigated for their purpose, function and contribution to the development of membership of the community of practice in Southern College of Hotel Management.

Table 4.7 below provides an overview of the top 50 keywords in the CLAS corpus when compared with the two chosen reference corpora, MICASE because of its academic discourse and LCIE because of its Irish English language content. Because of its academic context which parallels the Southern College of Hotel Management, the keywords resulting from a comparison with the MICASE reference corpus data is selected first in the left-hand column. The numbers in this column refer to the order the words appear in when compared to the CLAS data (*rank*). The LCIE data is juxtaposed in the right-hand column showing its keywords rank order. In examining the first fifty keywords, thirty of them are listed in this table; the words not listed relate mainly to the transcription (*laughs, header, pause*), some vocalisations (*huh, hmm, ssh*) and other miscellaneous words.

Table 4.6:   Comparative ranking of CLAS keywords in relation to MICASE and LCIE keyword lists

MICASE	KEYWORD	LCIE
Rank		Rank
3	HOTEL	7

6	BACKGROUND	64
9	RESTAURANT	12
10	YOUR	32
11	STUDENTS	8
12	FOOD	15
13	SERVICE	29
14	STAFF	11
15	ROOM	49
19	MANAGER	34
22	MANAGEMENT	16
23	ROOMS	33
25	SPONTANEOUS	18
28	HOTELS	48
30	IRISH	-
31	CHINA	27
34	BUSINESS	96
35	COMPANY	57
36	PLACEMENT	26
37	TRAINING	55
39	GUEST	28
40	OKAY	3
41	WEBSITE	25
42	ACCOMMODATION	71
44	GUESTS	40
45	TALKING	45
47	SPEAKERS	14
48	GOOD	223
49	CITE	51
50	EURO	-

From a cursory glance at the keyword column, the lexicon of the hotel community comes strongly to the fore, in addition to some emergent lexical features from the business world (*business, company, training, website*). It is worth highlighting that, of the thirty words selected in this MICASE-ordered list, all but five of them are also to be found in the first fifty words in LCIE. Those absent five words are: *background* at no. 64 in LCIE which may not be as significant a word in casual conversation as it can be in an academic context where, for example, theory often is and needs to be contextualised against a relevant background; business (at no. 96), *company* (at no. 57), *training* (at no. 55) and *accommodation* (at no. 71) similarly do not feature as highly in LCIE as they do in MICASE keyword list.

The word *good* was deliberately selected for inclusion in this table because, first of all, it is found within the first fifty keywords and therefore it demonstrates keyness in CLAS and also in MICASE. Furthermore, it is a word that is frequently used in an academic setting, for example in relation to evaluation of student performance. It is also a very frequent lexical item in the CLAS corpus (it ranks at the 63rd position in the Wordlist with a frequency of 2,221 occurrences) where it is additionally used as an exponent in the context of a greeting, e.g. *good morning* (53 occurrences) and *good afternoon* (91 occurrences). This word can be further examined using the concordance feature of the analytical software which shall be explained in the following section. But, for the moment, the above table is a demonstration of the keyword feature of the software used to analyse the CLAS corpus discourse.

4.6.3. Concordances

The third element of the Wordsmith Tools software (Scott, 2015) being used in this analysis is the concordance feature. To quote Sinclair (2004: 19), 'The choice of one word conditions the choice of the next, and of the next again. The item and the environment are ultimately not separable.' This means that words do not make sense or create meaning in isolation; they derive their significance and interpretation from the other words that surround them, i.e. the words that precede and succeed them. Meaning is constructed by the choice of words in combination with each other, the pattern of words co-occurring together. Taking the word *bark* as an example, it could refer to a dog or part of a tree; look could be either a noun or a verb, the words surrounding it will indicate its meaning in context. Because the concordance programme facilitates the finding of every occurrence of a word (referred to as a *node*) within a corpus, it can great assist in the analysis of language in any given context and particularly specifically chosen words. Furthermore, the concordance locates the node within the broader textual context in which it occurs; this is referred to as the Key-Word-In-Context (KWIC). The KWIC is displayed in a vertical format on the page with the preceding seven or eight words to the left of it, and the following seven or eight words displayed to the right, the caveat being, as Scott and Tribble (2006: 34) point out, there is actually very little value to be gained by searching for collocates beyond the four words limit on either side of the node. The display allows for the examination of the surrounding discourse and the identification of the other words that *collocate*, that is to say words that co-occur frequently together with a restricted meaning, with the node word. Furthermore, by clicking on the example of the node in any particular line, the context of the word is further revealed and the analyst is

brought to the full text where the whole context can be examined more thoroughly, thus facilitating a more in-depth qualitative analysis of the overall discourse.

To demonstrate the concordance feature and its applicability, using words from Table 4.5 relating to the position of the researcher in this study, the following three tables show the selected words within their concordance format. Figure 4.2 shows the concordance for the word *tape*.

N	Concordance
1	if ye Let me give ye an example of red tape. You're trying to grow your
2	as students listen to instructional tape So question A what's the answer?
3	or you can check it with a measuring tape. So we've got all our measuring
4	push it under my my door or you can tape it outside my door. And it has to
5	a server offsite? Do you back up to a tape? Do you back up to a CD? Do
6	stopping you from doing it. Um red tape basically bureaucracy it depends
7	24.11.08 – first recordings – long tape (34) S1f Shall we begin? T1

Figure 4.2: **Concordance lines for *tape***

From the forty-one occurrence of the word *tape* in the corpus, the seven examples were randomly selected by the software programme which show a variety of meanings and functions of this word. Two of them refer to *red tape*, the bureaucracy that can surround and hinder the smooth, effective running of a business, quite an appropriate compound for students entering the world of business, and especially as a term to be acquired by non-native speakers. There are several references to *instructional tape* which is how the transcriber referred to an actual Listening Tape exercise in an English language class. The reference to the *measuring tape* comes from a Restaurant Service Practical class where the instructor uses it to measure the length of table cloth from the floor; precision and meticulous attention to detail are the hallmarks of the high professional standards demonstrated and expected in Southern College. *Tape* in lines 5 and 7 functions as a noun, whereas in Line 4 *tape* functions as a verb in relation to the delivery of an assignment to the lecturer.

In Figure 4.3, the plural form, *tapes*, shows the same meaning as in lines 5 and 7 above, along with another meaning, except for the three lines referring to the *measuring tapes,* which indicates file storage locations for backing up daily data during the Night Audit procedure.

N	Concordance
1	Rotation. If it's something as simple as tapes and so on you would take these
2	disks um the likes of old fashioned tapes and so on to keep it away from
3	I don't know a fireproof safe will have tapes and so on removed off site or
4	We got three measure four measuring tapes and a ruler or a thumbnail so as
5	a little crazy when I get out measuring tapes and start measuring. It does
6	tables having a having measuring tapes measuring everything making
7	tape. So we've got all our measuring tapes over there so you can measure it.
8	the previous evening and again the tapes were unavailable, wouldn't work
9	it back to before Night Audit and the tapes were showing that they were

Figure 4.3:   Concordance lines for *tapes*.

Because the data in the corpus was collected by means of an audio recorder, a concordance search has also been done on the word *recorder*. As shown above, it does not collocate with either *tape* or *tapes*, surprisingly one might think, as in many everyday instances *tape recorder* are habitual collocations. In the four occurrences of this word, shown here in Table 4.10, the reference in line 1 comes within the transcriber's notes at the start of the transciption; line 2 is a incorrect choice of word used by a non-native speaker in a 3rd year Accommodation Presentation (see Extract 1);   line 3, contextualised in Extract 4 below, comes from a 4th year non-native student making a presentation on Hotel Managament Information Systems (HMIS); and line 4 is spoken by the examiner at the end of a 3rd year Oral English Exam.

N	Concordance
1	TRANSCRIBE BECAUSE ALTHOUGH RECORDER WAS PLACED WITH
2	leave a docket in the bag and keep the recorder for a list. Um I'm going to talk
3	is IPTV which provides personal media recorder fast forwarding pausing etc
4	doing alright? Yeah. Can I stop the recorder?

Figure 4.4:   Concordance lines for *recorder*.

The following two extracts show the actual context for the word *recorder* from lines 2 and 3 above.

Extract 3

CLAS.062.01   **3rd year NNS speaker making an Accommodation Department Presentation**
Context: Female Chinese student speaking about risk management and particularly security awareness as part of her group's presentation following a visit to the Accommodation Department in an Irish hotel. This is the conclusion of her contribution to their presentation.

<$NN365> …. every morning the supervisor will check the corridor to see if there is any laundry bag out there. If there is some laundry bag out there and they gonna collect it then bag <$E> laughs <$/E> and they gonna collect the bag and ah the and the supervisor will doub= double check the dry cleaning list to make sure they are matched <$B> wizz|with </$B> the bags. Then they will leave a <$H> docket </$H> in the bag and keep the *recorder* for a list.

Extract 4:

CLAS.079.01   **4th year Hotel Management Information Systems (HMIS) Presentation**
Context: Male Chinese student speaking about his topic on in-room entertainment systems as part of his group's presentation on integrated Property Management Systems.

<$NN441> … Uh high definition television which provides high definition picture and sound quality on plasma screens. Uh internet protocol on television which is IPTV which provides personal media *recorder* fast forwarding pausing etc. services to the guests who are watching the movie….

The three Figures above are provided here to demonstrate how the concordance feature of the software works with the corpus data and, in addition, Extracts 3 and 4 further reveal the contexts of one of the sample words, the KWIC feature. Together they demonstrate how that data can be exploited for linguistic evaluation and analysis.

In this chapter so far, we have looked at the corpus size and design and the data collection process. As this is a corpus based study, we have also described the analytical software, Wordsmith Tools (Scott 2015) and demonstrated its three main features with samplings of those features from the corpus data. During the construction of this study the researcher spent nine months recording and observing at Southern College of Hotel Management. In addition to the recordings and the documentation that accrued, a wealth of ethographic information had also been amassed. The next section will audit the role of this ethnographic insight and establish how the researcher's emerging awareness and interpretation arising from such observations have also contributed to the data analysis in the chapters that follow.

4.7   The Role of ethnographic insight

Duranti (1997: 85) describes ethnography as 'the written description of the social organization, social activities, symbolic and material resources, and interpretive practices characteristic of a particular group of people'. Using the elements of this definition, Goetz and LeCompte's (1984: 3) situate ethnographic research along parallel lines albeit through a wider social lens, as Table 4.8 shows:

Table 4.7   Elements of ethnography

Duranti (1997)	Goetz and LeCompte (1984)
Social organisation	Location in the real world, nothing falsified
Social activities	Holistic approach to the endeavour
Symbolic and material resources	Varied research techniques to collect and analyse the data
Interpretive practices characteristic of a particular group.	Use and interpretation of contributors' actual speech and opinions.

The daily social organisation of Southern College, its activities, symbols and unique practices created a unique environment where I could assume the role of participant observer, a role which Malinowski (1922) had signalled was necessary for detailed note-taking for ethnographic studies. Gumperz (1970) since added to this requirement by stating:

> Even after the material has been recorded, it is sometimes impossible to evaluate its social significance in the absence of ethnographic knowledge about social norms governing linguistic choice in the situation recorded.
>
> Gumperz (1970: 9)

In this situation as researcher and also participant observer, I was poised and well positioned to record not only the discourse during the lectures and classes but also to note the interaction among the members of this community of practice. While I did not set out originally to conduct an ethnographic

study, my presence there over several months allowed me to develop an emic perspective on the operation of the College and the day-to-day practices of this community. I became part of the College fabric which helped me gain a deeper understanding of the daily life there, its practices, the interactions between various members, staff and students alike. It is certainly true to say that my presence in the community there over the period has helped to identify certain lexical items and patterns in the discourse that might be very difficult otherwise to extract from the data. As an outsider to the setting of international hotel management education, I was able to rely on my intuition and experience when something unusual or special, *hotel-like* or *hotelspeak*, occurred. Several of these items which are particularly noteworthy as discrete features of the repertoire will be discussed in the following chapters and it will be noted that their inclusion came about as a result of my presence *in situ* at the time of the recording. This twofold emic-etic approach will no doubt enrich the analysis process – for example, getting to know the personalities of some of the contributors is particularly helpful in interpreting the dynamics of interpersonal interactions at play. In addition, being able to make field notes on certain cultural details, local information and names of places, people or events, for example, has also proved to be a bonus for the transcriber.

4.7.1. Ethnographic perspectives: first impressions … last

The first time I arrived at Southern College of Hotel Management, I was immediately impressed. I knew I was in a unique place. The College itself is not big, ground floor and first floor wrapped around the central Atrium, providing a variety of classrooms, language and IT laboratories, the library and offices. Nearby is the Restaurant building with a specially designed kitchen which accommodates many work stations for students' practical culinary classes and a fully-functional restaurant with bar facilities for further practical Restaurant Service sessions. Close by also is a privately-owned, commercially-run hotel which offers the students practical placement experience in the Accommodation Department – making beds, cleaning and preparing guest bedrooms, stock control and management and other such duties. However, what struck me foremost on entering the College building was the fact that the students – and conscious that this is a regular (though special) Irish third level educational establishment – were wearing a uniform. In Ireland, uniforms are the norm in our primary and secondary school but certainly not at third level. This aspect of the front face of the College is striking, important and relevant within the ethos and practice there. Chapter 5, on Discourse and the Shared Repertoire, discuss this matter in great detail. Coming and going to the College at various times of the week over several months to record the data allowed me to gain an insight into the day-to-day running of this institution and the minutiae of both student life and organisational practices there.

Training and practice in hospitality service is one of the key activities for the students. First year students (102 students in the first academic year of recordings; 94 in the second year) are rostered over the twenty-five weeks of the academic year on a three-week rotation in five practical module areas – Culinary, Restaurant Service, Food Science, Accommodation and IT. This allows them to get first-hand knowledge and experience of the major work areas in a typical hotel. The practical sessions are also supplemented by lectures on the theoretical aspects of these modules. This rotation system allows all the students some level of hands-on application in the various subject areas. Take for example the Culinary practicals: these would typically last two and a half hours, preceded by a two-hour lecture on the relevant theory, with between fifteen to eighteen students (allowing for absentees) per class. Under the direction, supervision and demonstration of the Head Chef, these students would prepare a three-course meal for guests to be served in the Restaurant. My field notes from one Culinary practical records the following comments:

> This was the first recording in the kitchen. Students worked mainly in pairs at various stations to cook the food. I moved around among them trying to record as much as possible especially when Chef was involved. I noted that the NNS didn't speak much.

<div align="right">CLAS.007.17</div>

Other notes for that recording include lesson plans with details of sections entitled '*Evaluation of the Prepared Dishes – each dish to be tasted and compared by the students; dishes to be assessed for quality by the lecturers*, as examples of accompanying pedagogic documentation. In addition to visiting guests and College lecturers, students also undertake the role of the diner on a rotational basis throughout the year, thereby encountering the culinary skills, service, and professionalism of their fellow students. This experience contributes to a wholly triangulated perspective on fine dining.

Simultaneous to these Culinary practicals, the Restaurant Services Manager would be guiding his group of students through the process of setting up the restaurant tables (usually eight tables for six people) for service. This involved every aspect of the preparation from shining the cutlery and glasses, to ensuring the tablecloths and napkins were in pristine condition and presentation, to the actual food service itself and attendance on the guests. In preparation for service, the students are assigned various areas of responsibility – cutlery, crockery, glasses/linen, miscellaneous and Maître D'. During each practical, two students work as a team to perform the function of Maître D'. They liaise closely with the Restaurant Service Manager and supervise their fellow students in the performance of their duties. The CLAS corpus contains three recording events of each of these practicals – Culinary and Restaurant

Service. Culinary practicals account for fifty-two sound files and in excess of five hours' recordings and Restaurant Service has forty-one sound files spread over four hours of recording. See Table 4.2 above for further details on the recordings. It is during these practical sessions that the students also acquire the specific language/culinary terminology and technical expertise in the specific areas of their chosen profession. Chapter 5 deals specifically with *hotelspeak* and such terminology as demonstrative of the *shared repertoire* (Wenger 1998).

Having spent considerable time at Southern College of Hotel Management during the data collection stage, I was provided with the opportunity to reach beyond the bounds of that process to gather an overall ethnographic perspective on other aspects of College life. This College provides other practical training experience beyond the classroom in the practice of hotel management and I gained access to materials and institutional documentation about these processes, procedures and rituals beyond the corpus data. Across the four years of the academic programme, students at various stages are encouraged to resume responsibility for certain ongoing rituals and practices within normal College life. For example, third year students who have just returned to the College after their second year of placement in hotels throughout Ireland (for non-EU citizens) or across Europe for Irish and EU citizens, and therefore have a year's practical experience working in various departments of a hotel, are required to assume the role of Duty Manager within the College itself. As per the following extract from the internal documentation regarding this role, these duties are not to be undertaken lightly and carry a significant corporate responsibility for the successful operation of the College:

> 'The role of the Southern College Hotel Manager Duty Manager: To further build your management and supervisory skills, by assuming responsibility for the hospitality, smooth running and security of the College on a day-to-day basis.'

Documentation from Southern College of Hotel Management

Third year students are rostered for two-day rotations throughout the whole academic year. They have important key-holding responsibilities including opening and closing the College morning and evening. They are responsible for the welcoming, safeguarding and hospitality for visitors and guests. They assist first year students during the Restaurant Service practicals, referred to above, by guiding the Maître D's in their functions such as controlling the pass of service, developing both their managerial and customer service skills, and guiding and correcting the first years when necessary. The benefits of the work experience placement become evident particularly in these scenarios because the third year students' knowledge of industry practice, expectations and systems is realised in a concrete hands-on manner.

From an ethnographic perspective, I was able to observe the recurrent rituals within the College and better understand many references made to them. For example, each year the College holds some major events which the students prepare and participate in. One of the most important of these events is the Graduation Ball held in March or early April. The location is an internationally renowned, iconic, five-star castle hotel and preparation for the event is overseen by the Restaurant Services Manager. A Graduation Committee is set up to oversee and run the event. Being on this committee is very prestigious for the students; they have to apply for a position on the committee and are interviewed by an internal panel of lecturers. One of the preparatory committee meetings for this event has been recorded in the data (CLAS.030.01) where the five students chosen discussed the practicalities and logistics of the Graduation Ball with the Restaurant Services Manager.

Other major occasions in the annual life of the College revolve around the days when hoteliers and industry captains come to recruit students either for second year placement or for the final placement after fourth year. These can be highly pressurised days especially for graduating students as their future careers depend on the success of these interviews. Referring back to the issue of the uniform as a visual expression of the *shared repertoire* (Wenger 1998) within the College, the physical and visual presentation of the College and its student body especially on those occasions becomes critical to first impressions as viewed by the visiting hotel managers (Section 6.2 further on looks at the uniform issue in greater detail). The hospitality offered to visitors on such days comes under the remit of the 3rd year students in their Duty Manager roles when they have to organise, present and serve the refreshments to the guests.

In summary, there was a wealth of information outside of the corpus that was central to understanding the College as a community. Adding data beyond the corpus in the form of ethnographic field notes (e.g. extensive records of room plans); keeping notes and observations as detailed above, as well as insights about practices and rituals that come from spending almost one year in the College added much to the interpretation of the corpus data. Therefore, while this is not an ethnographic study, ethnographic records, insights and information have played an important role in the study.

4.8   Conclusion

This chapter set out to record the process and methodology of the data collection for the CLAS corpus. Many aspects have been examined here – the description of the corpus, the recording matrix covering the various academic years, speaker metadata, documentation for the recording events, transcription issues and the analytical software and its functions. In addition, the role of ethnographic insight gained as the participant observer impacts significantly in the choice of linguistic items chosen for examination in subsequent chapters.

The community of practice framework will be applied to the analysis of the CLAS corpus data in the following chapters. Specifically, the shared repertoire of this community (Wenger 1998), which as the data will reveal, consists of more than the linguistic repertoire, will be identified and categorised under various headings in Chapter 5. Looking at the discourse and specific lexical items in Chapter 6 in more minute detail emerges from a combination of corpus driven results combined with the aforementioned ethnographic insight. Chapter 7 will look at the role of deixis and the important functions of personal pronouns in the corpus and in the lives of the students; these will be examined in terms of how they contribute to the construction and development of the students' identities as future hotel managers. In Chapter 8, two aspects of pragmatic use of language and interaction will be scrutinised: these are terms of address and vocatives, and how humour is enacted in this community as a strategy to build rapport among the members of this community of practice. Chapter 9 will provide a summary of findings and conclude this study.

Chapter 5

Discourse and the Shared Repertoire

5.1   Introduction

The previous chapter looked at the data collection process and the methodology for the CLAS corpus. It outlined many of the processes and procedures that were established to enable the corpus to be built. A brief overview of the corpus analytical tools was also given. The last chapter also documented the role of ethnographic insight that was gained though the researcher's participation in the recordings. This has allowed a two-pronged approach to be taken in terms of the data analysis. This factor first comes into play when considering which items of discourse can be considered for detailed examination. This chapter will examine the shared repertoire (Wenger 1998) of this community of practice and, in so doing, two approaches will be taken to identify these lexical items and discourse patterns: (a) a corpus-based approach based on keyword analysis and (b) an ethnographic approach based on field notes and observations. The corpus-based approach will use a word frequency list and a key word analysis of CLAS against two reference corpora - MICASE and LCIE, as previously mentioned. The results will then point to some of the shared repertoire but this approach alone will miss out on certain items because, while they may not indicate a high frequency in the corpus, they may be used in an unusual sense within the context of the discourse at Southern College of Hotel Management. This is where the ethnographic approach comes in because, as participant-observer, the researcher noted these as they came up. This dual approach will also be considered in the analysis of specific lexical items that will be subject to a mini case study analysis in Chapter 6 also. As this is a corpus-based study using, for the most part, the community of practice (Wenger 1998) framework, one of the key components of that model is the shared repertoire. This chapter will examine the CLAS corpus with a view to identifying the key linguistics features of this community's shared repertoire. That shared repertoire, however, is not merely linguistic; as Wenger (1998: 83) states, it 'includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions'. Among these artefacts, the College uniform at Southern College will also be examined here under that heading.

Southern College of Hotel Management positions itself within the third-level academic spectrum as an educational and formative stepping stone for students seeking a career in the professional world of international hotel management as detailed in the Introduction chapter. The programme of study offered is specifically, practically and vocationally oriented towards that industry. As part of its overall student education, Southern College aims to equip its students with the knowledge, skills and practices for that commercial and professional employment sector. In recent decades, the hospitality sector has become increasingly important in the global service industry as a major source of revenue and

employment, as indicated in the Introduction chapter. Competition among hospitality providers is acute and it has become imperative for these providers, such as international hotel chains, to distinguish themselves from others and to attract and retain their own customers. Against this backdrop of the globally expanding hotel industry, the question of individual corporate identity is central to each corporation and how it differentiates itself from its competitors. As Bromley (2001: 332) asserts: 'An organisation's identity, its distinctiveness, is defined by the way its attributes differ from those of other organisations with which it can be sensibly compared'. Very often it can be the personal experience of the client/hotel personnel interaction that makes all the difference, in other words, the personal touch, that special service and attention that is rewarded by repeat business which leads to satisfactory corporate targets and objectives being achieved. This concept of service will be examined in greater detail in the following chapter.

A consideration of the client experience from the top-down global hospitality perspective of hotel ownership and management, to the professional formation of personnel (such as at Southern College of Hotel Management) and to the direct service deliverers interacting with customers (food and beverage service, for example), facilitates a holistic overview of this worldwide *joint enterprise* involved at various levels of practice (Wenger 1998). An understanding of the importance of overall corporate identity as an exemplar of *shared repertoire* (discussed in Chapter 3) within such a global enterprise is now proposed here in general terms, but more specifically in terms of how importantly visual corporate identity operates as an expression of that *shared repertoire.* The inclusion of this brief description of these aspects here is useful, given the prime objective of Southern College of Hotel Management to prepare its students for the external corporate world in as comprehensive and practical way as possible. Therefore, it is necessary for the students to have an appreciation of common practices and perspectives in the global professional environment as part of their formation. But first, let us return to one of the key purposes of this study and identify the key linguistics indices of this community.

5.2   Discourse identification and quantification

The discussion of the *shared repertoire* within this community of practice will now continue through an examination of the discourse at Southern College and a documentation of the specific linguistic features as they emerge in the CLAS corpus. In doing so, one of the main research questions will be addressed:

What are the linguistic identifiers of the community of practice in the hotel management training sector? (synchronic)

The purpose of this question is to identify, quantify, contextualise and evaluate the specific *shared repertoire* at Southern College. Inexperienced in this academic environment of hotel management education, as the researcher I was given access to the actual roll-out of the discourse in the College as it happened in real-time. Inevitably, there were terms and phrases which were unfamiliar to me but by being present at the recordings I was able to identify and highlight them as specific terminology within the *shared repertoire* of this community. Moreover, observation and note-taking during the recordings allowed me to notice various elements of the discourse and language terms which were applied with a different hotel-specific meaning in that context. In general, new terminology was introduced in first year lectures and practicals either (a) because the terminology was relevant to the subject matter or (b) because the students had not yet encountered some common specialised terms or 'hotelspeak' (cf. Extract 12 below) with which they would be expected to become familiar and use actively. The following extract illustrate these areas of specific terminology and developing knowledge of hotel management education discourse which forms an essential part of the practice in the industry.

Extract 1

CLAS.029.01 and CLAS.029.02, Food Science lecture for first years (specific terminology)
Context: The topic of the double lecture was nutrition, talking about proteins and, in the second lecture, specifically the results of nutrient deficiency diseases, especially protein deficiency. Eighteen students are in attendance, mixed native and non-native speakers. The speaker is the lecturer.

<$NS502> I just have **two terms** on the next sheet I just have two terms in relation oops to **nutrients.** Essential nutrients and nutrient density. When we're going through each of the nutrients the **protein** and am with *carbohydrates* and *lipids* we'll be talking about **essential nutrients**. With protein we'll be talking about **essential amino acids.**

        … later in the same lecture …

<$NS502> Just on the back page of your handout I think we see these ah I've just given you a short note and it's really the end on **kwashiorkor and marasmus**. Have any of you ever heard of those two diseases? So these are diseases that you really only see in par= ah where you see severe famine. You know if you're looking for example on some of the the African countries when they show famine in some of the areas and you see the children and they've the big swollen bellies. And that would be symptomatic of K*washiorkor*. So these are two **extreme deficiency diseases**. Kwashiorkor and Marasmus. And they generally occur with famine with severe nutrient deficiency but particularly protein.

In these lectures, the students can reasonably be expected to have some familiarity with general nutritional terms such as proteins, carbohydrates and lipids, but *essential amino acids* may be a specific term that they have not encountered before. As first year students, this is terminology that they are expected to acquire given that, as future hotel managers, they will be expected to have an adequate level of knowledge about nutrition as an aspect of their work. The application of this knowledge is discussed during the lecture in terms of menus and the specific dietary requirements of hotel guests, so considerable detail about *proteins*, how they are constituted and how they work is given throughout the lecture. In the second segment, the names of the diseases, Kwashiorkor and Marasmus as a consequence of *extreme deficiency diseases*, such as protein deficiency, are quite plausibly unfamiliar to them but this is the level of knowledge about nutrition that is provided. The students may not be expected to have active knowledge of these terms but they are certainly expected to have passive knowledge of this vocabulary.

5.2.1   Initialisms and acronyms

Extracts 2, 3 and 4 relate to the use of the acronym **SOPs** which in the corpus can be pronounced also as an initialism. Carter and McCarthy (2006) explain the difference between an acronym (probably the more commonly (mis)-used term) and an initialism (which is frequently the more correct term), as follows:

> 'Acronyms are pronounced as words:
> > **RAM:**   **R**andom **A**ccess **M**emory
> > **NATO**: **N**orth **A**tlantic **T**reaty **O**rganisation…
> Initials are similar to acronyms but are pronounced as sets of letters, not as words:
> > **BBC**:   **B**ritish **B**roadcasting **C**orporation
> > **PC**:   **p**ersonal **c**omputer, or **p**olitically **c**orrect'.

(ibid: 482-3)

Extracts 2 and 3 will examine the use of the phrase Standard Operating Procedure and its initialism/acronym SOPs, how its use is incorporated into the discourse for first year students (Extract 2) although the full phrase is used, not the acronym, and then how it is used competently by a fourth year student (Extract 3). These extracts show the developing knowledge for first year students and the application of that knowledge by more advanced level students. This accurate and appropriate use of specific terminology attends to the second research question of this study in that it records and exemplifies the students' progression from novice towards professional, from the uninitiated towards

the initiated, within this community of practice by using their changing discourse as an index of this process.

Extract 2

CLAS.032.08   Restaurant Service practical for first years (developing knowledge).
Context: Students are engaged in the practical session of Restaurant Service where they have to set up the College Restaurant for lunch for approximately 50 people. In this particular recording event, the lecturer (NS510) is demonstrating how to make Irish Coffee.

<$NS510> So again having **Standard Operating Procedures** very important so that if someone's never done it before like for instance David never seen it before but he set everything up just the way it should be because there's a picture there. So again looks nice.

Here the lecturer uses the complete term instead of the initialism/acronym in a formative way as part of the College discourse. His reference to the pictures and how successfully the student was able to follow the instructions further demonstrate the meaning and application of this term. This ensures correct knowledge of this term. This is a recording of one particular Restaurant Service practical which is repeated throughout the week and semester with first year students who attend in smaller groups of 16-18 students per group. This allows more individual and direct attention from the lecturer and a more direct learning experience for the students as they engage in the practical work of setting up the College restaurant for service.

Extract 3

CLAS.081.01   English Oral Exams with a fourth year Chinese student (applied knowledge)
Context: The speaker, a female Chinese student, knows the initialism SOPs, uses it correctly in context albeit slightly inaccurately, and explains what it means to the External Examiner.

<$NN418>…all the hotel operational procedures, you know **SOPs, standard operational (sic) procedure,** and also have my idea, already put my idea into the, you know, combi= combining with the studies, studying in college, I have some of my thoughts into the Hotel College here.

The fourth year student here is able to use the term quite naturally and in context which is to be expected at that level even in the oral exam situation. The student displays acquired knowledge, acknowledges that the External Examiner may not understand this specialised terminology and, intuitively, explains the full terms.

Extract 4

CLAS.060.01   Hotel Management Information Systems lecture for fourth years.
Context: The lecture had finished and the students had left the room. This researcher (NS524) engaged the lecturer (NS505) in conversation seeking to understand correctly the initialism/acronym used during the lecture.

<$NS524> And you used an acronym **SOPs?**
<$NS505> **Standard operating procedures**.
<$NS524> Thank you very much. <$E> laughs <$/E>

This exchange was particularly helpful in gaining an understanding of a frequently used initialism/acronym in this community. As the researcher and participant observer, it struck me at the time that this was part of the specific discourse that I needed to understand in the context of the discourse at the College, as I had heard the term used previously in other lectures. SOPs will be investigated in greater detail in Chapter 6 for its lexical and pragmatic use, chosen for scrutiny primarily from an ethnographic perspective.

Table 5.1 below provides a summary of other initialisms and acronyms found in the CLAS corpus taken from the Culinary and Food Science modules only. These were identified by the researcher during the recording sessions as linguistic terms relating specifically to this community of practice. The data from first year recordings are heavily weighted towards English language classes and the hotel-specific recordings which centre mainly around the practical sessions, Culinary, Restaurant Service and Food Science, where clarity of meaning is essential for the novice students to grasp. The use of the complete term is more formative – the example for HACCP in Table 5.1 below is a point in question where all twelve occurrences in the corpus arise in a first year Food Science lecture.

Table 5.1:   Initialisms and acronyms used in Culinary and Food Science in CLAS .

Initialism /Acronym	Complete term	Meaning	Context: year,	Examples from CLAS

			module and who uses it	
C & B	Conference and Banqueting	Department within a hotel	All years. Lecturers and students	CLAS.067.01, Y/4 Oral English Exam, **<$NS523>(lecturer/examiner)** What's a *C & B* porter? **<$NN425> (student)** A *C and B* porter it's *conference banqueting* staff.
F & B	Food and Beverage	Department within a hotel	All years. Lecturers and students	CLAS.002.01, Y/4 Mock Interview **<$NN429> (student)** I'd love to seek work again maybe in another Reservations Office or Sales or something but if I have to work in *F & B,* I assume it's interesting too.
HACCP*	Hazard Analysis Critical Control Points	A National Health & Safety Standard	first years, Food Science practical, Lecturer	CLAS.093.02, Y/1 Food Science **<$NS502>(lecturer)** So make sure you know what *HACCP* stands for Hazard Analysis Critical Control Point system. So what is it?
CATEX*	Catering Exhibition	National exhibition including culinary skills competitions	Lecturer, at the end of a fourth year IHRM lecture	CLAS.038.01, Y/4 IHRM lecture **<$NS512>(Lecturer)** Now the guys the three guys who did so well in the *CATEX* this year um are are are gonna be the core.

Interestingly, when the concordances are examined, it emerges that the full terminology and the initialism/acronym are used almost equally frequently but at different stages. For example, *Conference and Banqueting* occurs 15 times, while *C & B* occurs nineteen times. However, as Table 5.2 shows, lecturers use the complete term with first years but, by third year, they use the initialism much more frequently which indicates that the students are already familiar with the initialism/acronym and have adopted it as part of their normal discourse. The students use both forms interchangeably, whether in oral presentations or in oral English exams and all examples are taken from either third or fourth year student contributions. This use also reflects the fact that third year students in the College have already

had one full year of professional placement in hotels in Ireland and abroad where these initialisms/acronyms form part of the normal hotel industry lexicon. Therefore, these students use here in College what they have experienced and assimilated through their practical work experience.

Table 5.2:   **Use of *Conference and Banqueting/C & B* by participants in CLAS.**

	Conference and Banqueting		C & B (initialism)	
Total occurrences	15	Comment	19	Comment
Used by lecturers	3	Occurs only in first year lecture on Information Systems	9	7 occurrences in third year Front Office lecture
Used by students	12	Used in third and fourth year student presentations	10	5 in Oral English exams, 5 in oral presentations

Table 5.3 next provides a summary of several other initialisms (not acronyms) that are found in the discourse and corpus. These refer to a variety of terms which relate to the management functions and operations within a hotel enterprise. Here they are used by the students in oral presentations in class.

Table 5.3   **Initialisms relating to hotel management functions in CLAS.**

Initialism	Complete term	Meaning	Context: year, module and who uses it	Examples from CLAS
GM or DM	General Manager or Duty Manager	Positions of responsibility in a hotel	All years. Lecturers and students	CLAS.058.01, first Year, Management **<$NS518>(lecturer)** Now if you were the *GM* of the hotel and you had you were you were told lis= you got a notification from the local county council saying listen there's a um problem with the local water in the area. Your hotel is right on the water
IHRM	International Human Resource Management	A fourth year module	Fourth years students, IHRM Oral Presentations	CLAS.052.02, fourth Year IHRM Presentation **<$NS443> (student)** ...opportunities to learn from local suppliers and competitors. And strategic *IHRM* then ah looking at expatriates as a long-term investment.

		Centralised computer software package used in hotels	All years. Lecturers and students	CLAS.077.01, fourth Year HMIS Presentation **<$NS428> (student)**...also it links up directly with the ***PMS*** systems so all charges goes instantly to the PMS system.
PMS	Property Management Systems	Centralised computer software package used in hotels	All years. Lecturers and students	CLAS.077.01, fourth Year HMIS Presentation **<$NS428> (student)**...also it links up directly with the ***PMS*** systems so all charges goes instantly to the PMS system.
POS	Point of Sale	Cash registers, tills, which are linked to a central PMS system	Mainly students in presentations, and lecturers	CLAS.078.01 fourth Year HMIS Presentation **<$NS428>(student)** there was only one reason to choose IQ ***POS*** system uh because it's tightly integrated with Room Master.
MNEs	Multi-National Enterprises	Global industries	Fourth years, students, IHRM Oral Presentations	CLAS.052.02, fourth Year IHRM Presentation, **<$NS443> (student)...**For example Japanese ***MNE's*** exhibit a reluctance to localise key management roles. They see failure in other countries' nationals to match requirements for company loyalty organisational skills and attention to quality.

Moving from the hotel-specific elements of this discourse to a general business repertoire where some of these initialisms are also common parlance in the general professional business world (for example, IHRM, POS, MNEs), a different picture develops which reflects the more emergent professional identity of the students. The complete term *point of sale* occurs 52 times and its initialism *POS* occurs 40 times, both collocating with the word *system(s)* while, inversely, *PMS* (the initialism) occurs 72 times and *Property Management Systems* occurs 38 times. This pattern of initialism use may be attributed to the fact that, while the data recorded in first and fourth year reflect an almost equal amount of hotel-specific lectures (approximately 18 hours and 16 hours respectively), as a group project for the Hotel Management Information Systems (HMIS) module, fourth year students were required to research and compare a number of Property Management Systems (PMS) available on the market and recommend one system over the others, thus validating their choice. These presentations facilitated the use of both the initialism and the full terminology according to the individual student's speech patterns and, equally, also indicated their ease with the professional discourse at that level. While the initialisms used in first year centre around basic hotel-specific language and are more relevant in the modules taught at that novice level, fourth year students in their final academic year are fast approaching their professional careers and their discourse has to and does reflect the linguistic norms to be found in that future environment. Similarly, third year students are also flexible in their choice of terminology in their

presentations, having gained a wealth of professional experience working in hotels on their Placement year. Table 5.4 provides details of the amount of corpus data provided by student presentations.

Table 5.4   Details of Student Presentations by year.

Year	Time	Recordings	Modules
First year	1:40 hrs	1	Accommodation (1)
Third year	15:45 hrs	13	Accommodation (4), BIS (5), HRM (1), second year Placement Report (3)
Fourth year	6.40 hrs	6	HMIS (3), IHRM (3)

5.2.2: *Hotelspeak*, aka jargon.

The Cambridge online dictionary (http://dictionary.cambridge.org/dictionary/english/jargon/) defines the word 'jargon' as follows: 'language' used by a particular group of people, especially in their work, and which most other people do not understand: *business/legal/economic jargon'.*   Jargon can be further characterised by pretentious use of language which, to some, may appear to be gibberish. Because of the negative connotation associated with this word, an alternative was sought to encapsulate the specific distinctive discourse of this community, the *shared repertoire* (Wenger 1998). *Hotelspeak* is the term used in this research to categorise this particular language which is, in fact, the term used by the experts themselves (see Chapter 6, Extract 10). During the data collection process, this researcher was able to identify a number of phrases and specific terminology which immediately stood out as being part of the distinctive discourse of Southern College. At a glance, these lexical terms can be divided into two broad categories – language related to culinary activities and language related to the operation of a hotel, as depicted in Tables 5.1 and Table 5.3 above. Like the initialisms listed above, hotelspeak aligns itself with the data from both ends of the academic programme, reflecting the need and actuality of more frequent use in first year by way of instruction and a more familiar and confident use in the final academic years.

Table 5.5 lists some of the more common hotelspeak lexical items and gives a meaning and context to them. Quite a number of culinary terms are in French, frequently the norm in this milieu. These are standard internationally-known expressions and those in the catering industry worldwide would be expected to be familiar with them. Paradowski, (2018), raises the issue of the problems of language translation in the international culinary domain where he asserts that there is a 'higher than elsewhere

presence of 'false friends', where borrowings and calques have become integrated into the target language with a semantic change, as well as other frequently confused words and expressions'. He expounds that food is not only a biological necessity but also an expression of national culture. Knowledge of culinary terms, therefore, does feature strongly in the education of first year students, not only for the non-native speaking students in English language classes, but also in the Culinary and Restaurant Service Practicals for the native speakers too. In Culinary Practicals, specific repertoire in relation to ingredients, utensils, cooking methods and other components pertaining to Culinary and Restaurant Service practice are presented which are exemplified in the oral examinations of first year students given in Table 5.1 above. Knowledge of this internationally shared repertoire is essential learning for these students. Table 5.5 lists some of the main culinary and other terms used in these contexts.

Table 5.5: **Specific culinary *shared repertoire* in CLAS.**

Hotelspeak	Meaning	Context
Culinary terms: food - Béchamel sauce, Chasseur sauce, roux, *velouté,* posset, petit-*fours*, *vol-au-vent*, croutons, sorbet, *consommé,* purée, tapas, kippers, pulses, choux pastry, *canapés*	Various food items, some of which would be unfamiliar to the non-native speaking students.	Vocabulary learning, in both Culinary Practicals and English language classes for first years.
Other culinary terms: equipment - *bain maries*, *chino*is, dariole moulds	The names of various kitchen equipment and utensils.	Mainly in Culinary Practicals for first years.
Mise en place	*Mise en place* literally means "set in place," that is, having all ingredients and equipment prepared and ready to use before the start of cooking.	Frequently used in first year Culinary and Restaurant Practicals, also in the Graduation Organising Meeting with third year students.
on the pass	This term is used to indicate the handover between the restaurant waiting staff and the kitchen staff - e.g. delivery and collecting the food orders.	Frequently used in first year Culinary and Restaurant Practicals, also in the Graduation Organising Meeting with third year students.
'legs and tears', 'your rim versus your core'	Terms used in wine tasting for assessment of the performance and quality of wine and how it behaves in the glass.	Used in first year Wine Tasting seminars with first years as part of their Restaurant Service module

Table 5.6 here lists three very important and specific terms which are used in the management of hotels. These terms are used quite regularly by the lecturers in the Culinary and Restaurant Service Practicals, for example. Par stock is used by both lecturers and particularly by students in the oral presentations on Accommodation Department presentations where the par stock holding of linen is a major consideration in that department's operation. Night audit and rack rate are explained below and they become very relevant factors in the management of a hotel – as fourth year students experienced when they were working on the online hotel management simulation exercise in their HOTS module.

Table 5.6   Specific hotel management operations terms in CLAS.

Hotel management operations	Meaning	Context
par stock	Par stock is the term used to indicate the standard way to determine the minimum levels of supplies needed to meet daily requirements, particularly in Accommodation referring to bedlinen stocks.	Third year lectures and student presentations in Accommodation Management
night audit	Nightly protocol for updating all the hotel's systems and resetting the date to the following day. Backing up data is a priority at this stage.	Used in Hotel Management Information Systems lectures with first and fourth years
rack rate	This is the top price that a hotel can charge for a room before any discounts or concessions are applied. It is the standard price for the room before negotiation of any special prices.	Used in Front Office lectures with first and third years

While the examples shown in this table have been chosen to represent the specific discourse/hotelspeak at Southern College, there are other examples of phrases and indeed acronyms taken from the more general business modules in the corpus. In the International Human Resources Management (IHRM) module, for example, when fourth year students make oral presentations on the topic of doing business in China, the term *Quanxi* Factor is frequently used, as in the example below:

CLAS.052.02   fourth year International Human Resources Management Presentations
Context: Presentation topic is 'Localising management in Foreign-Invested Enterprises in China. The students worked in groups of three on this assignment. The speaker is a native speaker, female. Note also that the initialism FIEs (Foreign Invested Enterprises) is used frequently by the students in this project, though not in this particular extract.

<$NS433> …So just moving on then to the **Quanxi** Factor. Am it's Quanxi is a word that means connections or networking and Chinese people are very network aware and they feel that if they can produce a good product good after sale service and good marketing then their connections would be very easily made.

Here the student explains the meaning of the 'Quanxi' quite simply and clearly; other students in their presentations for this module do so too. This term is used internationally by business people working in China and the concept is fundamental to FIEs seeking to conduct business there. Chinese regulations require foreigners to have a Chinese partner in order to establish a business there. So, while the term does not relate specifically or solely to the hospitality industry, it is a term and concept relevant in the global area that these students working towards a Business Degree would need to know as future hotel managers, especially if they are working in China or doing business with Chinese organisations.

5.2.3: Culturally associated references and industry tradenames

In a corpus of this size and taking into consideration the nature, spontaneity and location of this discourse situated within an educational institution for future hotel managers, it is to be anticipated that there should be frequent references to actual hotels and businesses in the local area, nationally and internationally. Several businesses are named specifically during the course of the academic year in many of the modules. Examples of business models, good practice and indeed perhaps not so good practice, as well as illustrations of various elements of the module content using known enterprises are scattered throughout the corpus. The lecturers use these examples as do the students themselves. For the students, their references to actual businesses and hotels usually occur when they are illustrating an incident from their own experience or presenting on a particular assignment project. For example, third year students had made a presentation on their second year placement experience soon after their return to College and, later during the course of their third year, they were also required to present a group project on the Accommodation Department of an Irish hotel that they had visited and investigated during that year.

As outlined in Chapter 4.3.3 above dealing with participant information, the right to anonymity is guaranteed to all participants in the CLAS corpus. This right has also been extended to any individual hotel, business or organisation mentioned in the data and whose inclusion and subsequent use in the public sphere might infringe their right to privacy. In practical terms, the lecturers were assured that any mention, reference or comments made about any business in the course of their lectures would not be used in the public domain. Reference could be made to the type or category of business but the individual business would not be identified by name; rather a pseudonym with a similar number of syllables or a generic expression would be used instead to protect the identity. It is the responsibility of the users of the data in this corpus to abide by that commitment and ensure the anonymity of any business mentioned, hence anonymisation of people and businesses in the extracts included in this research.

Broadly speaking, the categories of businesses named and transcribed in the corpus include hotels, restaurants, local pubs, bars and businesses as well as many international hotel chains. References specifically to international hotel chains are quite frequent especially in light of the fact that the College has agreements in place with some such hotels for their students to go abroad on their Placement Year experience as part of the degree programme. Interviews are conducted in the College and arrangements for these interviews are often referred to at the beginning or at the end of relevant lectures. Irish students can travel worldwide to hotels most specifically in Europe, the Middle East, the Seychelles and other such destinations but preferably to a country where the foreign language they are studying is spoken, be that French, German or Spanish. Non-EU students complete their placements in leading Irish hotels: this is due to visa restrictions and also to ensure their language development in an English-speaking country for the non-native speaking cohort. However, EU students who do not take English language classes can also work on placement in the United Kingdom.

A feature of the Irish-English variety spoken throughout this corpus by the native speakers of English from Ireland is that there are several trade and association names which are spoken in the Irish language, *Gaeilge*. These include some relevant industry association names such as *Fáilte Ireland* which is the Irish Tourist Board (mentioned in the fourth year lecture on the module Environment and Economics of Tourism) and *Bord Bia* and *Bord Bainne* which are the Irish Food Board and the Irish Milk Board respectively.

Irish placenames too feature in the data – geographical locations such as Fota Wildlife Park (Cork), the Phoenix Park and Temple Bar (Dublin), Bunratty and The Burren (Co. Clare) and many other such areas

of national and international tourist interest. Specific local and Irish businesses are mentioned in various contexts. In the lectures on Law with third years, a number of recent and topical Irish court cases are used to illustrate the relevant points of law being discussed. Associations such as the Tidy Towns Competition are also mentioned in the corpus. In the context of the data collection and the lectures at the College, most of these references are understood by the students, including the non-native speaking cohort who has been culturally acclimatised to these references.

The *shared repertoire* of Southern College in the CLAS corpus has been reviewed in terms of the variety of linguistics terms that feature in the discourse of this community of practice. However, language is not the only embodiment of this shared repertoire. The College uniform is an essential element of that repertoire which has already been mentioned in Chapter 4. We will now take a closer look at the role of the College uniform to see what part it plays in terms of the shared repertoire of this community.

5.3   Corporate identity and visual corporate identity

Olins is regarded in the corporate world as one of the most prominent and influential exponents of corporate identity to emerge during the latter decades of the twentieth century when his work on branding, corporate identity and corporate identity scholarship were regarded as seminal works (Balmer 2015). Olins had initiated) initiated enquiry and academic investigation into the nature of corporate identity (1978, 1989, 1995. In his overview, he proposes that:

> "Corporate identity is concerned with four major areas of activity:
> Products/Services – *What you make or sell*
> Environments – *where you make or sell it – the place or physical contact*
> Information – *How you describe and publicize what you do*
> Behaviour – *How people within the organization behave to each other and to outsiders."*
>   (Olins, 1989: 29)

This description involves two perspectives on identity – the internal emic perspective which operates among the community members and the external etic perspective which is the outward projection of that identity as perceived and understood by the outside world. The visual manifestation of an organisation or community of practice can often be the most striking and immediate aspect of corporate identity. Some global examples that come readily to mind include the large golden arches of the iconic M of the McDonalds Corporation, the original distinctive bottle shape of Coca-Cola, the signature gold

lettering on a classic green background of Harrods, the elegantly simple three-star logo depicting Mercedes-Benz's ambition to dominate air, sea and land transportation, and the three original trademark elements (harp, name and signature) of Guinness. Southern College of Hotel Management, while not an organisation on the same global scale as any of the aforementioned, nonetheless has its own equally strong, immediately recognisable visual corporate identity, the most striking embodiment of which is the students' College uniform. Indeed, Southern College aligns itself broadly with Harrods in its adherence to a strict dress code as emblematic of its visual corporate identity. However, Harrods' controversial move in introducing a dress code in 1989 which banned certain items of clothing and footwear being worn by its customers in their store (http://www.bbc.co.uk/news/10103783) extended its reach to even further control its visual corporate identity beyond its own internal structures and doors, by determining even the visual identity of the purchasing public coming from the external sphere. This particular feature of identity practice, the dress code, as part of its *shared repertoire* at Southern College will be discussed in greater detail in Section 5.5 below.

Considering Olins' (1989) major areas of activity concerning corporate identity, the fourth one listed above, *Behaviour*, and how people within the organisation interact and behave with each other and with people outside the organisation, is very relevant to this research in relation to the practice at Southern College. Subsequent extracts from the data will demonstrate the importance of this behavioural practice, specifically Extracts 6.2 and 6.3 for internal emic practice and Extracts 6.4 and 6.5 for external practice and etic perspective.

Furthermore, reviewing Olins' (*ibid*) classifications, when compared with the other three bases of corporate identity (*products/services, environments and information*), organisations that are service-based and whose corporate function is delivered through direct communication with the general public require and establish a different visual corporate identity, one that is immediately recognisable for the service it provides, not just the product. Olins (*ibid:* 34) cites the police force as an example of this type of service-activity based organisation: firstly, police officers are readily identified and identifiable by their uniforms throughout the world and the public recognises their status and function immediately; and secondly, the successful perception of such an organisation relies heavily on the effective interaction between the members of the force and the general public in their individual encounters. In other words, the behaviour is a determiner of their corporate identity. Similarly, in the hotel environment, this equally holds true in that successful customer satisfaction, a key commercial imperative, can be gauged from satisfactory interpersonal encounters and behaviours interacted between guests and staff who provide the service.

Southern College's major area of activity in terms of establishing corporate identity comes under the category of *Behaviour* (Olins 1989). The College educates its students towards becoming helpful and efficient service providers as members of their future employment organisations and, in this regard while they are still students, it seeks to instil behavioural practices, patterns and habits which will enable them to fulfil those roles competently and professionally. Here is where the internal and the external perspectives of corporate ideology intersect. Within the sphere of Southern College, the two-fold roles are interconnected, i.e. the College's own internal behavioural practice in parallel with its preparation of students for their future external professional practice. This activity is not just theory; it is operational and applied practice.

Baker and Balmer (1997) further examine this concept of visual identity as a follow-on to the work of Ames (1970) who wrote an influential article entitled 'Trappings vs substance in industrial marketing' in which he concluded that businesses were mistakenly attributing their corporate identity to the *trappings* of marketing (advertising, promotions, logos, brands) rather than to the *substance* of what the organisation was and did. Consequently, academics and business entrepreneurs increasingly began to view corporate identity as a reference to "what the organisation really is" (van Rekom, 1997; Balmer, 1995, 1998; Bromley 1993, 2001) rather than just its visual identification or 'trappings'. The concept of the corporate identity mix emerged, which allowed for visual identity being retained but only as just one element of identification while, increasingly, recognising the contribution of all the other stakeholders internal and external to the organisation. This led to the development of the corporate communications model in which everything that organisations say, do and make "communicate" (Gray 1995) their total identity. The model encompasses a fusion between the perspectives and perceptions of the two separate groups – the organisation's own internal groups, the insiders, who are personally committed to and engaged with the enterprise, and the external stakeholders, the outsiders, who may only be occasionally or partially engaged with the organisation, its products and its services (Baker and Balmer, 1997). Achieving this corporate communications identity necessitates this collaboration between the emic and the etic viewpoints of all the stakeholders involved.

In the context of Southern College, there are many stakeholders involved in its operation and, in a lecture on International Human Resources Management (IHRM) with fourth years, CLAS.038.01, the lecturer elicits from the students a list of who those stakeholders might be. Table 5.6 summarises that list under five broad categories. This list, it will be noticed, moves from the local, to the national and on to the broader international arena which broadly speaking also represents the order in which these

stakeholders were mentioned by the students, as prompted by the lecturer – see Extract 5.5.   Apart from the few exceptions asterisked below, no individual business or organisation was actually named.

Table 5.7:   List of stakeholders in the Southern College organisation by category, CLAS.038.01.

Category	Stakeholder Examples	No.
College community	*In-house employees, College caretaker, students, lecturers, managers, parents, prospective students, alumni, mentioned by name	8
Educational organisations	**NUI (National University of Ireland), other colleges/other hotel colleges, Mary Immaculate College, University of Cambridge	4
Businesses	Local businesses, people providing accommodation around Southern College, sandwich maker/vending machine supplier, uniform provider, suppliers, agents, the local airport authority	7
Industry	Patrons, partners, sponsors, the industry as a whole, prospective employers	5
Broader community	Countries where students come from; countries where students go on professional placements in second year, including Ireland and in Europe, countries where students go worldwide for their final post-fourth year professional placement.	3
		27

*The College caretaker was mentioned by name, indicating the status that this employee holds in the day-to-day life of the College.
**NUI = National University of Ireland, to which Southern College is affiliated.

The lecture has already discussed many areas of IHRM, including theories of Ethics and Corporate Social Responsibility.   There is lively interaction between the students and the lecturer who asks many questions throughout. When the following extract occurs, the lecturer has opened up the interaction, invites the students to list out the various stakeholders, echoes each stakeholder's name as suggested by the students throughout, and prompts them further to continue thinking about the broader context of the College, as the condensed summation by the lecturer in the following extract shows.

Extract 6

CLAS.038.01   Fourth Year lecture on International Human Resource Management (IHRM)

Context: This section relating to the list of stakeholders at Southern College comes towards the end of the lecture and the last part beginning with 'So when you think about it actually…'(lines 3-4) is the lecturer's final long turn on the topic.

<NS512> … If you look at let's say for instance the **stakeholders** then look **at this organisation**. Who are the stakeholders? … We're talking about **here the College**. We're talking about us. Who supplies it? … Who else? … Think about it. Not just the odd stakeholders. … Go on. Who else? … So when you think about it actually there's a lot of stakeholders. Yeah. And when you think about that yeah shall we manage for the benefit of the stakeholders and if you tend to just **manage just one element then it will affect the other stakeholders**. Right? So rights of these groups must be ensured yeah that they must be talked through and they must be involved. <=> Management must <\=> Ssh. Management must act in the interest of the stakeholders as their agent. They are the person who are managing all these stakeholders. And Management must act in the interest of the organisation to ensure the survival of the organisation and shareholders' long-term stakes.

The lecturer concludes the interaction by pointing to the dual role that the College Management has to play – managing all the stakeholders effectively but with ultimate responsibility to the shareholders to ensure the long-term survival of the College. Gray (1995) expresses a similar stance, that a corporation's continued existence requires the support of the stakeholders. This whole extract illustrates the fact that *Southern College* is situated in and operates within the broader community of hotel management and the hospitality industry, and not just as a third level academic institution. The implication here is that the College's own identity and. Therefore, the students' identity is inextricably linked to their shareholders' participation and continued support. This is a symbiotic relationship which is organic in nature, in that if one area or element is neglected, all the other parties are affected too, as stated by the lecturer that if you *manage just one element then it will affect the other stakeholders.* Here the lecturer reminds the students about their place in that world, not just now as students of the College but bringing their gaze and attention to the outside world, including not only their future professional arena but also where some of them have come from and to where they will return.

Reviewing then the concept of corporate identity, it can be described as the overall perception that a corporation, institution or organisation creates in the minds of diverse groups such as stakeholders, investors, clients and employees. It constructs both an internal and external representation of itself; internal via employee identification and organisational coherence and externally though recognition of its emblematic visual image and reputation. Bromley (2001, 317-319) proposes another view of the various factors which affect the way that organisations are perceived under the following four headings: (1) personnel, (2) anthropomorphism, (3) ordinary language, and (4) visual identity. These features find parallels with Wenger's (1998) community of practice framework. Bromley's *personnel* heading overlaps with Wenger's components of *mutual engagement* (the human/personal commitment of the

members) and, indeed, with *joint enterprise* (the common purpose and focus of the particular community). The *anthropomorphism* can be similarly expressed as *reification* in Wenger's sphere. *Ordinary language* combined with *visual identity* resonate with the concepts and elements of *shared repertoire*, not just in the discourse but also as the visual embodiment of the particular community.

Peverelli (2006) when focusing in on an organisation's visual corporate identity strategy, suggests that this is best achieved through best practices in the areas of differentiation, relevance, coherence and esteem. The concept of differentiation from competitors is paramount to the successful achievement of corporate objectives, differentiation particularly in relation to the visual impact and resonance of the corporate identity with the target market. Unsuccessful differentiation can lead to consumer confusion and perhaps lack of loyalty to the product – for example, is the advertising of, say, insurance companies so different from one another's' that customers are always sure which company is which? Consequently, successful corporate visual identity is a vital part of the overall corporate identity and image.

All the elements discussed above contribute to and denote aspects of the *shared repertoire* (Wenger 1998) which are revealed equally through both the discourse and corporate visual identity at Southern College of Hotel Management. How this applies to the community in Southern College will be examined in greater detail in subsequent sections but, first, a reminder of how Wenger (*ibid*:83) synthesizes s*hared repertoire* and which is worth reviewing:

> The repertoire of a community of practice includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice. The repertoire combines both reificative and participative aspects. It includes the discourse by which members create meaningful statements about the world, as well as the styles by which they express their forms of membership and their identities as members.
>
> (1998: 83)

What this means is that *shared repertoire* is not just the language, the discourse, of the community but the *shared repertoire* also includes all the other elements of practice that are involved and come into play in the operationalisation of that community. In the context of Southern College of Hotel Management, these include the procedures and processes involved in each of the hotel management areas that are taught and practised during the students' time at the College. In first year, for example, there is considerable time and attention devoted to practical sessions such as Culinary, Food Science, Restaurant Service and Accommodation. These are typical hotel operations within separate functioning

hotel Departments and students are given extensive practice in these Departments. The first years are divided into groups of approximately twenty students allowing for individual participation and practical hands-on experience. For the Culinary and Restaurant Service Practical sessions, they are required to dress in the appropriate uniform, that is, their service uniform which comprises the standard white trousers, jacket (personalised with their names embroidered on the breast pocket), headwear (turban style cap) and appropriate footwear. During these 3-4 hour sessions, the students prepare the food which will be served at lunch that day to College staff and visitors. Simultaneously, another group of 20 first year students spend the morning on Restaurant Service where their responsibility is to prepare the restaurant, take the orders and serve the food. In that group, under the guidance of the Restaurant Service Manager, two students are selected to act as Maitre D' and Assistant Maitre D' and are given the task of managing and supervising the other students. Over the course of the year, every student gets the opportunity to experience the many roles in these practices.

5.3.1   Visual *shared repertoire* in practice – the uniform

Bearing in mind that this is a third level institution, what is so striking on first arrival at the College is the fact that the students wear a uniform. This is not usual practice in most tertiary level institutions or universities where the opportunity to abandon the school uniform (a standard feature of most primary and secondary level schools in Ireland) is greatly relished by most students embarking on their third level education. However, Southern College is quite a different, special environment and the College uniform is one of the most identifiable and visual elements of the *shared repertoire* of this community. Within the corpus data, there are 65 occurrences of the word 'uniform' and how it is viewed and actualised by both the College faculty (the experts in this community of practice) and by the students themselves is critical to the success and purpose of this dominant element of the *shared repertoire*. The following table lists the recording events wherein the word *uniform* occurs. In addition, though not tabulated, the plural form, *uniforms*, occurs 19 times – once each in eight separate recordings, twice in four recordings (including CLAS.094.01) and three times in one recording (CLAS.028.01).

Table 5.8:   Distribution frequency of *uniform* in various recording events in CLAS.

UNIFORM	Recording Event	Frequency
CLAS.094.01	Fourth Year Strategic Management Lecture	21
CLAS.028.01	Staff-Student Liaison Committee Meeting	9

CLAS.030.01	Graduation Organising Meeting	7
CLAS.039.02	First Year English Language Class	7
CLAS.065.11	First Year Restaurant Service Practical	4
CLAS.045.01	Third Year Business Information Systems	2
CLAS.048.01	Fourth Year HOTS – Hotel Operations, Tactics and Strategy, an online simulation training programme accessed from the Computer laboratory	2
CLAS.048.02		2
Other Lectures	… one occurrence in each …	11
TOTAL		**65**

Following this quantitative breakdown, a more qualitative analysis will now examine the significance of the word *uniform* as recorded in the data. The following extracts illustrate various interactions between the students and lecturers, the novices and experts, which demonstrate the importance of the uniform, the requirement to wear it properly and the attitudes of both staff and students to the status and value of this uniform. These extracts, taken from recordings with first year students, final year students and a staff-student liaison committee meeting, are representative of the prominent role the uniform plays within this College as emblematic of this specific community of practice.

At the core of these extracts lies the tangible, visual embodiment of the College ethos as exemplified and demonstrated through the reification of the *shared repertoire* as evidenced by the College uniform. Extracts 7 and 8 are taken from a Culinary Practical recording session, CLAS.065.11, where two students were examined as part of their summative assessment on their table setting presentation, knowledge and understanding of culinary terms in relation to the previous day's menu, and a uniform inspection.

Extract 7

CLAS.065.11   First year Culinary Practical
Context: These two extracts only deal with the uniform inspection part, the first one with a female student (NN137), the second one with a male student (NN296), both non-native speakers and Chinese.

<$NS510> Okay. Let's have a look at your **uniform** before I send you off. Just around the back. Let's see the back of it. Okay. And turn around again. So just your **hair** here at the front that's sticking out you

need to a **clip t**o clip it back otherwise it's okay. Let's see your hands. That's fine. **Earrings** are fine. Your **shoes** are okay. Okay. **That's fine.**
<$NN137> Thank you very much.
<$NS510> Thank you.

Extract 8

CLAS.065.11   First year Culinary Practical
Context: Same context as Extract 7 above, Chinese male student (NN296)and lecturer.

<$NS510> Let's have a look at your **uniform**. <$E> 7 second pause </$E> Did you iron your **trousers**?
<$NN296> Yes I did.
<$NS510> Can you just step out here? No just step out here so I can see in the light. Okay. Let's see the back. Can you just make sure you pull your trousers up 'cos the whole way through setting your table all I can see is your **boxer shorts** okay.
<$NN296> Sorry. <$E> laughs <$/E>
<$NS510> It's important+
<$NN296> Yeah.
<$NS510> > +when you work in a restaurant you cover yourself up properly. Okay. So always your trousers pulled right up. That's why you have a **belt**. Make sure it's tight enough.
<$NN296> Alright.
<$NS510> Let's see your **socks.**
<$NN296> Black.
<$NS510> The other one.
<$NN296> Black. My God. <$E> laughs <$/E> I I was drunk like last night but not that drunk.
<$NS510>Okay. That's it. Thank you.
<$NN296> That's it.

These instances serve to illustrate the very real importance that the College places on the students always presenting themselves in correct attire. Half measures are not acceptable, the full correct dress code is imperative, right down to the *hair clips*, *earrings, trousers, belts*, *shoes* and matching *black socks.* Behind all this attention to detail lies the fact that, in their future professional careers working in hotels, they will also have to wear a uniform which will be the first visible sign and signature of their hotel and employer; it is the reification of their community, an exemplification of the *shared repertoire* which Wenger (1998) espouses. Here, the lecturer is preparing these first year students for their future professional environment, and specifically for their second year off-campus work placement in world-class hotels, by being exacting in the standards required with precise attention to the smallest details in this environment.

Just how important and central the uniform is to the College's ethos and reputation is further demonstrated in Extracts 9-13. Extracts 9 and 10 form part of an interactive engagement by the lecturer with fourth year students during a lecture on Strategic Management. In these exchanges, the lecturer is asking the students to reflect on the meaning and importance to them of the College uniform that they now wear in juxtaposition with the uniform they will wear in their future employment. He leads the discussion from the local to the global, from the immediate setting of Southern College to their future employment on the global stage. This too is yet another example of the interactional positioning (Davies and Harré, 1990) which will be discussed further in Chapter 7. In this first interaction, the emphasis is on how the uniform is a visual, first contact expression and impression of the culture of the College, highlighting the reification of that culture through its symbols and rituals.

Extract 9

CLAS.094.01   Fourth Year Strategic Management lecture
Context: Lecturer's (NS516) long turn drawing attention to the uniform and eliciting students' own previous experiences of brand recognition based on the uniform alone.

<$NS516> So following on from that, it's called the culture it's called the **culture of Southern College of Hotel Management** of which **ye are members** you are students. **The uniform** right. We're talking about symbols. We're talking about rituals. The uniform that you currently wear is the start of the brand of Southern College of Hotel Management. How many of ye have ever been stopped wearing that uniform by somebody who was either a graduate themselves or who knew somebody who came to this College and immediately recognised you as a Southern student? One two three four five six seven. And what did they say to you when they met you?

Here the lecturer states clearly and authoritatively what the culture of the College is, how that culture is embodied through its uniform, its symbols, its rituals, together all culminating in the brand of Southern College – all reificative elements of the *shared repertoire* as Wenger outlined it above (1998: 83). In response to his question, several students relate their own experiences of how the uniform opened doors for them (figuratively speaking) and facilitated their initial acceptance particularly at interviews in some major world-renowned hotels. HR managers and other staff members recognised the uniform as the signature branding of Southern College where either they themselves, family members or friends had previously studied. Attending for interview wearing the College uniform facilitated the interview process, the students acknowledged. In practice, they experienced the tangible benefits of the uniform which served as an internationally–recognised and esteemed brand marker of the institution's reputation, its visual corporate identity.

Moving from the global professional sphere, the lecturer brings the conversation to the immediate local world of the College itself. He pushes the students into considering their own emerging roles as the senior students here, no longer the inexperienced, uninitiated novices of first year but members of this community who have attained a leadership and exemplary role towards the first year students. Here the lecturer prods them into considering if and how they have ever exerted that achieved status in interactions with other students who may not have been adhering to the College's strictly stated dress code. Not only is this expert thereby leading them to a consideration and contemplation of the uniform itself, he is also directing them towards a self-awareness, a self-examination, in relation to their more senior student status within the College as role models for the juniors but also into their own projected future professional employment situation working in hotels. The following extract demonstrates the multi-layered facets and attributes surrounding the College uniform, which remains a constant visual and observable feature of the *shared repertoire.*

Extract 10

CLAS.094.01   Fourth Year Strategic Management lecture (continued)
Context: This is a typically interactive discussion with this group. The lecturer (NS516) engages with two students, both native speakers, NS818 is male, NS822 is female

<$NS516> Okay so take it now a step further. **How many of you** have ever **corrected students** for not wearing their uniform with pride?

<$NS818> For not wearing anything when?

<$NS516> **For not wearing it with pride for**.

<$NS822> It's but it's different like+

<$All> <$E> laughs <$/E>

<$NS822> +I no I I just think like like I think the uniforms are a **good idea** and I see where it's coming from+

<$NS516> Ah-hah.

<$NS822> +like I **am proud to wear the uniform** but I also think **we're in college** and I I know it's not all about having fun and whatever I just like people aren't gonna go out in the industry and not wear their uniform right. They **they are two different things** and you can't really

<$NS516> Okay. So in the workplace **if you are a manager in a hotel** where there is a uniform identified with for *Killarney for instance *Killarney managers at *Killarney I think wear an actual uniform don't they? It's a **suit that's identifiable** as being because they're all the Americans have this lovely associate term where you're neither management nor staff you're all associates the associates of the *Killarney

wear the same suit I think is it. What's the difference by **wearing that with pride** and wearing the uniform you have here at the College with pride?

<$NS822> Well I think **all the students** wear with pride or else they wouldn't go to the College or you know they just wouldn't wear the uniform at all.

<$NS516> So define what you call wearing it with pride.

<$NS822> I know what you're you're gonna say oh it's <->.

<$NS516> No no I'm not. I I'm just asking you a question.

<$NS822> It has to be **ironed crisply**.

<$All> <$E> **laughs** <$/E>

<$NS822> <$E> laughs <$/E>

<$E> Students talking in background. <$/E>

<$NS822> But no what I'm saying is just I think it's different. I think that just it's not the people don't have respect for the uniform. They do. <$=> It's just like **when it comes to college** I think people are a little more **lazy** and they're not maybe as <\$=>

<$NS818> And people don't get told every day that they have to have it perfect.

<$NS822> Yeah. <$E> laughs <$/E>

*Anonymised name of international hotel chain.

This extract neatly illustrates that these final year students are caught between the student world – whether as role models for junior students or their own position as students themselves – and their future roles within the industry. Student NS822 (female) responds to the question about correcting other students about their inadequate dress or not wearing it with pride. She says: '*It's but it's different like+'.*   All the rest of the students laugh, indicating that her classmates probably know her well and can rely on her to express what they all think and feel about the issue. Wearing the uniform with pride is not just something applicable in the industry, it is also a crucial element of the development of the professional identity that the students undergo in Southern College. Yet, she distinguishes between the two worlds: how, in one, the professional work environment after college, everyone would wear their uniform with pride as a given but, here within this College**,** while she thinks **'***the uniforms are a good idea and I see where it's coming from', they are still students, as she reminds the lecturer and everyone else. 'They they are two different things',* two different worlds as she sees it.   The student refers again to this duality further on, explaining that '*It's just like when it comes to college I think people are a little more lazy and they're not maybe as'.* This conflict between the two spheres is ongoing, real and immediate. The role the uniform plays in demarcating these separate worlds is nonetheless understood, yet, for the time being, the student wants to be just an ordinary regular college student without the

constant reminder of their future roles and identities being foisted on them including their physical presentation in that world.

A classmate (NS818, male) intervenes to support the previous speaker's position (and indeed one would suspect that this is the opinion of the class in general) with his own contribution indicating that, in industry, '*people don't get told every day that they have to have it perfect'.* There is an underlying implicit grievance, expressed in the 'get told' phrase, that, at this stage of their formation, fourth and final year students do not need to be reminded constantly about the value and importance of wearing the College uniform with pride, as practice for and required in their future employment. That point is explicitly made by the lecturer's long turn above where, once again, he pre-positions them into their future role of hotel managers – '*Okay. So in the workplace if you are a manager in a hotel where there is a uniform identified with …'.* Throughout their education at Southern College, the experts constantly and consistently use this discursive strategy of "interactional positioning" (Davies and Harré, 1990) to condition the students, the novices, into their future role as hotel managers. These lecturers are the experts and the gatekeepers to the industry; they know the standards and they insist on them being maintained. The repetition of this forward projection of their future role as hotel managers works at both a subliminal level and also as a direct tactic used to inculcate the persona, identity and sense of responsibility into the students to prepare them for the workplace.

In the final examples, Extracts 11 - 13, this issue of the College uniform as an element of this community's *shared repertoire* and as the subject of the correct student uniform arises at a Staff-Student Liaison Committee Meeting where each year is represented by two students. Issues may be raised at this monthly forum by either staff or students and information is relayed back to the students through their class representatives. Fourth year class representatives have an issue concerning the uniform, are seeking clarification on certain aspects and, in their discussion, reveal their own dissatisfaction with other students in the College not wearing the correct uniform at critical times, thereby letting themselves, the other students and the whole College down. Not surprisingly perhaps, this is a recurrent subject within the College community and occurs year in year out. In fact, the following extract took place towards the end of the first academic year of recording, whereas the previous extracts from the fourth year lecture on Strategic Management above (Extracts 9 and 11 above) took place the second academic year of recording with a different cohort of fourth year students. The transcript is quite long and continuous so a commentary or discussion is included after each relevant exchange, dividing it into three separate extracts – Extracts 11, 12 and 13.

Extract 11

CLAS.028.01   Staff Student Liaison Committee Meeting

Context: Monthly meeting with College Management, lecturers and student representatives at which current issues are raised and discussed. Attendance includes five lecturers, three administrative staff and six students. Most of the following discussion centres on the interaction between the Chair of the meeting (NS512) and the fourth year class representatives (NS432 female, native speaker and NN410 male, Indian), with contributions from other staff members and student representatives.

<$NS512> Year four iss= issues and some of them easier than others. Number one.

<$NS434>Yes. <$OL> Whether or not the college

<$NS512> Whether or not the **College hoodie** can be be worn as part of the uniform?

<$NS434>Yes.

<$NS512> And the answer would be?

<$All> No.

<$NS434>No. I know. I'm just checking. It's just that ah a couple of the people came to me and were saying you know other years were wearing them and can we wear them. I was like well I don't think so but I just said I'd double check.

<$NS512> Yeah. They weren't wearing them.

<$NN140> Yeah but they...   *(first year Chinese, female student)*

<$NS434>They were wearing them in College.

<$NS504**> They are wearing them all the time.**   (*Management member*)

<$NS434>All the time. And that's why none of year four are and that's why year four are like can we wear.

<$NS512> **No they can't.**

<$NS434>**No.**

<$NS512> And we'll need to am **clamp down** on that. No.

<$NS434>Yeah.

The fourth year representative has put the item on the agenda and their first issue is now being dealt with at the meeting. There is undisputed general agreement with the *<$All> No.* response that *hoodies* cannot be worn as part of the College uniform. The representative knows this but in her role as class representative she needed to have this official clarification to be able to report back to the class. The discussion continues.

Extract 12

CLAS.028.01   Staff Student Liaison Committee Meeting (continued)

<$NS512> No. Definitely not. Yeah. I heard about an incident last night. No they're definitely not.

<$NS434>And then that runs into my next question+

<$NS512> It does. Yes.

<$NS434>+which is uniforms as well 'cos a couple of people came to me saying am when we were all **doing interviews for [Hotel chain name]** they were looking down over the balcony upstairs and they saw about five or six ah people from different years first and third year am either **wearing different shoes** am different earrings like just **totally changing the uniform**. And <$E> clears throat <$/E> excuse me they just felt on a day that such a big group are coming to interview us for our final year placements that **they were letting us down** in a way because we were there in perfect uniform obviously we're doing an interview+

<$NS512> Yeah.

<$NS434>+but **our year's fairly fairly good for wearing the full uniform** and then they were looking down at others wearing big earrings Ugg boots different shoes. D'you know what I mean? And they don't go with the uniform+

<$NS512> No.

<$NS434>+and they they bring it down in a sense. **The uniform is there to be worn.** So they were just wondering ah can they like you know could Chef and Ms (Name of lecturer) maybe do a couple of uniforms inspections and stuff.

<$NS512> Okay. Okay. Yes.

<$NN410> It involves dress inspections. Only on dress inspections because on the **day of dress inspection they wear the proper uniform** but on daily basis as well+

<$NS512> Yes.

<$NN410> +if you walk around the corridor you'll see couple of students with the hoodies different shoes and uh…

<$NS434>Like I remember last year I wore a pink scarf and I then **was fined a tenner** and the scarf was taken off me and I didn't have a tenner on me that day <$E> laughs <$/E> so I had to wait until the next day to get it back. Do you know what I mean? And that's what we were we would+

<$NS512> Okay.

<$NS434>+have been dealt with anyway. So we just thought it was…

<$NS512> **No it hasn't changed**.

<$NS434>I know. Yeah.

Here the class representative is placing the issue in the wider context of international hotel executives who were visiting the College to conduct *interviews* for the final post-college placement. As final year students, fourth years have assumed their advanced position on the novice-expert cline vis-à-vis first and third year students. In other words, they appreciate the importance of the uniform, the correct uniform, as a brand marker of the College and how it needs to be one hundred percent correct. Their real issue is that their fellow-students are letting them down in a very obvious and visual way in front of these prospective employers – *'they were letting us down in a way'*. While there may be a certain underlying loyalty to the general student body conveyed through the qualifying hedging used here - *'in a way'* - this fourth year is clearly defending her class's adherence to the rules – *'but our year's fairly fairly good for wearing the full uniform'* – there is the overall conflict among the students about the value, importance and necessity of wearing the full correct uniform.

As instanced in Extracts 6 and 7 above, the detail of the prescribed uniform is so important and variations are not tolerated or accepted, right down to colour of shoes, socks, type of earrings and other accessories. Because fourth years know the exacting standards and comply with them, in this crucial situation where their careers can depend on making a good impression, not only of themselves but also in projecting the professional image of the College throughout, any lapse in standards undermines their position and potential career opportunities. This fourth year mitigates the whole issue generally by recalling an incident of her own infraction of the rules when she was a third year. Nevertheless, there is overwhelming support for a rigorous approach to the uniform, referring back to the Chair's contribution in the first section, *'we'll need to am clamp down on that'* (Extract 5.11)*,* and the subsequent **'***No it hasn't changed'.* In Extract 12. the Chair continues by asserting that the College uniform is part of the College ethos and that it has not changed. The discussion continues.

Extract 13

CLAS.028.01   Staff Student Liaison Committee Meeting (continued)

Context: Discussion between Chair/Lecturer (NS512) and third year class representative (NS352 male) and fourth year class representative (NS434, female), both of whom are native speakers

<$NS512> The eth= the ethos and the the and it hasn't changed. It's probably that there are more students and to get to everybody on places would I I really to it shouldn't be so <$/=> I mean the purpose that we **have the uniform is to reinforce the ethos of the college** and I think that's why in many cases that am at the end of when you come out at the other end you're very grateful for that process.

<$NS434>Yeah.

<$NS512> Yeah. am and yes absolutely when you were here all for the interview you were all immaculate am definitely. <$=> And am so we do do <$/=> And is everybody else seeing that?

<$NS352> I think as the college is getting bigger like with the years have doubled it can be more difficult to impose the the rules or regulations.   (third year representative, male)

<$NS512> Yeah.

<$NS352> And we have to understand that while we are here you know studying there is a uniform for a reason.

<$NS512> Hmm.

<$NS352> And like **there's like no other hotel college in Ireland that does that so and that's what makes this place unique.**

<$NS512> Yeah.

<$NS352> So it's **important to not to forget that** you know+

<$NS512> Yeah.

<$NS352> +cause it's harder to implement when the college is getting bigger but I think it's important to.

<$NS434><$=> What I <$/=> What I feel is it's just as easy to put on this as it is to put on anything else.

<$All> Yeah.

<$NS434>You know if you're putting on different shoes why not just put on your college shoes. If you're putting different earrings just put in your stud earrings.

<$NS512> Yeah.

<$NS434>You know.

<$NS512> Yeah. No I I would agree with you. I would agree with you. <$=> And I know that <$/=> And I think that we all do put people up am and we we **we need to put it up on a big concept and effort into it**. Yeah. Okay. Okay. Yeah. Okay. And I take that point on board. Am point three and this applies specifically to year four.

Throughout this whole interaction, the question of the uniform's significance is examined. As the Chair states, '*the purpose that we have the uniform is to reinforce the ethos of the college'.* Furthermore, the students will appreciate its benefits once they have completed their studies. This is similar to the discussion above where the uniform is seen by both the students and the lecturer as a marker of the College's brand identity (Extracts 9 and 10 - part of the College's culture, its symbols, its rituals) and recognised as such externally in the professional domain. What is interesting in the above section is that it is another student, the third year representative, who offers an explanation as to why current students may have become lax about the uniform; he attributes it to the growing student population and the difficulty there may be in enforcing and supervising the day-to-day proper attire. He too synthesises the significance of the uniform, not just in terms of the internal practice of the College itself, but also by placing it in the broader context of third level colleges throughout the country, expressing the awareness that '*there's like no other hotel college in Ireland that does that so and that's what makes this place unique'.* This is precisely what makes Southern College a distinctive and exclusive institution and one where everyone is very proud to be a member. The several interactional response tokens of the Chair (*yeah; hmm* and later *okay*) while he is talking upholds this institutional view also. Back then again to the fourth year representative who summarises effectively: '*You know if you're putting on different shoes why not just put on your college shoes'.* In other words, you may as well adhere to the rules and wear the correct uniform as not, it is just as easy to comply. The discussion moves on to other topics.

5.4   Conclusion

This chapter has examined the *shared repertoire* of Southern College in the CLAS corpus under the headings of both the specialised linguistic features of this community and the non-linguistic feature as embodied in the College uniform which, as demonstrated above, is a foremost exponent of the College's corporate visual image and identity, and thus is a key feature of the shared repertoire (Wenger 1998) here. Examination of the discourse reveals a plethora of linguistic identifiers pertinent to the hospitality industry, such as initialisms and acronyms, hotelspeak and specialist terminology. Moreover, given the context of the geographical location of Southern College, it is not surprising also to find some culturally associated references in the CLAS corpus data. These were also documented here. In addition, general business and management oriented terminology and concepts included in the discourse at Southern College can be anticipated to form part of the lexicon in this academic institution which aims to educate its students for the broader corporate and professional world. The variety of business oriented modules

that are taught particularly in relation to general business practices and the hotel industry practices ensure that these areas are integral to the discourse.

In these aspects, the shared repertoire of this community of practice, both linguistic and visual, responds to the range of features of community of practice as outlined in Table 3.2 (Chapter 3). Not all of those features are applicable here but certain ones are that have been applied as considerations in the analysis of the shared repertoire here. These features include:

Linguistic behaviour: the discourse and corpus data contain initialisms, acronyms and specialist terminology indicating the specialist repertoire;

Purpose of language: as a professional resource, the language serves to indicate membership of this community of practice; applicable in both Southern College itself and in the wider hospitality industry. Appropriate use of this language also indexes membership and identity formation;

Who/what creates the discourse: this is initially created by the lecturers/experts at the centre of this community of practice and it is gradually assimilated, adopted and applied in practice by the students as they move from the perimeter of this community in their first year towards the centre throughout their fourth year demonstrating their expanding knowledge and experience of the discourse;

Desirable discourse attributes: each academic year signals a progression along the pathway towards the qualification in International Hotel Management which reflects the training, placement experience and professional formation that the students undergo and which is essential as a calling card to future career prospects;

Interactional behaviour: as we have seen in the various extracts in this chapter, the interaction is most frequently dialogic. Although not presented in any of these extracts, the formality and respect accorded by the novices/students towards their expert (and indeed, industry-experienced) lecturers is a pervasive and prominent behaviour at Southern College; this aspect will be considered in Chapter 7.

The next chapter will look at a selection of some basic words commonly used in general English but with a specific specialised meaning and use within the shared repertoire of this community of practice.

Chapter 6

Lexical, pragmatic and discourse profiling

6.1   Introduction

In the previous chapter, we looked at some of the more anticipated linguistic categories that are used in this community of practice and found in the CLAS corpus. These include initialisms, acronyms, specialist words particularly culinary terminology and a variety of *hotelspeak* or jargon/terminology. In this chapter we are going to examine some specific instances of language use, consider how these words are normally used and more exactly what explicit meaning they convey in this context of this community. The linguistic items chosen for these mini case studies are *service, set, drop and SOPs*.   A brief look at some other significant words will be examined beforehand to illustrate that this community has a wide range of lexis that is specialised in its meaning and context within the shared repertoire. Investigation of all these terms in practice will show that their application is essential to the joint enterprise of this community and is a demonstration of the co-construction of mutual engagement by the lecturers/experts who first use the terminology and subsequently be the novices/students who in due course use it successfully in context thereafter.

The following systematic approach will be adopted to present and track these linguistic items to the extent that each heading is applicable to the chosen item; not all of these headings may be applicable in each individual case.

- Rationale for choice
- Some statistical/quantitative details – corpus ranking and frequency
- Grammatical patterns, word class, polysemy and collocations, as appropriate
- Known primary lexical meaning
- Unknown or unusual meaning(s)
- Examples of selected words in context
- Meaning within the wider hotel community
- Comment

The first matter to consider for each of the selected words is the source and rationale of those choices. In this regard, there are two options:

Reference corpora will be considered as the lexical item may appear in the wordlist and/or in the comparative keyword list. Table 4.7 previously has listed the first 50 keywords from the two corpora being used for this purpose - MICASE (Simpson *et al*. 2002) and LCIE (Farr *et a*l. 2004), which were first mentioned in Chapter 2 and 4.

- **MICASE** is a particularly relevant academic reference corpus because it is quite similar in construction and design to the CLAS corpus. Being twice the size at approximately 1.8 million words, it serves as a legitimate reference corpus for the CLAS data.

- **LCIE** contains the variety of English that is typically spoken in Ireland, much of it casual conversation. It too is an appropriate reference corpus which has been recorded in a number of contexts including workplaces and academic settings but, perhaps more saliently, the majority of the speakers in the CLAS corpus use Irish English, which makes this an appropriate match in that respect.

Ethnographic insight: indicated in Chapter 4.7, as the participant observer and researcher in the data collection, I was on site during the recordings and was therefore enabled to observe the discourse as it unfolded. My field notes contain many instances of language use that, even at the moment of their utterance, struck me as being intrinsically pertinent to my research questions - namely, to identify first of all the unique linguistic features of this community of practice. My intuition in these matters too forms a resource for selecting the items that will be subsequently examined.

Most of the lexical items selected for investigation here have, in fact, been chosen arising from ethnographic insight. The rationale behind such choices is because they were observed during the recordings to be significant words in terms of their use and meaning within the community of practice at Southern College. These selected words are indicative of the broad discourse within the College as they index the acquisition of knowledge and the shared repertoire there, a key dimension of community of practice. Some items present new knowledge and practices to the novice students, others indicate shared knowledge and familiarity with the lexicon of this community. Sketching the lexical features and application of these sample linguistic items will reveal the *hotelspeak* or the community-specific use of the shared repertoire. This is an important aspect of the further dimensions of community building within the College. Chapter 3 considered the Community of Practice (Wenger 1998) as a suitable framework for the analysis of the CLAS data. Here, through the lexical, pragmatic and discourse profiling of this sample of terms, we can see how the mutual engagement of the participants in this joint enterprise co-constructs meaning and build community. As experts at the centre of this community, the lecturers know what industry-specific language to use and what specialised terminology the students, who are novices still within this community, need to know and be able to use productively in their future careers. It is the responsibility of the expert/lecturers to ensure that the novices/students are as fully prepared as possible for their future professional employment and being familiar with and applying the industry's shared repertoire is part of that preparation. Included in the profiles of the four

chosen words, the following headings can be explored as and where possible - word class, polysemic range, collocations, chunks, metaphorical extension and pragmatic specialisation.

The three words which will be examined hereafter are: *service, set, drop and SOPs.* Table 6.1 presents the raw frequency from the wordlists from the three corpora, CLAS, MICASE and LCIE. There are a few instances where these words appear in the first 500 keyword lists.

Table 6.1: Raw frequency of lexical items in wordlists and keyword list in three corpora.

Lexical Item	Raw frequency in CLAS	Raw frequency in MICASE	Raw frequency in LCIE	Keyword rank using MICASE as reference corpus	Keyword rank using LCIE as reference corpus
Service	674	82	112	13	29
Set	317	616	152		304
Drop	46	96	66		
SOP/SOPs	4 + 12	-	1		

6.2 Some specialist discourse

Before considering the above four words for more in-depth study, some other words will be reviewed as samples to reveal their particular meaning and application in the discourse. These items are: *perishable/perishability, suite, good and cover.* These words have been chosen arising from ethnographic insight even though they are not noteworthy in their own right in terms of frequency in the CLAS wordlist. In fact, they appear infrequently. As lexical items in both MICASE and LCIE, *cover* and *good* are ranked outside the first one hundred words and *perishable* and *suite* do not appear in either reference corpora and certainly not as keywords. What these items demonstrate is that they are part of the discourse at Southern College, the shared repertoire. Students acquire their meaning in context and with time and progression through their study programme, they encounter these words in practice and become confident users of this vocabulary.

6.2.1 *Perishable and perishability*

The first time I heard this word being use in a lecture, my ears were pricked. I was of course familiar with the word and its usual meaning but, to hear it being used in the context below, was immediately noteworthy. This lecture took place within the first few weeks of a new cohort of students coming into

the College. Their knowledge of hotel procedures is expected to be quite minimal at that stage and the various duties and responsibilities of the Front Office staff are being outlined. These include responsibility for preparing the guests' bills and having all charges listed on the invoice. The extract does stray outside the Front Office desk into the dining room by way of an example of typical hotel procedures being so very interlinked.

Extract 1

CLAS.089.01   Lecture on Front Office to 1st Years
Context: This was one of the lectures dealing with the Front Office department. In this section, the lecturer (NS505) is speaking specifically about the Reservations functions and responsibilities.

<$NS505> …over the course of a breakfast or lunch or a dinner am how much time is somebody taking up sitting on a seat and that's what is perceived as a **perishable** item…. **perishability** that **if you don't fill a table between six and seven** tonight you'll never fill that table between six and seven tonight again

The use of **perishable** and also **perishability** in this context is surprising. Within a hotel context, it would not be usual to hear this word used in reference to food items but, in this corpus, it is not used as a term in the Culinary Practicals; perhaps it was just not captured in the recordings. In the context of food and particularly fresh food, perishability is a major issue, Foods in the supermarket nowadays all carry use-by or best-before dates on their packaging so the average consumer is well aware of the concept. However, to relate that idea to a place at a table in a dining room demonstrates the most specialised meaning of the word in this community. The term has an extra layer of meaning that may not be understood at first glance. Here the implication is for the balance sheet of the hotel business. This perishability represents lost revenue and there is never going to be an opportunity to recoup that income. Already in their first few weeks in Southern College, the students are being inculcated with the practices and priorities of the industry that they have chosen to enter. Note here also the purposeful use of the *you* pronoun, a topic of deictic reference that will be scrutinised in Chapter 7. For the moment, *perishable* and *perishability* are words and concepts that must be understood and assimilated by these new students right from the start of their studies within their professional formation. Other industries, the airline business for example, would also use these words in a similar way.

Linked also to the meaning of perishable/perishability is the concept of *displacement* within the hotel industry. The Longman Dictionary offers two meanings of the word – (i) the act of forcing people or animals to leave the place where they usually live and (ii) as a technical term meaning the weight or volume of liquid that something, such as a ship floating on water, replaces. In the hotel industry, displacement occurs also in the context of hotel reservations. This is explained by the lectures in a later part of the above-mentioned lecture in the following way: 'it means that if you can't offer a room to a

customer for a particular night because hotel is full but he wants to stay a few nights, you're losing out on that business – secondary and tertiary displacement, even'. Again, this is all part of the specialised meanings that certain words acquire within this community and, therefore, it is essential that the students right from the very beginning of their studies come to know these meanings so as to be able to use them appropriately in context afterwards.

6.2.2   *Suite*

The dictionary, the Longman Dictionary of Contemporary English, third edition (1995) for example, lists several meanings for the word *suite*. These relate to rooms, furniture, music, politics and computers. Its frequency in CLAS is at rank no. 1074, it does not appear in MICASE and it is ranked at no. 1273 in LCIE. The reason for its inclusion here is because of how it is used in the context of the discourse at Southern College, which can be seen in the two sections of the concordance lines below.
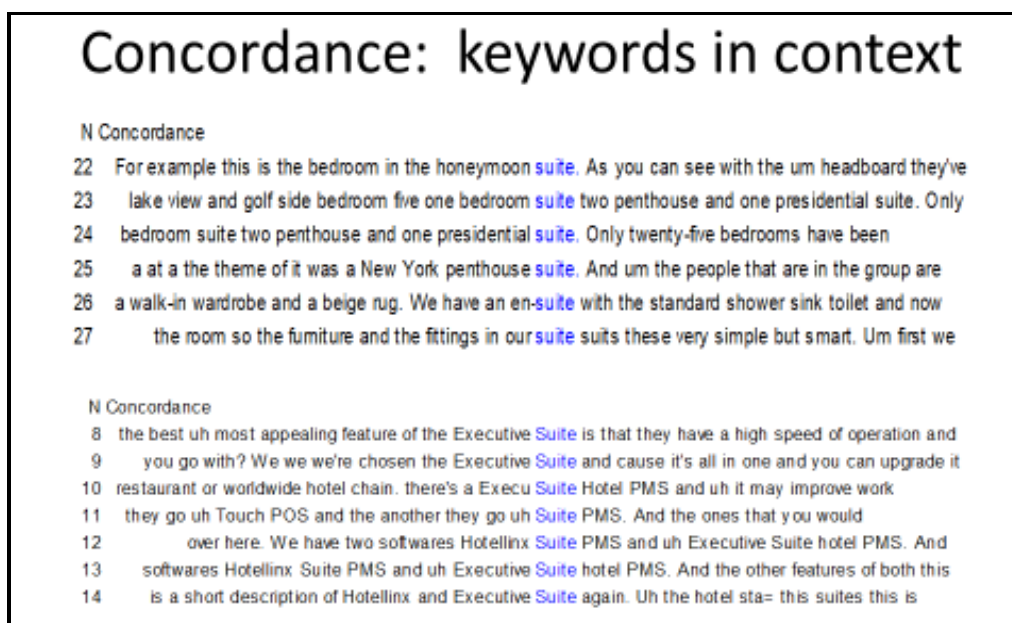
Figure 6.1   Concordances for *suite* in CLAS.

In most cases in the corpus, it is being used by student in their presentations in class. First year students in the Accommodation Management practical had an assignment in which each group had to create a hotel bedroom/suite of their choice. They had to base it on a specific theme, one of their own choosing, and link every aspect of the room to that concept.   In these presentations, they used the word *suite* with the first two dictionary meanings, as a category of room within a hotel and also in relation to the collection of furniture within it. Third year students had to present a group project in their Business

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Information Systems (BIS) module. Here the task was to research and examine a range of computer software for the hotel industry. The integration of all departments within a hotel was the major consideration in their final choice and recommendation - restaurant, bar, room service, mini-bar, health club, anywhere the customer could incur charges had to be linked to the central control. During their presentation, each group had to present three options and select one software suite as being the most suitable in their view. In this task, the meaning of suite is very different from the first year students' use; third years here use the word *suite* to mean group of integrated computer software programmes.

As a polysemic word, *suite* is very useful and important to know and be able to use appropriately in context. It is not a difficult word even with several very different meanings. It is essential, however, that students use this word properly to make it clear in their speech what they mean. For the non-native speakers, assignments like these develop their language awareness and skills and this is important for them especially in an industry that uses English as the *lingua franca* worldwide.

6.2.3 *Good*

In the CLAS corpus, *good* has a frequency of 2,221 tokens and it ranks at the 63rd position in the Wordlist. In the discussion of keywords earlier in Chapter 4.6.2, the word *good* appears in Table 4.7 which shows the list of thirty keywords selected from the first fifty keywords with MICASE. The LCIE keyword list was then manually reviewed for overlap with these MICASE keywords and added to that comparative Table 6.2. Previously, Table 4.7 shows that *good* is ranked in the top fifty keywords in MICASE at number 48 and in LCIE it is ranked at number 223 – see extracted details in Table 6.2.

Table 6.2   **Ranking of good in keyword lists using MICASE and LCIE.**

MICASE ranking	KEYWORD	LCIE ranking
48	GOOD	223

In reviewing the list of concordances in CLAS for *good*, Table 6.3 provides a summary of the main collocations in the corpus.

Table 6.3: Collocates of *good* in CLAS.

good followed by	word + number of occurrences of each collocation, listed alphabetically		
good followed by nouns	afternoon (91),	day (13),	evening (4),
	example/s (33),	experience (20),	hygiene (6), i
	idea/s (75),	job (19),	leader (46),
	luck (7),	management/manager (46),	
	morning (53),	night/'s (5),	opportunities (8),
	point/s (27),	quality (8),	question/s (8),
	relations/ship(11),	reputation/s (5),	service(7),
	standard/s/isation (6),	system (3),	teamwork/player (5)
	thing/s (32), time/s (9),	value (2),	variety (5),
	way (20),	website/s(46)	
	work-life-practices/balance(2),		work-practice (1),
	working-conditions (1),		working-relationship (1)
good to followed by **verbs**	be (2), have (6), know (3), make (3), give/get/explain/communicate/keep/look-at/memorise/say/use/work (1)		
good followed by various words	at (45), because (21), but (26), enough (18), for (79), Okay (52), So (49) to (3) that (7), that's (13)		

Good has been selected for a mini review here, first of all, because of its versatility in use along with its high ranking and frequency in CLAS, 63 and 2,221 respectively. Furthermore, it is found within the first fifty keywords and demonstrates keyness in CLAS with respect to MICASE. This is a word that is frequently used in an academic setting, for example in relation to evaluation of student performance. Longman Dictionary lists its first meaning as 'of a high standard' and this is most important in a community where high standards in all areas have to be the norm. As the above table shows, *good* is most frequently used as an exponent in the context of a greeting, e.g. *good morning* (53 occurrences) and *good afternoon* (91 occurrences). Many of these occurrences in the corpus arise from student presentations in class where they address the audience with a greeting.

6.2.4   *Cover/covers*

This is just a brief mention of the words *cover* and *cover*s. These words can function as both nouns and verbs. Table 6.3 shows the raw data frequency of these words in the three corpora. The words have been selected because of their occurrence principally in MICASE and CLAS because they occur frequently in academic discourse. Lecturers and teachers often refer to topics being covered in class or in sections of books, for example, which cover specific topics. Students too use these words in the same context so it is not surprising to find them in the CLAS corpus. A second reason for looking at these words is their meaning in the context of the catering industry. *Cover* and *covers* are the current terms for what in Ireland, at least, has traditionally been referred to as 'place', i.e. your place at the table. The more formal term nowadays and the one most popular in the industry is to refer to one's place setting as one's *cover*, and in the plural form also. Therefore, these are lexical items that have specific contextual meaning and form part of the shared repertoire in this community. They have not been reviewed here in terms of their lexical meaning as a lid (noun forms) or as a verb form.

Table 6.4   **Raw frequency of *cover/covers* in three corpora.**

Lexical Item	Raw frequency in CLAS	Raw frequency in MICASE	Raw frequency in LCIE
Cover	76	115	50
Covers	25	33	7

In the following sections, the words that have been identified for more in-depth scrutiny will be examined – *service, set, drop and SOPs.*

6.3   *SERVICE*

The first word to be examined within this micro case study framework is *service*. This word has been selected based on the corpus data as its source but also because of the ethnographic insight in relation to this word. The frequency is high in all three corpora and, more significantly, this lexical item features extremely high in the comparative keyword lists for both MICASE and LCIE. As previously mentioned, Table 4.7 shows the comparative ranking of the first thirty of the fifty keywords in CLAS when compared to the MICASE and LCIE keyword lists. As a quick reminder here, the data in Table 6.5 are extracted from Table 6.1 above.

Table 6.5   ***Service* as a lexical item, raw frequency and keyword listing across three corpora.**

Lexical Item	Raw frequency in CLAS	Raw frequency in MICASE	Raw frequency in LCIE	Keyword rank using MICASE as reference corpus	Keyword rank using LCIE as reference corpus
Service	674	82	112	13	29

In terms of the rationale for the choice of items under review in this chapter, *service* proves to be the one item that is quantitatively significant for comparative purposes. It is not surprising that it features in all three corpora because it is, after all, a readily accessible and common word. The English Vocabulary Profile (EVP) database lists it within the proficiency level of the B1-C1 range and whose function there is as a noun, apart from the adjective 'self-service'. There is one reference to 'self-service' as in restaurant style in CLAS, one reference to self-service petrol stations in LCIE but none in MICASE. Recalling the first fifty keywords as previously listed in Table 4.7, the lexical items demonstrate a remarkable similarity between those found in MICASE and LCIE. Many of these first thirty words (within the first fifty) can be anticipated in the keyword lists as they come from a discourse at the community of practice in Southern College which straddles both hotel management and general business worlds. Restricting the list to nouns and expanding it to the top one hundred keywords, both lists show a remarkable similarity and include the following range of vocabulary:

> *hotel, restaurant, students, food, service, staff, room(s), manager(s), management, rooms, hotels, Irish, China, business, company, placement, training, guest(s), website, accommodation, guests, Euro, sink, menu, wine, customers(s), kitchen, linen, presentation, table, industry, tourism, sauce, chef, subject, clean, people, department, hospitality.*

In addition, LCIE has the following keywords*:

> *instructor, system, bacteria, bar, culture, organisation, questionnaire, protein, title and list.*

So, from such a range, why choose *service* for micro analysis here? For two reasons: firstly, because the word is ranked as the thirteenth word in the MICASE keyword list and fifth in terms of contextual significance. It also features very high at number twenty-nine in the LCIE keyword list so it is key and statistically significant in both corpora. MICASE provides data from the academic arena, LCIE encapsulates the localised variety of language (LCIE has a small portion of academic data also), environments that are both mirrored in the CLAS corpus. Indeed, the raw frequency of 674 tokens further attests to its significance, ranked at no. 172 out of a corpus of 16,209 separate word types (distinct words) in CLAS.

Secondly, while the above list of lexical items demonstrates a hospitality-centric orientation, the word *service* stands out for me in a broader context. Details mentioned in chapter 1 about the scope and economic benefits of the tourism and hospitality industry, both nationally and internationally, demonstrate one of the key features of this industry. Many types of businesses and organisations project *service* as one of their priorities and work hard to deliver on that undertaking to their customers and clients.

Yet the hospitality industry is one of those sectors where many of us have the opportunity throughout the course of our lives to engage with a service provider in that industry, be it in a coffee shop, restaurant, bar or hotel. The quality and delivery of the service provided and received are critical components in the success, or otherwise, of the enterprise. As the researcher in the data collection process, I was able to discern the importance of the concept of service as paramount within the operation and institution of Southern College of Hotel Management. From an ethnographic perspective, I could observe that projecting the principles and standards of optimum levels of service to the customer and guest permeated the very fabric of this community of practice. No effort was spared or no occasion was missed by the lecturer-experts to impart this ideal to the student-novices. Already we have seen from some of the above extracts, the customer has to be placed at the centre of the servicescape and all participants must work to realise that objective. Statistically as a token in the corpus, this imperative is borne out by the data - the word *service* appears in 132 texts and in the 88 of the 94 transcribed recording events. Service is a ubiquitous and fundamental concept in all layers of this community of practice. As a lexical item in the shared repertoire, it indexes and consolidates the mutual engagement of all the participants, lecturers and students alike, in the practice of this joint enterprise (Wenger 1998).

To consider some of the linguistics patterns and contextual uses of the word *service* and to attend to the corpus-based perspective of this study, Tables 6.6 and 6.7 provide some pertinent details regarding 2-word and 3-word clusters from the corpus. Most of these word clusters are immediately and easily identified with the hospitality industry discourse, particularly those highlighted in bold.

Table 6.6   2-word clusters and contextual use of *service*.

Concordance/clusters with the word *service*	No. of occurrences
The service	72

Room service	**53**
Second service	**52**
Of service	35
Silver service	**31**
For service	16
Customer service	**15**
After sale service	7
Good service	7
Dry-cleaning service	5
Health Service	4
Breakfast service	**4**
Banqueting service	**4**
Accommodation service	**4**
Synchronised service	**3**
Contracted service	1
Service jackets	**1**

Table 6.7   3-word clusters and contextual use of *service*.

Concordance/clusters with the word *service*	No. of occurrences
Turn down service	14
In room service	12
For second service	11
Room service and	**11**
Product or service	10
The room service	9
On first service	9
Service and then	9
And the service	8
Customer service	7
On second service	6
After sale service	6
In terms of	6
He's down for	6
The quality of	5
The second service	5
The service is	5
Service in the	5
For the service	5
Service at the	5
Quality of service	5
And room service	5

Table 6.8   Pre-modifiers used with *service*.

Frequent pre-modifiers	

good, very good, custom, superior, outstanding, dreadful	customer service
part, type, sequence, amount, standard, quality	of service
high, quality, best, quick, wine	service

Customer service, as a collocation, may have few occurrences in the CLAS data as indicated above but it emerges as a priority throughout the general discourse of this community. In one lecture to third years, the lecturer read out what are regarded as 'The Ten Commandments of Customer Service' in the industry, he read them through without much explanation as it was by way of a summary of what the students were, or should be, aware of in regard to key elements of customer service. These are:

The Ten Commandments of Customer Service:

1.   Give customers what they want
2.   Under-promise and over-deliver
3.   The customer is king, whatever he asks, the answer is always yes
4.   Encourage complaints – valid and important feedback
5.   Tell what you can do, not what you can't do
6.   People buy people first
7.   Customers buy benefits, not features
8.   Use customers' names wherever possible – makes them feel special
9.   Superior customer care provides opportunities to differentiate your product service from competitors
10.   It's the difference that makes the difference.

The extract used in the final chapter discusses the core values of a hotel and how it is glued together through the core values that the management hold and apply in their working lives. Though not mentioned specifically in that extract, service is the key to a successful business and in the industry, which is very much people-centred, good customer service is what sets one hotel apart from another, and indeed all the others. Its importance cannot, and is not, under-rated in the professional formation of the students at Southern College.

6.4   *SET*

Taking this word, Table 6.9 summarises many of the features and applications of this word which have been taken into consideration in the micro-analysis of this item.

Table 6.9   Features and application of the word *set*

Lexical Item: set	
Rationale for choice	Ethnographic insight Frequency of use also noted
Grammatical patterns	Noun/compound noun Verb/multi-word verb Adjective Metaphorical extension
Known meanings	Wide range of meanings as a polysemic word and five top dictionary meanings as a verb: • Put down/place • Start something happening • Decide/establish • Job/something to do • Make ready Top dictionary meanings as a noun with separate listings: • group of things/television/radio/stage/ film/ sport/music, hair
Form – Noun – Compound Noun – Verb – Multi-word verb – Adjective – Metaphorical extension	**Examples from CLAS** • Set of rules/values/knives/tables • Skill set, drum set • Set the table, egg starts to thicken or set, set the over temperature/alarm/to 6.15pm, set the standard • Set down, set out to, set something up (the room/table settings and./or a company, network • Set price, set menu • Set in stone, have your heart set on something
Meaning within the wider hotel management community	The wide variety of meanings of this word ensure that it is a versatile and essential element of vocabulary, especially for the non-native speakers to learn. The application of these meanings can be seen in Concordance lines in Figure 6.1 below, for example: **Culinary Practical** lines 9, 12 and 16 below, preparing a table line 11, setting the time line 5 – a set menu **Business context** lines 14,15,17 –setting up a type of business.

unctioning as a delexicalised word, *set* appears in many guises most frequently used as a verb form.

Even within that word class, the most common meaning refers to the laying of a table or preparing a

room in a certain manner. For the NNS student, *set* can present difficulties in comprehension and application. In the Practical sessions, they have to be able to distinguish between setting the table or setting a room up correctly (Restaurant Service) as opposed to, for example, the meaning of *set* in cooking – eggs, mousses, possets, gelatin *set* or thicken – as the lecturer explains precisely for their benefit: '<$NS512> the egg starts to thicken or to set' (CLAS.026.12, Culinary Practical Y1). Here new information is being added within the culinary environment in that the first year students are in the process of acquiring the technical vocabulary of cooking practice. It must not be assumed, however, that all the native speakers do indeed know the polysemic meaning(s) of such items.

As a general business term, *set* too can be used frequently, as in setting up a business, setting targets, setting deadlines or considering a set of options. Both the lecturers and the students use the term and the following extracts show its use as a multi-word verb:

CLAS.085.01 - Y1 English Oral exam, NNS student speaking
<$NN195> +I will set up my own business.

 CLAS.091.02 – Y4 Law Lecture on Tort, lecturer speaking
<$NS525> So you cannot intentionally set out to damage somebody for trespassing.

Figure 6.1 hereafter shows a randomised sample of concordances for the word *set,* taken at a ratio of 1:15 from the corpus. This illustrates the variety of word classes and functions of this word in context. Many of the examples given in Table 6.2 above are included in this sample – e.g. knife set (line 3), skill set (line 7), set menu (line 8), set (up) tables/ cups and saucers (lines 1, 9, 12). The metaphorical use of *set* is also extended in other lines to mean the establishment of something – e.g. set up a foundation (line 14), a company (line 15) or a social network (line 17), while in line 11 the context relates to time, as in 6.15pm (reference the Graduation Event discussed in CLAS.030.01).

N	Concordance	Se
1	a better latte. That's after you've set all the tables up correctly. laughs	
2	to try it? Yeah. Uh-huh. Okay. I can set beside the+ Uh-huh. +plane driver.	
3	It should be in your kit. In your knife set. Gary where's your small little	
4	or do you just talk about anything? No. Set. It's about uh describing the	
5	in the for a demonstration so it's a set menu. Yes. So on Tuesdays and	
6	it's useful for the opponent to rank a set of options by numbering them in	
7	Okay. Knowledgeable of their skill set. Okay. So there are four of five in	
8	of the of the training so they did set things set the program up.	
9	that are up there that they're hidden. Set those cups and saucers up on to	
10	to um meet all financial goals that is set to her in her budget. Um Susan	
11	about forty-five minutes set but it's set to six fifteen and the guests will be	
12	look like hopefully when the tables are set um and once we finished uh once	
13	Okay. Okay. So then you need to set under here so you know table one	
14	the government should um they can set up a foundation a a society a	
15	It it just doesn't, "Hi Udyan, I've just set up a new company and send me	
16	in the morning. Go in for half an hour set up the buffet laughs then half an	
17	of this tool. Have any of you ever set up a social network using a tool	
18	up team B and C. And the third year set up and clean up Dromoland and	
19	in background while second group gets set up. Can I keep your storyboard	
20	Stick up the groups that are in set up. Tell them that are involved in	

Figure 6.2 Randomised sample of *set* from the corpus concordances.

Furthermore, the idiomatic use incorporating *set* occurs five times in the idiom *set in stone*, whereas the idiom *to have your heart set on something* occurs twice in a first year English language class (CLAS.011.01) where the teacher is developing language awareness of idioms and definition which use the word *heart*; in fact, thirty-four of the sixty-four occurrences in the corpus of *heart* come from that class, providing other idioms such as *to wear your heart on your sleeve, to eat your heart out, to have a change of heart, to take something to heart,* among many others.

Although an apparently basic and simple word, the multitude of applications and meanings of the word *set* make an essential lexical item for students at Southern College because it can be used in so many communicative functions. Within the English Profile Programme, the English Vocabulary Profile (EVP) record the word as being used in the B1, B2, C1 and C2 proficiency levels of the CEFR. There is one example of its used at A2 level where the meaning is that of a group of things belonging together – the example given is 'We bought Charles and Mandy a set of salad bowls as a wedding present'.

(http://vocabulary.englishprofile.org). The EVP lists many of the functions of *set* under the headings outlined above, i.e. as nouns, verb forms, adjectives and in idiomatic expressions. As a lexical item recorded in the CLAS data, it offers great possibilities for the extension of the shared repertoire within this community of practice and its value as a discursive indicator of community membership and participation ought not to be underestimated.

6.5   *DROP*

The next word that will be examined is *drop* and Table 6.10 recalls the data from Table 6.1. As a corpus item, *drop* has very low frequency compared to the other corpora. Its frequency in MICASE indicates that it is used in academic context and this may be linked to its use in terms of economics and accountancy disciplines, as in a drop in rates, sales, growth, inflation, for example. However, its inclusion here is based on ethnographic insight because of its specialised meaning in context.

Table 6.10   ***Drop* as a lexical item, raw frequency and keyword listing across three corpora.**

Lexical Item	Raw frequency in CLAS	Raw frequency in MICASE	Raw frequency in LCIE	Keyword rank using MICASE as reference corpus	Keyword rank using LCIE as reference corpus
Drop	46	96	66	-	-

Again, while not an initially difficult word to learn and use appropriately, its polysemic range is quite extensive, as instances of use and meaning are exemplified below. Table 6.11 summarises many of the lexical functions and meanings of *drop* in the CLAS corpus. However, it was the unusual and context specific meaning which identified it as a lexical item which has special meaning within the community of practice in Southern College and made it worthy of further investigation. Here are three examples of how drop is used in context in this community.

Extract 2

CLAS.018.10   Restaurant Service Practical for 1st year students
Context: The Lecturer (NS510) is explaining what the drop of the tablecloth means and how important it is in the servicescape to get these details absolutely precise

<$NS510> When we talk about **the drop of the tablecloth** it's the distance from the bottom of the table cloth to the floor…. it's the same distance or the top of the table to the bottom of the tablecloth…. The

most important thing is **double check the drop** here the same as the drop here …So what we need to do here is get the drop try and see if we can **get the drop the same** as this. It's not gonna happen. So again we just need to make sure the drop on this side is the same.

…And then the important one as I said **the drop here needs to be correct.**

Extract 3

CLAS.030.01   Graduation Ball Preparation Meeting
Context: The lecturer is discussing in minute detail the steps necessary on the night of the Graduation Ball to ensure the smooth delivery of food service

<$NS505> It's just somewhere for them to put plates in between and **drop plates.**

Extract 4

CLAS.084.02   First years Accommodation Management Presentations
Context: This first year student is Chinese and female and she is presenting on a hypothetical hotel bedroom suite that her group had to design for an assignment. Here she has transferred her knowledge and use of the word from the dining room to the bedroom in her correct use of the word drop.

<$NN185> And the silk curtains add a touch of sophistication with their rich texture and **elegant drop** and full.

Table 6.11.   Features and application of the word *drop.*

Lexical Item: **Drop**	Application and examples
Rationale for choice	Ethnographic observation
Observation	Nothing initially unusual with this word
Known meanings	To allow something to fall, to decrease, to stop doing something, to not use/include, to go somewhere – these are the dictionary meanings for the verb form. The noun form includes meanings such as: liquid, a small amount, distance, less in amount, and deliver

Polysemic meanings	**Examples from CLAS**
	drop the post off, drop it into my office/my mailbox,
	drop our rates/prices/in standards/temperature has dropped
	drop down menu on computer
Community specific meaning	Drop the plates
	Drop of tablecloth or curtains
Context specific Community specific meaning	Term used particularly in Restaurant Service practicals, in the Graduation Ball preparation meeting and Y1 Accommodation Management Presentations Explicit details about the visual effect of the drop of the tablecloth is demonstrated for the students. Students know that where they 'drop the plates' is where they leave them down, it is not to let them fall. Typical expression in restaurant service, especially busy ones, but also referenced in the Accommodation Department, as indicated in Extract 3 above.

The frequency of *drop* is higher in both MICASE and LCIE, as mentioned above, but my presence as participant-observer during the recordings prompted me to review this specific lexical item for contextual meaning. *Drop* occurs in a varied of recordings and it is used by both the lecturers and the students. The known and polysemic meanings shown in the table above are quite common. English Profile EVP (*ibid*) provides instances of its use at B1-C1 levels and the examples provided denote primarily noun and verb functions. Many of its uses occur in the Restaurant Service Practicals where the pragmatic use of the word is introduced to the students. As illustrated in the extract from the Restaurant Service Practical CLAS.018.10 above, the meaning in context is specific and it is a word that has specialised meaning in a restaurant regarding tablecloth length. It is also an appropriate term for use with soft furnishings, as the first-year student is able to demonstrate in an Accommodation Management presentation. Introducing this word in these contexts, the practical hands-on experiential learning situations, serves to expand the range of meaning within the shared repertoire of this community of practice. It is worth noting the timeline between when the Restaurant Service Practical, Extract 2 above, which took place (February) and a student's use of the word in the Accommodation Management presentation, Extract 4, which took place at the very end of the semester (April) where the extension of meaning in an appropriate context is demonstrated. The student in Extract 4 was not,

however, present for the particular Restaurant Service Practical recorded in the corpus. However, she would have participated in a similar exercise with her group at some stage during the semester.

The Restaurant Service Practical quoted above will now be further exploited to investigate the meaning behind the concept of the word. Why is this word significant for the students and what does its application in context mean? Why is the drop of the tablecloth important? First let us look at a first extract from that recording session. The visual aspect of the dining area has been mentioned previously in Chapter 2. Furthermore, the lecturer is always conscious of the commercial impact of the slightest details that can affect the dining guests, so he is at pains to ensure everything is up to the highest standard. This is part of his 'interactional positioning (Wortham 2000) that pervades this community from the lectures down and, typically, they do not overlook any opportunity to present that future reality to the students. In this segment, the highlighted words *guest*(s), *important* and *visual impact of the room* are noteworthy because, to use a cliché, first impressions last.

Extract 5

CLAS.018.10   1st year Restaurant Service Practical
Context: The lecturer (NS510) sets high standards, as always, with an eye to the commercial impact on the guests.

<$NS510> …When your **guests** come in here the first thing they'll see is the **drop** of the tablecloth of this table this table this table and this table <$E> lecturer gesturing to a row of tables <$/E> and as long as they're all the same again it looks good. It doesn't have to be the same at this side because not many people are gonna see this side. So again as long as you get the **visual impact of the room** when your **guest** comes in that's the **important** thing. So when you're putting on your tablecloths you just need to be very conscious of the **drop** making sure it's the same at this side as this side and forty centimetres on every table that the **guests** can see.

As the expert in this community of practice, the lecturer ensures that the students, the novices, have a clear understanding of the high standards of service and presentation that are integral and unquestioned to Southern College and its ethos. Mediocre is not good enough; satisfactory, even, is not acceptable. Standards must be achieved and maintained at the highest level. The lecturer instils such standards through minute attention to detail. He highlights the importance of the visual impact of the room, the first impressions the guests will have when they walk into the dining room. That first reaction and automatic feelings that the physical servicescape presents to and provoke in the guests cannot be underestimated because therein lie the conditions for an exceptional occasion that the establishment

is trying to create. This constant application of high standards throughout all their practical sessions is also primarily informed by the lecturer-experts having worked in the industry and they know the criteria, norms and expectations in the marketplace. These are the benchmarks of quality and the lecturer-expert consciously imparts that knowledge and understanding to the students in their charge. The next extract shows just how particular the minutiae have to be – the forty-centimetre drop – but also why and the benefit of applying such detailed attention.

Extract 6

CLAS.018.10   1ˢᵗ year Restaurant Service Practical – same context as previous extract

<$NS510> It fits. Yeah. I'll fit **perfectly**. It'll fit **perfectly** in terms of having a **forty centimetre drop** but this side it'll be a little bit less at the other side but it sits nicely on the tables. So again just uh all about straight lines and measuring. So people think I'm a little crazy when I get out measuring tapes and start measuring. It does happen. **When I was in Switzerland** we we used to set up some of our board room dinners like this. Especially when there's long straight tables having a having measuring tapes measuring everything making sure it's **perfect** getting out a ruler and things like that it does happen. Maybe not very often but that's because once you get into setting things up and **once you get into a habit of setting up** banquets cutlery will go down and it'll go down straight. Glassware will go down and it'll go down straight. You won't realize it but when you actually look back along you'll actually see that you've put everything in a straight line.

Here the industry-seasoned lecturer is able to personalise his expert experience for the students. This is not just practice for the sake of practice, or application based on a theoretical model. The lecturer draws on his own personal experience to illustrate the practicality of what he is saying and the necessity of his instructions. He is showing the students the real, outside world of hotel management and, in this instance, dining room experience in particular. Throughout the corpus there are many instances of the lecturer-experts sharing personal experiences from their own industry practice to demonstrate to the students the reasons why such-and-such an issue is important. The lecturer demonstrates his own past practice when he was in Switzerland (and the status of that hotel environment is surely not lost on the students), past practice which establishes best practice. There is another dimension to this use of language – that the expert lecturer(s) in such situations is/are validating their position as experts with credibility in the community outside of academia and in so doing they are also validating the point they are instilling (i.e. the internal monologue 'it's not just me as an expert telling you this – I am proving to you that this is important in the community – I have been there – I know' is the rationale). Furthermore, the value of this attention to detail is further outlined for the students. Once they get into the habit of

good practice, it will become their norm, their routine, their practice and, to use another cliché, practice makes perfect. This standard of attention to detail and perfection is required in the performance of their future roles.

This whole approach to the work in hand during the practical sessions as exemplified here with data from the Restaurant Service Practical, operationalises the community of practice components (Wenger 1998) in its triadic form. As a lexical item with specialised contextual meaning, *drop* is part of the shared repertoire of discourse at Southern College. Although a straightforward word, it has polysemic qualities that enable it to be used in many contexts within the hotel management environment. Use of this linguistic item by both the lecturers and the students demonstrates their mutual engagement in the joint enterprise of the education and formation of future hotel managers. As illustrated in the above extracts, the College is not an isolated environment but forms part of the global community of hotels and hoteliers across the world. These students know that they will be going on work placement, either abroad or elsewhere in Ireland, and their preparation for their initial immersion into that world is critical to their formation. This level of attention to the minutest details is paramount in the formation of these students as future hotel managers, many of whom will work as Food and Beverage and/or Conference and Banqueting Managers also. This focus is one of the hallmarks of the quality of the education the students receive at Southern College.

Before concluding this section, one amusing instance of the use of the word *drop* deserves a mention here. In a different Restaurant Service Practical, the same lecturer is demonstrating how to make an Irish Coffee. The students are gathered all around him, the atmosphere is relaxed as the students are watching the process, rather than having to perform it themselves. He is recalling some former students' efforts to make an Irish Coffee and further refers to one specific student who represented the College during a catering exhibition (CATEX) competition the previous year.

Extract 7

CLAS.032.07:   First year Restaurant Service Practical as above (lecturer speaking)

<$NS510> They get carried away with making the coffee+
<$E> laughs <$/E>
<$NS510> +and they forget to put in the main ingredient of the whiskey. One shot of whiskey and into the glass. Again pouring slowly here it'll go all over the table. So a nice quick pour into your glass. Try not to pour it onto the table. Again when we were going this for Catex not this year but last year the guy

who was doing it could never pour the whiskey in without pouring half of it across the table. So we just always just said you know if you're there turn around and say something stupid like oh **we always give a little drop to the fairies**.
<$E> laughs <$/E>
<$NS510> Stuff like that you know just to add to it. As I say if you ever make a mistake in a restaurant most people don't know you've made a mistake until you panic and let them know you've made a mistake. So when you're making something like that if something goes wrong just continue on as normal. You know inside there's something gone wrong. The **guest** sometimes won't know something's gone wrong. So if you spill something just keep going. You know the only people who know that something wrong is yourself so just keep going with it and don't worry about it and generally people won't recognize. People recognize when you start panic going oh my gosh I'm just gonna forget to do this.
<$E> laughs <$/E>
<$NS510> And then people recognize that there's something wrong.
<$NSM1> Is it only Paddy or <$G1>?
<$NS510> Generally any Irish whiskey is is good. Paddy is what we bring in here because that's what our supplier brings into us.

In this extract, several issues become apparent. While *drop* is the pivotal word in this section and provokes the inclusion of this extract, here the lecturer makes a cultural reference. Fairies are part of the mythology of Ireland and many stories abound, especially ones about fairies and drinking whiskey. This background would be well known to the Irish students present but it adds a dimension of cultural knowledge for the foreign students. Such awareness is important for people in the hospitality industry and the reference to the fairies occurred quite spontaneously. However, the lecturer uses the opportunity to impart some advice for future practice – what to do and how to handle the situation if you make a mistake. '*Just continue on as normal'* he advises, explaining that many people may not even notice the mistake. Here too he demonstrates the need of being forever conscious of the *guest* in their midst and for the student/hospitality provider to temper their response to their own mistakes in light of the broader guest experience. Included in this extract also is reference to a well-known brand of Irish whiskey which is 'what our supplier brings into us'. So simply and so naturally, this lecturer brings into focus for the students a whole realm of temporal and spatial components within their joint enterprise and their engagement with it (*ibid*). He links to the past with reference to the student at the catering competition, he links to the future for the present students in front of him if, and no doubt when, they make a mistake during service, he links to the near outside world of their academic studies through the College students' participation in CATEX, he links to an important stakeholder's interaction and business with the College, the whiskey supplier, and throughout it all always he is ever mindful of the guest, the person or persons who has to be at the centre of the students' attention and service in this hospitality industry. Goffman's (1979) term 'footing', which will be discussed further in the next chapter on identity formation and construction, is an apt metaphor for the variety of participant frameworks created in this extract.

6.6   *SOPs*

In this final example, SOPs is the acronym used for Standard Operating Procedures. Reference was made in Chapter 5 to the use of acronyms and initialisms which are standard features of the discourse of this community of practice as an index of their shared repertoire. Carter and McCarthy (2006: 482-483) clarified the difference between these two forms in Chapter 5.4.1. The acronym SOPs had been chosen here for a more in-depth inspection because of its specific use in the discourse but primarily because of ethnographic insight. Although the occurrences are very infrequent in the corpus data, see Table 6.1 above, (plural form - 12, singular form - 4), the importance of this acronym cannot be overlooked. It demonstrates the move from developing knowledge for the first year students to the more advanced level of acquired knowledge by the fourth years. In this way, their progression into this community of practice can be indexed through their acquisition of the terminology, recording their transition from novice towards professional, from the uninitiated towards the initiated, in an inward trajectory towards the centre of this community of practice in the College itself, first of all, but also with a view to the practices in the wider industry. This aspect of the development of the shared repertoire attends to the second research question of this study in that it records and indexes such progression. Here follow examples of how, when and by whom, *SOPs* is being used in the corpus, although the first example does not use the actual acronym but the full word form instead.

In the first extract, the lecturer/expert uses a common term with his students/novices to explain the procedure for ensuring that things are to be done properly, the steps necessary to make sure that whatever the specific task in question are, it is carried out correctly and completely. SOPs provide the necessary step-by-step guide to be followed. Here he is developing their professional knowledge as well as their Restaurant Service skills.

Extract 8:

CLAS.032.08   Restaurant Service practical for 1st years (developing knowledge).
Context: The students are setting up the College Restaurant for lunch for fifty people, the lecturer (SN510) demonstrates how to make Irish Coffee by following the Standard Operating Procedure. *Student Global is the intranet virtual learning environment in the College.

<$NS510> …so again **just like for everything else** there is a **Standard Operating Procedure** for this. On *Student Global it shows a picture of a table all set up labelled nicely so that when you're actually

preparing it you can see exactly what needs to be done. So again having **Standard Operating Procedures** very important so that if **someone's never done it before** like for instance David never seen it before but he set everything up just the way it should be because there's a picture there. So again looks nice.

In this extract the lecturer uses the complete term, though not the acronym, in a formative way as part of the College discourse. These are first year students and he want to ensure that they know and understand the terminology and its meaning in context. SOPs are standard also in the business and other professional worlds so what they learn here does not apply only to the hotel industry, it is applicable in the business world as well, a fact that the lecturer is also conscious of. He indicates this point by the phrase *just like for everything else* which he uses to introduce the applicability of the term to other situations and for other practices. To emphasise the point, he points to the example of one student who had *never done it before* but who having followed the procedures correctly had completed the task properly and it looked well.

The next extract provides an example of when a fourth year student uses the acronym appropriately in context and the occasion is her final English Oral exam, at which the External Examiner is also present. On this occasion, the student, is applying the knowledge and terminology that she has acquired over the years. First, she refers to the hotel procedures, then uses the standard acronym followed by the more accurate full form, albeit slightly inaccurately.

Extract 9

CLAS.081.01   English Oral Exams with a 4th year Chinese student (applied knowledge)
Context: The student (Chinese, female) knows the initialism SOPs, uses it correctly in context and then explains what it means to the External Examiner who is present for this exam.
<$NN418> +and just my benefit from the College and I can do that and also I have the industrial experience. And, you know know already from <$H> my level degree </$H> **all the hotel operational procedures, you know *SOPs, standard operational (sic) procedure***, and also have my idea, already put my idea into the, you know, combi= combining with the studies

In the course of her flow of speaking naturally in the exam, the student refers to the *operational procedures in the hotel* which leads her automatically to using the acronym *SOPs*. This demonstrates her innate knowledge of the term but she is conscious of the possibility that she has just used an in-house expression with which the External Examiner may not be familiar, so she gives the full form immediately. The *you know* here is also revealing and is indicative of assumed shared knowledge but the student gives full form to ensure clarity and comprehension. As a non-native speaker of English, the student certainly

has acquired the meaning, concept and applicability of this term and using the word of *operational*, as opposed to the correct form *operating* would not present a problem.

Ethnographic insight during the course of the data collection process has proved important in understanding the discourse of this community. This final example has been selected because it demonstrates the value of the participant-observer's presence at the recordings and helps to ensure a qualitative approach to the analysis of the discourse. The following conversation took place at the end of a lecture and, as the researcher, I took the opportunity to clarify for myself an expression I had heard a number of times previously. I was keen to ascertain the precise meaning of *SOPs*. In the corpus, sometimes it is used as an acronym, as in Extract 11, and on other occasions it is spoken as an initialism.

Extract 10:

CLAS.060.01   Hotel Management Information Systems lecture for 4th years.
Context: The lecture had finished and students had left the room. As the researcher (NS524), I needed clarification from the lecturer (NS505) about a term she had used which I did not fully understand, SOPs; this is our conversation.

<$NS524> And you used an **acronym SOPs**?
<$NS505> **Standard operating procedures**.
<$NS524> Thank you very much. <$E> laughs <$/E>
<$NS505> That's+
<$NS524> Yes I mean+
<$NS505> +**we're hotel speaking now. SOPs.**
<$NS524> +yes yes **because they all knew it** you didn't say it+
<$NS505> Yeah.
<$NS524> +and **I was like what is this you know so**… <$E> laughs <$/E>
<$NS505> It's it's you can say all of *Patrick's little pictures of how to make a pot of coffee and how to set a table they're all SOPs.
<$NS524> **Standard operating procedures**.
<$NS505> <$=> So if you were </$=> Yeah. <$=> So if you need to know how to do some </$=> If you look down in the in the staff room+
<$NS524> Yes.
<$NS505> +towards the coffee machine there's a picture of the coffee maker+
<$NS524> Yes.
<$NS505> +and all the steps you take to make the perfect pot of coffee.
<$NS524> Right.
<$NS505> **That's an SOP. A standard operating procedure.**
<$NS524> Great. Okay.
<$NS505> Alright.
<$NS524> Thank you very much.
<$NS505> No problem.
<$NS524> Talk to you later. Alright. See you again.

*anonymised name of Restaurant Service lecturer.

This exchange was particularly helpful in gaining an understanding of a frequently used term within this community. I was the outsider in this community and was unsure of the precise meaning of the term so I sought clarification and the lecturer gives me the full form. The lecturer immediately acknowledges and demonstrates an emic awareness that such terminology is part of their specific discourse, the shared repertoire at Southern College; as such the expert's meta-discourse in that community has a specific contextual meaning which may not be immediately accessible to the general public, myself included. This is why she adds *we're hotel-speaking now SOPs*. Fourth year students are expected to understand this phrase delivered in lectures without explanation, which they do. As the researcher it struck me during the actual lecture that this was part of the specific discourse that I needed to understand more fully and how it is used in this community. However, I did recognise that these fourth year students know the meaning, as indicated by the *because they all knew it* response, with tonal emphasis on *because; however*, the *I was like what is this* serves by way of explaining why I am asking about this in the first place. Appealing to the lecturer's sensibility that I would not be intimately familiar with their discourse, the *you know so* attends to the reason for my asking within this shared context of a one-to-one private exchange. Furthermore, this interaction confirms the importance and value to this research of the researcher's position and presence during the data collection as it further enhances the qualitative dimension to the analysis of the discourse of this community through a more emic perspective acquired gradually over the period.

The lecturer continues with an anecdotal example of SOPs, using a context with which the researcher is already familiar – i.e. the staff room and the coffee making facilities. The use of the colleague's first name in the recording (anonymised above) is also indicative of the informality in this interaction. This aspect of casual reference between the interlocutors is contrasted in a next chapter which examines forms of address and vocative use within the College. The final reiteration of the phrase, spoken as an initialism towards the end of this conversation, registered with the researcher as the lecturer's effective teaching practice, irrespective of the student's status! One further comment in relation to the use of this specific initialism which needs to be emphasised here is that SOP is a common term used in the business and other professional worlds. Therefore, its inclusion is to be expected as part of the discourse of this College which, after all, is engaged in the preparation of its students not only for the professional hospitality sector but also for the real world of business beyond the College environs.

To review these extracts, Standard Operating Procedure(s) and its acronym/initialism *SOPs* are important lexical features of the discourse at Southern College. The first year students are getting it

explained and used repeatedly in full form, thus ensuring correct knowledge of this term. Then by fourth year, the use of SOPs indexes that this message has been effectively imparted to the fourth year audience and it does not need to be mediated in this way. It is understood as a concept and the students are expected by the lecturer/experts, as fourth years, to be more centrally located within this community of practice through their expression of its shared repertoire. The use of the term SOPs is common in business practice in general and may be used in some of the general business category of lectures that the students attend throughout the course of their degree programme; however, the CLAS corpus does not contain much general business modules data - 9hrs:17mins over seven recordings, see Table 4.2. As it a genre-specific word within the professions, it can be isolated here as not a term that the general public would use regularly.

6.7   Conclusion

This chapter has looked in detail at a small selection of words - *perishable/perishability, cover, suite, good, service, set, drop* and *SOPs* - that have a very specific contextual meaning within the shared repertoire of the community of practice at Southern College of Hotel Management. On the surface, there is nothing linguistically difficult or unusual about any of these words, not even in most cases for the non-native speaker cohort in the student body, but knowledge of their community-specific use and meaning is necessary on the part of the students going out into the broader hospitality industry. These terms denote *hotelspeak* which are part of the normal lexicon in hotels worldwide and it is important for the students to have productive use of these terms.

Developing the shared repertoire within this College community is an ongoing process and one which spans the four years of the degree programme. The extracts used in this chapter show that by usage and demonstration the lecturer-experts deliver the necessary knowledge to the students. They achieve this in many ways, not least of which is by reference to their own personal experiences in the external world of commercial practice. That professional experience and expertise that they bring to their work validates what they have to say and how they deliver the message. They are not inexperienced in the practice of international hotel management, quite the contrary as many have spent years working in the industry and they bring that knowledge to bear in their dealings with the students. They link their past with the students' future. They reveal their individual professional identities in the effort to build the students' future identities. In this way, all members of this community of practice, experts and novices, build on the joint enterprise at hand in the College. This is achieved through the mutual and

committed engagement of all the members of this community, students and lectures alike, at whatever stage they find themselves.

Referring to Table 3.2 (Chapter 3) once again, the analysis in this chapter has been centred around the linguistic behaviour and the purpose of language as two of the features of framework described in that chapter. There is no doubt that knowledge and assimilation of the shared linguistic repertoire within this community of practice, one which is replicated in the practice of hotel management in the external hospitality community, is essential for the development of the students on their way towards their future careers in that world. As we have seen also in this chapter, that linguistic competence is one that develops over the four year academic and professional formation programme as can be tracked through the examples in the extracts above.

The next chapter will examine this idea of identity building more thoroughly. The quantitative data from the corpus will be considered to reveal what light it may shine on the emerging identity of the students as future professional hotel managers. Consideration will be given to the use of personal deixis as a means of constructing this identity and comparison will be made with data from other business environments. The process of identity building is one of the chief objectives for the College and its students over their four year academic programme and this concept will be analysed from both the quantitative indicators from the corpus and the qualitative analysis that developed from that those results.

Chapter 7

Identity construction and development

7.1   Introduction

The question 'what is identity?' presents a recurrent theme in modern society and it is useful to define this concept at the start of this chapter before proceeding to examine it more fully in the context of the current research. The Oxford English Dictionary (www.oed.com) (OED) defines identity, first and foremost, as "the quality or condition of being the same in substance, composition, nature, properties, or in particular qualities under consideration; absolute or essential sameness; oneness". This is the OED's primary definition but it is not limited to this definition as it also offers a further six definitions including some with sub-sections. The notion of essential sameness or oneness, however, is the primary meaning of identity, according to the OED. Cambridge Dictionaries Online (http://dictionary.cambridge.org/), on the other hand, introduce another element into its first definition: it defines identity as "who a person is, or the qualities of a person or group that make them different from others". This definition defines identity not only in terms of the individual but also allocates the notion of identity to a group and further asserts the difference of the one person or group from the other or others. Identity becomes located in a wider social sphere depending on whether there is one or more individuals and one or more groups. The combination of both these aspects of identity – the individual and the group – is at the heart of this research.

Lave and Wenger (1991: 53) 'conceive of identities as long-term, living relations between persons and the place and participation in communities of practices. Thus, identity, knowing, and social membership entail one another.' Wenger (1998: 145) later strips back this notion to a more basic meaning, explaining that 'the concept of identity serves as pivot between the social and the individual, so that each can be talked about in terms of the other', encapsulating the dual aspects of the individual and also the societal component. Benwell and Stokoe (2006: 9) present a constructionist theory of 'identity *itself* as a socially constructed category: it is whatever people agree it to be in any given historical and cultural context'; *who people are to each other* (*ibid*: 6). In developing their theories about identity, Benwell and Stokoe (2006) catalogue various historical concepts of identity, ranging from early sixteenth-century constructions dealing with internal projections of self, to more recent perspectives which include accommodations of social and collective participation, and on towards a postmodern interpretation which treats identity as 'fluid, fragmentary, contingent and, crucially, *constituted in discourse'* (*ibid*: 17).

These concepts of identity - oneness, group, difference, socially constructed, realised through talk - are all relevant and important to the place of the individual in a myriad of environments and contexts. The

combination of these constituent, though not always complementary, aspects of identity is at the heart of this research. It addresses one of the basic research questions, namely, how the discourse of the Southern College of Hotel Management community of practice develops and consolidates individual and group membership of that very community. The question of how precisely that discourse builds the individual from a starting point as an uninitiated, inexperienced first year student who enters the field of hotel management education into an effective and knowledgeable group member of its particular community of practice is one of the central premises of the current research which will be examined in depth hereafter. This process addresses the second, diachronic, research question directly: how is the process of initiation into a community of practice evinced through the language use of trainee hotel managers over time? The task is accomplished through the use of inherent socially constructed processes and specific communicative devices.

The establishment of this new identity is one of the first tasks for both the individual and the institution. This is a process which is continued throughout the four years of study and professional work placements until the initial professional formation, certified and accredited by the appropriate body for industry recognition, is achieved and the student graduates with the Degree in Business Studies in International Hotel Management. That parchment, the 'calling card' as referred to by Heller and Morek (2015: 178) in Chapter 2.3.1, provides proof of progress along the continuum of learning for the individual starting as a novice student all-the-while leading to a more informed and experienced member of the group, that group initially being the community of practice at Southern College and ultimately the community of international hotel managers worldwide. This trajectory of learning and participation in the practices of the College moves the individual from the periphery towards a more central position within this community of practice (Wenger 1998) as the student journeys deeper and more competently into the enlarged global network. Returning to the Cambridge Dictionaries Online (http://dictionary.cambridge.org/) definition, the third noteworthy element in their meaning of identity involves the separation through difference of one person and/or group from another person and/or group. The community of practice at the Southern College of Hotel Management demonstrates this constituent division effectively; it has its own unique, discrete identity separate and different from any other academic institution and/or professional enterprise with which it may share, to some degree of other, certain central or parallel features. An examination of identity in academia and in the workplace now follows demonstrating those shared and unshared aspects.

7.2   Identity in the workplace and academia

Bhatia (2002: 21-22) outlines how 'linguistic analyses have become much more than mere descriptions, often attempting to offer explanation for a specific use of language in institutionalised social, educational, academic and professional settings' – settings all applicable to this research. Such analyses investigate the question 'why does the particular use of language take the shape it does?' (*ibid*: 22) and, by examining the context and genre of language use, Bhatia expounds on 'why members of specific disciplinary cultures use the language the way they do and what makes this form possible' (*ibid*). This idea is fundamental to the shared repertoire of a community of practice (Wenger 1998) which has been discussed in the previous two chapters. One of the ways that language can be exploited in a particular setting is to form personal identity within that context. To this end, deixis serves as a linguistic strategy to create and maintain identity. Deixis, as Carter and McCarthy (2006: 899) define it, is 'a term for words or expressions that depend for their interpretation on the immediate external situation in which they are uttered. Deictic words are orientational features'. Deixis is realised in discourse in three ways by using: (i) temporal deictic words such as adverbs of time (yesterday, today, tonight), (ii) spatial deictic indicators such as determiners (this, that, those) and adverbs (here, there, outside) and (iii) personal deictic words such as pronouns (I, you, we). It is this last category, personal deixis, that will be examined here to demonstrate how it reflects, builds and maintains individual and other identities as well as orienting the speakers within the community of practice in Southern College.

There have been numerous studies of pronoun use as a specific linguistic strategy especially in academic writing. Hyland (2001, 2002, 2005) has discussed pronoun use in academic writing, as have Chang and Swales (1999), Harwood (2005, 2006), Kaltenböck and Mehlmauer-Larcher (2005) and Kuo (1999). Mostly these studies adopted an inter-disciplinary approach and contrast pronoun use among professionals in their academic writing. Hyland's and Harwood's work confirm that personal pronoun use is significantly more common in writings within the Social Sciences and Humanities field than in the hard scientific disciplines. Binchy (2013) and Tang and John (1999) explore personal identity and reference in students' academic writing. These studies tend to be based on corpus linguistics methodologies.

7.3   Pronouns in action

Pronouns belong to the category of closed word classes and serve many discrete functions in language usage. They function primarily as substitutions for nouns and noun phrases and can indicate number, gender and case, particularly the personal pronouns. The functions of other pronouns can vary, for example, they can indicate positional reference, add emphasis and form questions. Carter and McCarthy (2006: 375) list the several classes of pronouns – personal, possessive, reflexive, reciprocal, relative, interrogative, demonstrative and indefinite – and these little words, as they are for the most part, short, mono- or duo-syllabic words, constitute an impressive proportion of the lexicon of everyday spoken language. Biber *et al.* (1999: 1042) affirm that pronouns are significantly more common in spoken language than in written language and they play a central role in establishing and maintaining successful interaction between interlocutors. They serve as short-cuts in the discourse and, consequently, the nouns which they replace occur with quite a low frequency in actual speech (*ibid*.).

The use of pronouns is also a key deictic device in spoken language and, as such, it is an important area for examination and analysis within the context of the CLAS corpus and its spoken discourse. Carter and McCarthy (2006: 178) further describe deixis as "the way speakers orient themselves and their listeners in terms of person, time and space in relation to the immediate situation of speaking". Biber *et al.* (1999: 1042) establish that pronouns have a very high frequency in conversation, where in the immediate, face-to-face situation of interpersonal communication the interlocutors adopt alternate roles of speaker and listener, as and if appropriate; so too in parallel do Carter and McCarthy (2006) confirm that deixis performs a significant function within pronoun usage. By examining various deictic devices, particularly personal pronouns, the current research aims to demonstrate that deictic frequency is significant and a very valuable linguistic strategy to shed light on the features of this community of practice's discourse – one of the stated research questions being how the process of initiation into a community of practice is evinced through the language use (see Chapter 1.3).

Pronouns, therefore, signal shared and mutually understood meaning in context. When speaking, the participants give each other clues as to the intended meaning of their utterances, sometimes only linguistically but at other times non-verbally also. Pointing physically to something, for example, can illustrate this non-verbal element of an interaction and in the shared context of time and space, there is no ambiguity about the communication. Frequently, however, this non-verbal indication can also be supplemented by deictic references which, though they may carry low lexical content, are essential to

the mutually comprehensible interaction between the speakers and the listeners. Farr *et al.* (2004) provide an example of this in their Limerick Corpus of Irish English (LCIE) corpus in an interaction which involves some carpentry.

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Extract 1:   LCIE, casual conversation

Context: Spoken while two people are trying to negotiate the task of successfully putting up shelves together.

> <\$2> Right in **there**.
> <\$1> **Now** if **I** lift **it up** until **we** push **this** against **it**?
> <\$2> No no wait.
> <\$1> Just raise **it up** onto **this**.

Here the short-hand value of the deictic features is incorporated into this short exchange. There is a variety of shared, mutually understood references here such as personal pronouns *(I, it, we*), spatial references (*there, up*), temporal references (*now*) and determiner (*this*), all of which contribute to the successfully negotiated meaning within the exchange and a positive outcome to this activity. These words are all understood correctly by both speakers because they share the same physical space, time and activity working towards the common goal of putting up the shelves.

Positioning, or 'footing' to use the term coined by the sociologist Goffman (1981), is established, amongst other ways, by pronoun usage in verbal interactions in a way that is succinct, unambiguous and direct. Goffman's concept of 'footing' deals with how conversations and spoken discourse, whether monologic or dialogic, are controlled, or not, by the participants involved and it is also very relevant and central to the general understanding of power and power roles within the interactions. To achieve this, pronouns rely heavily on shared context, shared social and interpersonal goals and communal understanding of topic (Biber *et al.* 1999). In the community of practice that is the Southern College of Hotel Management, it is important for this research to investigate pronoun reference within its discourse to determine its many-faceted functions - be they personal, specific, referential, generic, discourse or pragmatic markers – thereby addressing the research question of identifying and categorising the linguistic features of this particular community of practice (see Chapter 1.3). The next section will look at pronouns in the CLAS corpus, particularly from a quantitative perspective gleaned from the corpus using the software analysis methodology.

7.4 Pronouns in CLAS

It is very useful to examine pronoun use in this environment and compare it with corpora from other similar fields, for example academic and professional settings. The CLAS corpus provides a discourse which overlaps both these registers: academic like many other similar corpora in that the students are studying for a degree, a Bachelor of Business Studies in International Hotel Management degree, and yet specialised in that the students are being given a targeted practical training for a specific profession in the international world of business.

7.4.1 Personal Pronouns

An overview of personal pronouns is the first category to be presented in the context of their occurrence and function in CLAS. Table 7.1 displays the raw data frequency of the personal pronouns in CLAS under the following headings: subject, object, determiner, possessive and reflexive pronouns. Interestingly, the total number of pronouns (83,069 tokens) accounts for nine percent of all of the tokens in the corpus.

Table 7.1: Breakdown of personal pronoun tokens by category in CLAS.

Subject	Raw Freq.	Object	Raw Freq.	Deter miner	Raw Freq.	Posses sive	Raw Freq.	Reflexive	Raw Freq.	Total
I	12,806	me	1,393	my	1,697	mine	24	myself	175	**16,095**
You*	22,136			your	4,368	yours	55	yourself	238	**26,797**
He	1,436	him	348	his*	430	his*		himself	33	**2,247**
She	1,158	her*	636	her*		hers	2	herself	25	**1,821**
It	12,310			its	157			itself	115	**12,578**
One	3,614*							oneself	1	**3,615**
We	6,539	us	645	our	1,416	ours	13	Oursel-ves	28	**8,641**
Ye	190			yer	2	yers	1	Yoursel-ves	58	**251**
They	6982	them	2,259	their	1,594	theirs	9	Themsel-ves	180	**11,024**
Total	**67,171**		**5,281**		**9,664**		**104**		**849**	**83,069**

(*3614 – *one* is predominantly numerical, see also section 7.4.3)

The first most outstanding feature of this snapshot is the high frequency of subject pronouns – 67,171 out of a total 83,069 that is 80.8%. This is indicative of the relational and transactional aspects of lecturer-student interactions taking place in the face-to-face group environment of an academic institution. The second most striking feature is the equally exceptionally high frequency of the pronoun *you* at 22,136 tokens. This represents 33% of the total subject pronouns category and 26.7 % of the overall total of personal pronouns. This finding is noteworthy in this corpus as will be explained later in the sections dealing with its functions, word clusters and verb complements. For the moment, Figure 7.1 below shows the distribution of subject pronouns as they occur in CLAS – namely, *I, you, he, she, it, one, we, ye* and *they*. **Ye** is sometimes used in spoken Irish English as a second person plural form – see section 7.4.4 below.

Occurrences

■ I	12,718
■ you	21,993
■ he	1,336
■ she	1,137
■ it	12,197
■ one	3,590
■ we	6,400
■ ye	189
■ they	6.893
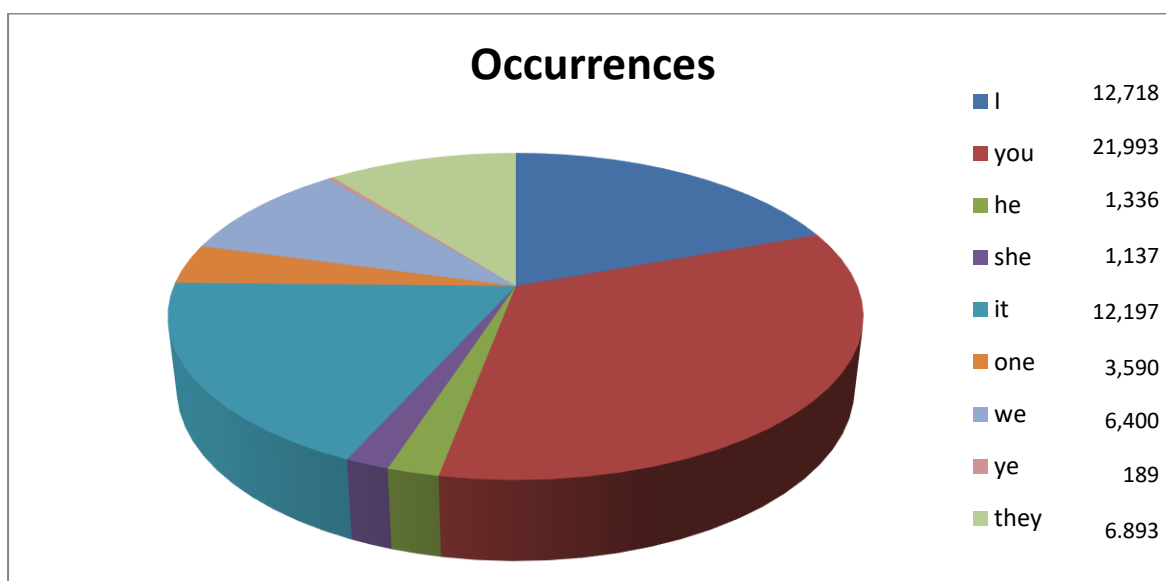
Figure 7.1: Distribution of subject pronouns in CLAS.

7.4.2   *You*

Regarding the large incidence of *you* tokens at 22,139, it would be cumbersome and very time consuming to work with such a large volume of data to derive statistical information for analytical purposes. Therefore, using the random sampling feature on Wordsmith Tools 6.0 (Scott, 2012), a 1:50 ratio was taken of these 22,139 *you* tokens*,* producing a random sampling of 286 examples. These 268 examples have been manually examined in terms of their function, because *you* can function in several capacities – namely, singular subject, singular object, plural subject, plural object, generic *you* and as part of a discourse marker, for example, *you know, you see.* Figure 7.2 gives the breakdown of these functions of *you* from this random sample of 286.
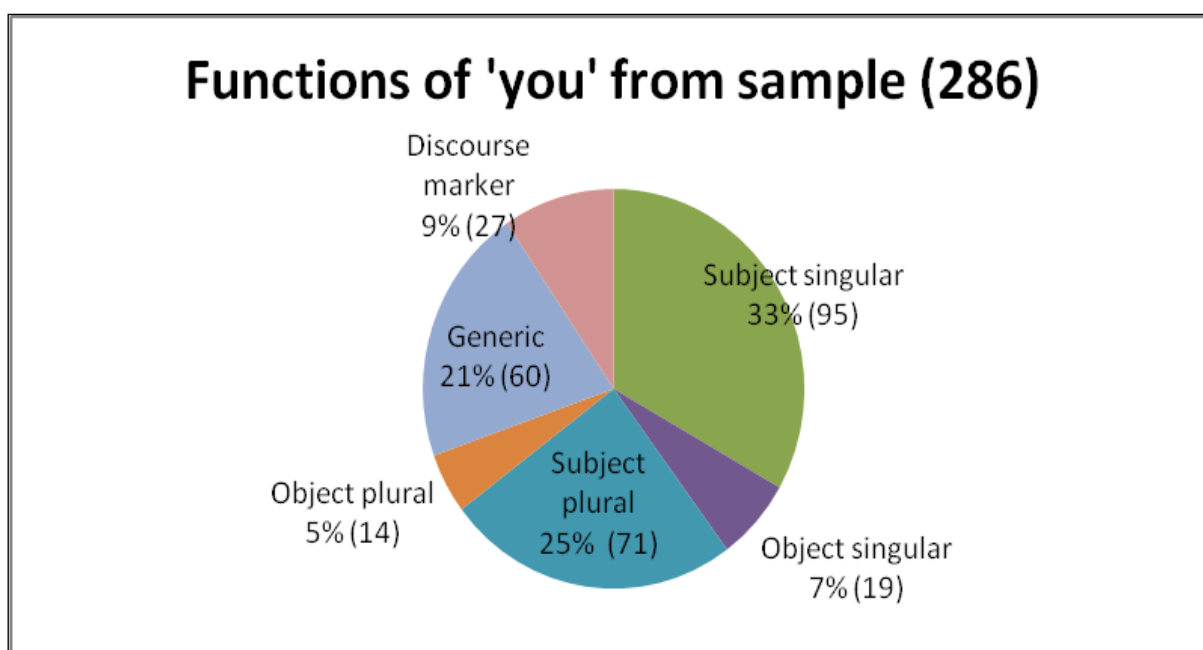
Figure 7.2: Functions of *'you'* from sample of 286 from CLAS.

Table 7.1 above does not extrapolate the numbers for the singular and plural, subject and object functions of *you* for the CLAS corpus based on the above percentages because *generic you* and *discourse marker you* would have no appropriate place in such a table of personal pronouns. Nonetheless, these two functions are particularly important in their own right. Generic *you* shall be looked at in conjunction with the impersonal third person singular pronoun *one* and the discourse marking *you* will be examined separately later on. Figure 7.2 does, however, record all these six functions, not forgetting that Table 7.1 provides the quantitative data in relation to the other pronoun categories of second person *you* – in the appropriate forms as determiner **your**, possessive *yours* and reflexive pronouns *yourself/yourselves* – in addition to these categories for all other subject pronouns.

Looking at the distribution and functions of *you* in Figure 7.2 however, the most common use of *you* is as a subject pronoun – both subject singular at 33% and subject plural at 25%. From the quantitative perspective, it is can be noted also at this point that *determiner your* figures prominently within its own category in the overall table – 4,368 times out of 9,664 occurrences, that is 45.2% of all determiners. Combining these two headings specifically but glancing also across Table 7.1 again, *you* in all its functions figures predominantly as a personal pronoun within this corpus. In the context of this research and the discourse that is being analysed here, this finding is meaningful in terms of orientation towards the students in the professional and pedagogic methodology of Southern College. *You* and *your* combine

very frequently in the discourse of the lectures and practical teaching demonstrations. The following extract, taken from a Culinary Practical with first year students, demonstrates noticeable repetition of *your* following a *you* subject implied, or otherwise an imperative verb form.

Extract 2

CLAS.007.07   Culinary practical for first year students.
Context: Students are working in small groups (3-4 per bench-station where they have their own cookers, produce and equipment). They are cooking a meal which will be served to College staff at lunchtime, all the while being instructed and monitored by the Lecturer/Instructing Chef, the speaker (NS516):

<$NS516> …**your** tarragon <-> so **you** fry off onion, add in *your* white wine, reduce it down by half and then add in **your** demi-glaze which is **your** brown stock and …

Similarly, in the following Extract 3, during a lecture to third year students on Front Office procedures, specifically dealing with the very critical matter of credit control, the lecturer also utilises this same second person subject/determiner *you/your* pattern to re-enforce and embed into the students' psyche a sense of responsibility, a personal engagement with the joint enterprise (Wenger, 1998), of all aspects involved in running a hotel and with the consequences of their actions. In other words, in the real-life, projected future situation, when these students are the actual Duty Manager or department head in a commercial hotel, the lecturer through this focused, personalised discourse tries to instil into their minds the concept that the responsibility will rest with them individually, that it will be their money, their extended credit and ultimately their responsibility for any financial loss which might or can result if Standard Operating Procedures [SOPs, mentioned previously) are not followed to the letter. This is what Wortham (2000) calls *interactional positioning* which is central to self-construction of identity.

Extract 3

CLAS.092.01   Front Office, lecture to third year students.

Context: These students have just returned to College after a year's professional placement and the Lecturer (NS505) is positively activating their memory of their work experience, i.e. the students will have had practical first-hand knowledge and experience of such a scenario.

<$NS505> …**you** spend so long focusing on balancing **your** money, balancing **you**r credit cards, balancing *your* cash, making sure everything is right, that the whole area of credit bills tend to be not viewed as important … or they paid you credit cards or something, **you** have that money. The money **you** don't have is **your** credit bills … So there's a lot of annoying little issues caused by walkouts, I suppose with the most important being **your** financial loss in **your** hotel …

Extract 4

CLAS.090.02   4ᵗʰ Year lecture on Environment and Economics of Tourism
Context: The lecture (NS514) is discussing the social and cultural impact of tourism during a long monologic segment in this lecture.

<$NS514> whenever you're asked to think about what what are the factors that sort of influence travel development, one area is the social and cultural element of it. And with that you talk about **your** standard template, **your** social demographic, am, statistics, **your** populations statistics, **your** age profile, **your your** population pyramids, **your** tree pyramids that you would have done in geography in school and things like that, okay.

In these instances, this substitution of *your* for the more naturally-occurring determiner *the* is not accidental, nor is it unnoticed or idiolectal. Through these specific, intentionally deliberate discourse patterns, it is the lecturers, the professionals, experts, teachers, demonstrators in this joint enterprise (Wenger, 1998), who enforce the concept and embed it into the students' minds that the sauce or the daily revenue, or whatever, forms part of their personal engagement, their commitment, their responsibility to that enterprise; furthermore that they, current students but future managers, will have ownership of the ingredients, material assets and processes which will result in the successful outcome of the particular activity, or not, and that the obligation lies with them, individually, personally to ensure a positive outcome for their business. Further examples of this process of pre-positioning (Davies & Harré, 1990, examine this concept calling it "interactional positioning") of the students into their future

roles as hotel managers will be examined subsequently when *you subject+verb* patterns emerge in the discourse and these will be contrasted with discursive patterns taken from the business world.

7.4.3 *One*

Carter and McCarthy (2006: 377) point out that, when used as a personal pronoun, *one* is always generic and non-gendered. Furthermore, they highlight that "*one* is rare in modern usage, especially in speech, and is confined to formal styles." (*ibid*: 379). Table 7.1 shows 3590 occurrences of *one* and, similar to the sampling procedure for *you* using the Wordsmith Tools 6.0 (Scott: 2012) feature, a random sample of *one* using a ratio of 1:10 produced a sample of 208 occurrences. Investigation of this sample revealed, however, that all but two instances were numeric in function. The first instance occurred when a first year female Chinese student was speaking during her end-of-year English oral exam and her use of *one* may be no more than a learner error occurring in during her speaking. If she does intend the meaning of *one* is the generic sense, the extract also shows the learner error in relation to noun-verb agreement. Extract 5 places *one* in context.

Extract 5:

CLAS.069.05 1ˢᵗ year end-of-year English Oral Exam
Context: The speaker, Chinese, (NN124) is talking about her planned summer holidays.

<$NN124> +my working experience and maybe still *with my friend* **one** *travel around the area* and actually I have I planned to Kerry to go to Kerry because I heard that's a very beautiful place.

The second occasion of *one* being used in CLAS in its generic function occurred when a lecturer attempted to re-establish classroom authority, following a humorous interaction with the whole class, and with one student in particular, when they were all laughing about something referred to earlier in the session. Previously, the lecturer had wanted to establish a date for a revision class and had suggested Friday 24ᵗʰ April but there was general consensus among the students that that date would not be suitable because they had to submit their theses around the same time. So together they had to

negotiate a suitable date for the revision class and this negotiation was successful and typical of the co-operative rapport among the participants. These are fourth year students who are in the final weeks of their four-year degree programme. The rapport between the lecturer and these students has always been excellent and these sessions tended to be very interactive with lots of interruptions, questions and digressions. The humour (a topic which will be further discussed in Chapter 8) and the use of *one* in the following extract arose later in the lecture. The lecture topic concerned categories of power and specifically the five aspects of the power culture within an organisational training context - physical power, resource power, position power, expert power, personal power.

The lecture had progressed to the topic of Establishing Effective Training within Organisations, one important aspect of which is the power culture within organisations. When the lecturer reached that particular section, she referred to the earlier exchange regarding the revision class dates as an example of types of power, specifically position power. The following extract shows how the lecturer added a personal dimension to the examples that were under discussion by the class, which demonstrate the concept. Here the lecturer revealed the dichotomy of power status she felt vis-à-vis the students' power status arising from the earlier off-lecture-topic issue about the date for class revision.   The lecturer is speaker NS512 and speaker NS415 is a male student who had contributed a number of times to the earlier discussion. The format was very interactional and several students spoke and offered examples and suggestions on the various topics and in this instance, the lecturer randomly calls on this student by name to contribute.

Extract 6

CLAS.041.01   Fourth Year Lecture on International Human Resources Management (IHRM)
Context: The topic of this lecture is power, discussing such aspects as the types and structures of power, who has it, how is it maintained and preserved

<$NS512> …. for instance your your patron would be a pos= a person of position power that could very well open doors for you to help to facilitate things. **Yeah**. So identifying the concept of **position power**. Yeah. I thought I had **position power** until I came in and said we were going to do a revision class on the Thursday the twenty-third+
<E> **group laughing**. </E>
<NS512> +and I soon very quickly learned that I had **none. Yeah.**
<E> **group laughing**. </E>

<NS512> So you see you know you say well I could say well that's that we're doing it that day. Well actually that wouldn't get me far would it? Okay. I could use **my expert power**, Joe.
<NS415> Yeah.
<NS512> **Yeah.** Expert **in one's field** highly valued in a task culture. **Yeah.** Okay. We're doing that class and that's the only one. Okay.

The lecturer gave this rather pertinent and accurate example of power structures within organisations referring to her own *position power* which she assumed she had by virtue of her role as lecturer and implied in her position as one of the most senior College members. But, because of the clash of suitable dates, the students exercised their collective *position power* and negotiated a mutually agreeable date for the revision class. There was a potential, inherent *position power* conflict in the earlier exchange but, as typical of the excellent rapport which existed between the students and the lecturer, the issue was resolved satisfactorily.   Here the lecturer openly admits that she had no *position power*, "none" to quote her own words, and she acknowledged the *de facto* situation of the students' *position power,* going so far as to get confirmation from one student.

Using the discourse of power from the lecture, she mentioned her option of another, implicitly higher, power position, that of *expert power*. In the exchange, she could have used her *expert power* to trump the students' *position power*, but she chose not to. The mention of these two types of power in this anecdote neatly illustrates the concepts of both and serves as a valuable demonstration of these power types. Subsequently, to re-establish her own personal *position power*, and to add to the status, authority and weight of her words, the lecturer employed a phrase, reading from an official source on the subject, to solidify the meaning of *expert power* and her own status within that category – '*expert in one's field, highly valued in a task culture'*. The phraseology here is not typical of the lecturer's style of speech or spontaneous speech patterns which, in my role as participant-observer, I had come to know over a period of months; this phrase seems more likely to have been a direct quotation from a textbook or other resource to hand. The use of this generic, impersonal *one* in this context, nonetheless, is very effective in this context to move away from the informal tone of the class, it re-establishes order and it brings the students' focus and attention back to the topic in hand.   Thereby, the lecturer does enact and re-establishes her position, expert and personal powers.

From my own participation in the recordings, I remember on distinct form of the *generic one* being used. It did not come up in the randomised sample mentioned above but I had noted it at the time and later searched for it in the corpus. It occurred during a fourth year lecture on Hotel Management Information Systems and at this stage the lecturer was talking about electronic key cards, as opposed to the standard keys, being nowadays used in hotels. This prompted her to recall and share a personal incident that had happened to her some time previously when she was staying in a very well-known 5 Star Hotel and Spa complex (she did add that she was there 'on business') but she had problems with the key (not an electronic card key) in getting into her room after spending some time in the spa.

Extract 7

CLAS.060.01   4th year lecture on Hotel Management Information Systems.
Context: The speaker/lecturer (NS505) recounts an incident from her personal experience which demonstrates that, even in the best of hotels, problems can arise unexpectedly.

<$NS505> …And um went to the spa came back from the spa with my key **suitably spa attired** which isn't really the way **one** would like to present **oneself** in public and you kind of tiptoeing back and put the key in the lock the old-fashioned key. Nothing. Okay. Just try it again and it was on the left-hand side of the door so it was more awkward to use. Could not get it to work.

Recounting the incident to the class provokes great laughter and the speaker is caught between her personal identity as a regular hotel guest in the story and her professional face in front of the students. She distances herself from her own experience by adopting a very formal tone using the *one* when referring to herself and how *one would like to present oneself in public* and that is certainly not *spa attired.* In this instance, the use of the *generic one* form is effective in preserving her positive face. The acute dichotomy between the two identities is clearly enacted in her continuing with the story when she then adopts a much more informal tone and conspiratorial expression to resume her individual identity, by saying *you kind of tiptoeing back*. The purpose of recounting a personal incident to the students serves a number of pedagogical and social functions which will be examined in the next chapter under the heading of humour.

As a linguistic feature within the CLAS corpus, the incidence of the use of *one* as a generic reference is practically non-existent, its function is numeric. The *generic you* form is preferred instead of the *generic one* form. *Generic you* is a typical feature of spoken language and the Irish-English variety, in particular. In support of the CLAS data, LCIE has 3979 occurrences of *one*, proportionately similar to CLAS, and indicative of the speech patterns of Irish English which rarely uses this impersonal form of address, which socio-culturally is regarded as very formal. *You* will be discussed in the next chapter in the context of its use as a vocative.

7.4.4   *Ye* and *yer*

A known feature of Irish English is also recorded in the above personal pronoun table and that is the use of *ye*, being second person plural number, and the less recorded but most distinctive Irish-English use of *yer* functioning as the second person plural determiner. The two delightful examples found in CLAS are taken from separate recordings in a Culinary Practical class where first year students are being taught how to cook by the Chef, which will be served in the College Restaurant. Simultaneously, there is a Restaurant Practical taking place with another group of first year students who will serve the meal. In the kitchen, during this Culinary Practical which last between three-four hours, the Chef moves around the large kitchen from bench-station to bench-station monitoring the work and progress of the students at the various stages of preparing the meal. In the overall context of this practical, and other practicals, the lecturer-Chef's discourse varies from formal to informal, sometimes but not always, depending on the activity – i.e. whether he is addressing a small group of students at their bench-station or whether he is addressing the whole class. He also alters the volume and tone of his voice according to the various circumstances. In the first extract below, he uses the *yer* form as the second person plural determiner addressing more than one person, i.e. the *guys.* The Chef, NS516, is the speaker in both extracts.

Extract 8

CLAS.007.04   Culinary practical for first year students.
Context: A reprimand for the male students because they have been getting a female student to make the sauce for them instead of doing it themselves. While this is quite an informal interaction, the

Chef is keen to ensure that the male students take the full advantage of the learning opportunity afforded to them here to learn for themselves.

<$NS516> Now **guys**, it's not (girl's name)'s responsibility to make **yer** sauce. **Ye** should be doing it, so (girl's name), you go back over and look after your bench. That's how **these boys** are going to learn, by making mistakes….

Extract 9

CLAS.007.06   Culinary practical for first year students
Context: This is the same Practical as Extract 7 but a different recording event.

<$NS516> …you're going to need more flour underneath that, it's stuck to it. <$sound of greaseproof paper/$> <$ loud voice /$> Okay when **ye've** the lined when **ye've yer**   pastry lined like this <$ long pause /$> now rolled on the table behind **you** there **you'll** see I've the pastry pasta dough made….

What is interesting to note is that in both these cases the *yer* is syntactically very closely linked to the *ye,* but also that the speaker is able to use the *you* form with a plural meaning as he chooses. In the first example, he speaks directly to the **guys** (a vocative that will be examined in the next chapter) and later refers to them as **these boys**, indicating that the *yer sauce* is in fact their sauce. In the second example, the *you* in '**you're** going to need' is actually used to address one particular student as can be interpreted from the larger textual context. However, the transcriber's comments <$E loud voice </$E> is utilised throughout the CLAS transcriptions to indicate that the speaker, the Chef in this example (and indeed most frequently throughout the whole corpus), raises his voice deliberately when he is addressing the whole class who are spread across a large kitchen and he wants them to be able to hear him. Sometimes he gathers them around a particular bench and then uses an appropriately lower voice pitch; other times he uses his loud voice to command listening for a point of general information or if he does not need to students to gather around for a demonstration but he still needs to be heard. From an ethnographic perspective on this kind of recording event, my field notes prove very useful in determining aspects of the context that do not come through in the mere transcription. Here then in Extract 7, he is addressing the whole class with his *ye've yer pastry* but without any difficulty he subsequently chooses the more standard forms of *you/you'll* even though still addressing the whole class, albeit after a long pause. Indeed, the very pause itself in his utterance may well be the trigger for him to revert to the more formal, standard language as befitting the educational and institutional locus that he occupies. Furthermore,

the Chef would be very conscious of the fact that approximately half his class are not native English speakers; so the clearer, the simpler, the more standardised his language is, the easier it should be for them to understand him and learn in that practical context.

At 192 tokens overall in a corpus of 913,449 words, *ye/yer* are not significant as a general linguistic feature; it seems only to reflect and emerge in the informal speaking patterns of a few individual lecturers. There was one non-native speaker to whom the transcription attributed the use of *ye*: however, on closer inspection, this proved inaccurate as it was in fact a "false start" pronunciation of the word "years" which occurred during a third-year English oral exam.

Extract 10

CLAS.075.14   Third Year English Oral Exams
Context: A female Chinese student (NN329) is hesitant when asked about her five-year plan by examiner, her teacher (NS507).

<$NS507> Uh-huh. Right and uh what are your plans for the next five years? What do you plan to be doing five years from now?

<$NN329> Next **ye**= next five years?

One can conclude, based on this analysis, that as a feature of Irish English the use of *ye/yer* in CLAS is an occasional feature indicative more of a personal idiolect rather than a pronoun usage pattern common throughout the corpus and it is used most frequently during interactions with the students rather than monologic lectures.

7.4.5   Other personal pronouns

Given the fact that this is a spoken corpus, the high frequency of personal deictic references is not surprising. The raw frequency of **I** at 12,718 occurrences is high but many of these occurrences throughout the corpus are the result of false starts and hesitations when speaking as in Extracts 10 and

11 below. Because *it* functions in several ways - subject pronoun, object pronoun or as anticipatory structure (Carter and McCarthy, 2006: 891) – it is ranked at no. 10 in the wordlist. *We and they* at 6499 and 6893 occurrences respectively, are significant in indexing in-groups and out-groups. We also can refer to *inclusive we* and *exclusive we* which demonstrate aspects of personal identity, group membership and participation in this community of practice.

Extract 11

CLAS.057.01   1st year lecture on Food Science
Context: The speaker (NS502) is reviewing previous exam papers with the class.

<$NS502> …some healthy menu options including starter main courses and desserts. Now **I I I** will be more specific this year but I was looking for three starters three main courses three desserts suitable for a person on high fibre low fat and low cholesterol.

Extract 12

CLAS.073.01   3rd year Accommodation Presentations
Context: This speaker is Chinese male student and is reporting on his project

<$NN340> …because I work in the accommodation as a so **I I I** will go something very detail like the training stuff because I received everything.

7.5   Comparative use of pronouns in two registers

As previously mentioned, the CLAS corpus shares linguistic features with both the academic and the business registers. Looking at the business register in particular, the Cambridge and Nottingham Business English Corpus (CANBEC) (© Cambridge University Press, 2003) will serve as a useful and relevant parallel corpus against which to review the CLAS corpus findings, particularly in terms of pronoun use and function. Handford (2010: 155) remarks on the "ubiquity of **we** in business and other forms of institutional communications" (my italics) although O'Keeffe *et al.* (2007) point out that in the

spoken discourse of the academic register, also an institutional setting, *we* is not found to be as frequent as it is in business discourse. The CLAS corpus, which overlaps these two settings, may therefore offer some interesting findings.

In parallel with the CLAS corpus, the Michigan Corpus of Academic Spoken English (MICASE) (2009-2010) is also situated in an academic environment and, containing 1.85 million words approximately, it too will serve as a reference corpus for comparisons with the CLAS data. MICASE, was recorded across a broad range of academic settings and an investigation of that discourse along the lines of the CLAS corpus is expected to reveal similar and dissimilar data. Of particular interest will be the results of the Keyword list using that feature of the analytical software (Scott, 2012). Are there major and significant differences to be discovered in the broad academic discourse across the Atlantic divide or will the context, i.e. the location in an academic institutional setting coupled with traditional formal discourse in such a setting, provide a uniformity to academic discourse irrespective of faculty or degree programme? Further analysis of both sets of data is expected to provide an answer.

7.5.1   CANBEC and CLAS

CANBEC (Handford 2010) as previously mentioned in Chapter 4, is one-million word corpus of spoken business English recorded mainly in Britain. It is appropriate to use it here for comparative purposes with the CLAS data, particularly in terms of deictic patterns. Using the findings and given the frequency of the personal pronoun *you* already established from CLAS, an initial assessment of the frequency patterns and functions of both *you* and *we* has been undertaken. A good starting point here is to consider collocation; 'collocation refers to how lexical words co-occur regularly and in a restricted way' (Carter and McCarthy, 2006: 895).   CANBEC findings indicate that *we* pronoun patterns occur predominantly with collocates in three-word phrases, most of which are subject-verb structures, for example, we're *going to, **we** need to, **we** have to, and then **we,** here **we** have, if **we** start, so **we** have*, and *then **we** have.* These all feed into the language of corporate culture where the 'ubiquity of *we'* (Handford, 2010: 155) serves to reinforce strong corporate identity and participation, characteristics of the community of practice (Wenger 1998) to which the speakers who use these patterns belong. O'Keeffe *et al.* (2007: 214) further affirm that the verb '*need* is by far the most frequent modal verb

indicating obligation in CANBEC' and in the above three-word phrases there is an example of the collocation of *we* with *need - as* in *'we need to'* – which demonstrates this point.

Citing data from CANBEC, Handford (2010: 106) highlights the significance of *we* patterns and their combination with contracted verb forms. Using the keyword function of Wordsmith Tools (Scott, 1999), Handford illustrates the positive keywords from various meeting types, internal and external, as well as from CANBEC as a whole.

Table 7.2: Positive keywords from CANBEC meetings (Handford 2010: 106).

Internal Meetings			External Meetings			All Meetings		
Ranking	Word	%	Ranking	Word	%	Ranking	Word	%
1	we	1.31	1	we	1.76	1	we	1.42
2	we've	0.30	2	we've	0.41	2	we've	0.32
5	we're	0.26	5	we're	0.34	4	we're	0.28

In CLAS however, the *you* patterns emerge far more frequently than the *we* patterns, even when collocating with verbs, and a different function is served by the reinforcement value of such repetition. Table 7.1 previously highlighted the frequency of *you* at 22,136 occurrences while, in Figure 7.2, the combined frequency of *you* as subject pronoun, both singular and plural, totals 166 occurrences from the sample selection of 286; in other words, 58% of the overall use of *you* is as a subject pronoun, as per the random sample.

Comparing the CANBEC data using the *we need* pattern from the previously mentioned three-word phrases, a *you need* concordance (Wordsmith, 2015) was run from the total *you* frequency of 22,136 in CLAS. This yielded a result of 515 occurrences of *you need*. Analysis of this data reveals the following patterns:

- You need + infinitive verb;

- You need + determiner/indefinite pronouns (the, any, your, more, some, another);

- You need + other pronouns, adjectives, adverbs, discourse markers, hedges;

- You need + noun (energy, experience, iron, time, help);

- You need + verb (wh-pseudo-cleft element of defining relative clause: such as

    what you need is....).

From these patterns, the *you need + infinitive verb* is by far the most numerous at 374 out of the total 515, that is 72.6%. Figure 7.3 shows a random sample which does include the hedging device maybe (line 4) and the hesitation mark uh (line 6) but there are not many of such dysfluencies (Biber *et al*, 1999: 1048). Nevertheless, the percentage of 72.6% is exceptionally high for this pattern, *you need + infinitive verb*. Figure 7.3 shows the following collocating infinitives, with some analysis comments, from this percentage.

Figure 7.3   Sample of concordances of *you need to* from CLAS corpus.

2	YOU NEED TO MAKE SURE	13
3	WHAT YOU NEED TO DO	11
4	YOU NEED TO DO IS	10
5	SO WHAT YOU NEED TO	8
6	YOU NEED TO LOOK AT	8
7	BE FAMILIAR WITH	6
8	YOU NEED TO HAVE A	6
9	SO YOU NEED TO BE	6
10	YOU NEED TO BE FAMILIAR	6
11	THAT YOU NEED TO BE	5
12	WHAT DO YOU NEED TO	5

Figure 7.4   **Five-word cluster of *you need to* in CLAS corpus.**

The following table, Table 7.3, provides a more detailed breakdown of this lexical cluster, *you need to*, showing the most frequent collocations with a range of base verb forms. Raw frequency is also indicated along with some comments.

Table 7.3: y*ou need to* + infinitive verbs in CLAS.

No.	You need to + verb	Frequency	Comments and collocations
1	be	41	Most frequently collocating with**…** thinking/familiar with/organised/careful/aware
2	have	26	Several collocates referring to people, also knowledge
3	do	25	Six-word cluster *what you need to do is* (5) Five-word cluster *all you need to do* is (3)
4	know	18	Varied *…their language…their culture…the Chinese*
5	make	17	*make sure* occurs 14 times here
6	get	15	Varied, including some culinary items
7	take	14	Responsibility, (into) consideration, account,
8	go	12	Followed by prepositions
9	put	11	Varied, prepositions and pronouns
10	work	10	Phrasal verbs - *work on* (4), out (1), through (1)
11	clean	6	*as you go* (3) as you go *along/up/ (*1)
12	read	3	*The question, the chapter, more in depth*
13	write	*2*	*one (referring to a book), down (list of food items)*
14	consider	2	Premodified by …what / some things that
	Total	**202**	

The first nine verbs in this table are core lexical verbs which most frequently function in their delexical capacity. *Be, do* and *have* are among the most commonly used verbs in speech and this is reflected in their ranking in the Wordlist (Scott, 2012): *have* is ranked at 17, *be* is ranked at 24 and *do* features at 30. The mental processing verbs *know* and *think*, ranked at 38 and 49 respectively, are the only other verbs in the first fifty words - see Table 4.6 (Chapter 4) for the first 50 words in CLAS. The remaining occurrences of *you need + infinitive* offers quite a variety of complements but it was surprising to notice, in this specific academic environment, that *you need to* did not collocate with many main verbs from the academic register, for example, *to study, to read, to proof-read, to revise, to analyse, to summarise,* or *to review.*

The five-word clusters in Figure 7.4. line 3 above - *all you need to do* and *what you need to do is* - once again affirm Wenger's (1998) community of practice framework of *shared enterprise* and *mutual engagement*. The expert, the lecturer, performs the function of teaching, guiding, steering the novice students, in elements of their shared profession. They are the gatekeepers through whose hands the novices must pass on their own road to becoming more expert themselves. This is achieved through judicious use of repeated linguistic patterns. The authority figure, the one with the knowledge and experience, tutors the young initiates, these apprentices, beginners, trainees in the field of international hotel management, leading by example and mentoring the students through the layers of instruction into the centre of their shared *joint enterprise (ibid)*. Here, the one gives value and validation to the other, each acknowledging and performing their respective roles, it is a reciprocal practice between the experts and the novices and this instantiates and reifies their *mutual engagement* (*ibid*) in action. The leader here imparts this knowledge in several ways but specifically, tangibly, through the discourse of their métier, one aspect of their *shared repertoire (ibid*) and, as active participants in this collective interaction, the common goal of making themselves understood and negotiating the inherent meaning of their efforts is achieved. This engagement in shared practices reflects the apprenticeship model of legitimate peripheral participation that Lave and Wenger (1991) initially researched.

7.5.2   *You need to* and *we need to* in CLAS.

The CLAS corpus does not confine itself solely to just one discursive pattern; *we need to* is found alongside the *you need to* configuration. Taking the cue from the business register, concordances were run for *we need* and *we need to* from the 6539 *we* subject pronouns. *We need* yielded a raw frequency

of *232* which is approximately 0.035% of the subject pronoun. From those 232 occurrences, the *we need to* pattern accounted for 139, which at 60% is certainly a high proportion within the overall cluster of *we need.* Nonetheless it is only 0.021% of the total *we* pronoun count.   Although, when compared to the *you need to* pattern (at 0.023% of the total *you* frequency in the corpus), the percentages are remarkably similar, yet the raw frequency tells a different story in terms of repetition within the discourse and that is what the students hear on a daily regular basis.

The following extract was recorded during a first-year Culinary Practical class and the Chef <$NS518> is demonstrating how to carve a large joint of meat.

Extract 13

CLAS.031.05   Culinary practical for first year students.
Context: The speaker Chef (NS518) is setting up a demonstration of meat carving. Students are gathered around.

<$NS518> …Where's your carving knives? Can you bring over one roasting tray? And **we need to** get gloves for this. Can you get some gloves? Now next we'll want to start carving carving our meat. What **we need to** do first of all is take off the string. <$E> ten second pause </$E> This carving now what **we need to** do as quickly as possible. We don't want it cooling down and having to reheat it again. It'll dry out the meat.

Here the discourse of the business world, the ubiquitous *we* (Handford, 2010: 155), emerges and it must be interpreted that this particular Chef through the use of careful language is orienting the students towards the commercial sphere where *inclusive we* predominates the discourse. The action is not private as in a family home situation with someone carving the Sunday roast; rather it is instructional as a demonstration of the proper procedure to be followed when carving meat in a professional context. The move from the initial *you/your,* albeit to address one particular student in the immediate context, to the group instruction format using the *we* form is noticeable. The Chef could have continued to use *you/your* structure and still mean the group of students. Does the context of the interaction affect this move? There is no denying that there is serious teaching and learning involved here, yet the interaction is quite informal at times. *Inclusive we* denotes partnership, communal involvement, action and responsibility in the professional, commercial business domain. Here the association is not only with the group of students standing around in this kitchen, the immediate local *we inclusive*, but also the broader outside group of chefs within the profession. The sense of 'this is how we do it' in the real world

is conveyed. The turn therefore becomes interspersed and laden with external professional and, ultimately, commercial imperatives. This is articulated by reference to what is needed to be done (*the carving)* and how ('*as quickly as possible'*) along with the rationale for this speedy action – '*we don't want it cooling down and having to reheat it again'.* Worse than that, the cooling down and reheating will '*dry out the meat'*. That certainly has professional and commercial impact: serving dry meat to one's clientele is not a way to gain a good reputation and generate repeat business. So, ultimately, the skills of meat carving and understanding the consequences of doing it properly, or not, can and do have a serious impact on the whole success of the catering side of a hotel business. As we will see in the following section, training the students for work and life in the real world underpins many of the exchanges and practical instructional events throughout the corpus

One further observation on the use of *we'll want/we don't want/we need to* patterns in the above Extract 13 is that this particular Chef is female, leading also to a consideration of the whole question of gendered language, particularly the pronoun usage of *we* and *you* in terms of identity formation, expression and participation in the community of practice; and whether or not the use here of *we* is a feature of an individual speech pattern, a gendered choice or an adaptation to the discourse of the professional and business worlds, as expected as part of that domain (Coates 1994, Holmes 2006, Holmes and Marra 2014, Holmes and Schnurr 2005, Mullany 2007, Mullany and Litosseliti 2006, Schnurr 2013, Schnurr and Zayts 2017, Tannen 1994, 1999).

Figure 7.5 below illustrates the comparisons between the collocates of *you need to* versus *we need to* in the CLAS corpus. For consistency, the same infinitive verb collocates that emerged with the *you need to* pattern, as in Table 7.3 above, have been used here with *we need to* patterns. One particular collocate in the *we need to* pattern stood out on its own, namely the *we need to protect* phrase which did not feature at all in the *you need to* category. There were four occurrences of *we need to protect* all taken from the same third-year lecture on Business Information Systems where this phrase was contextually relevant.
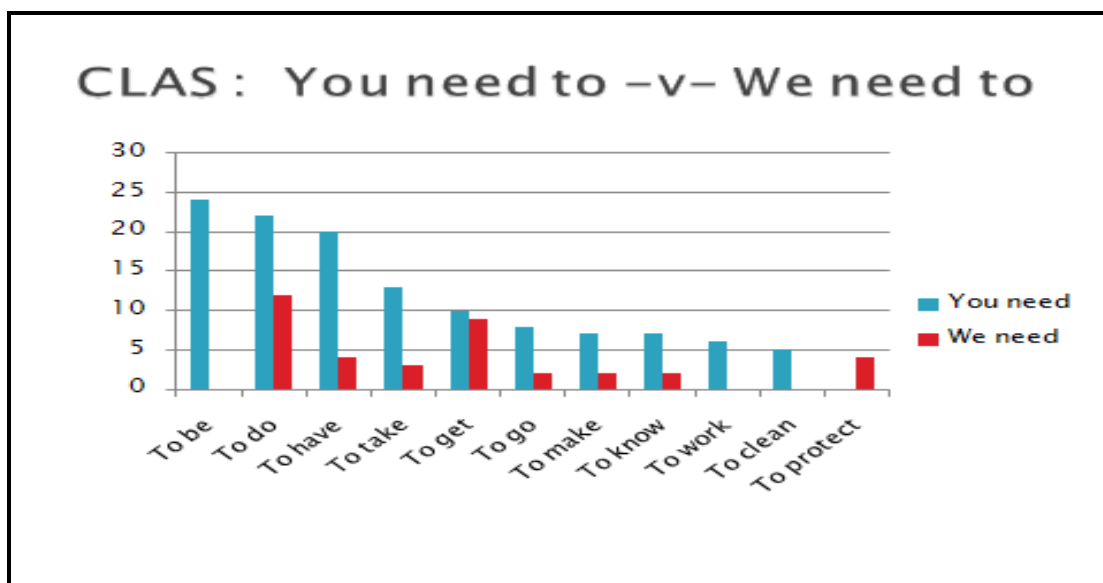
Figure 7.5   **Comparison between *you need to* and *we need to* in CLAS.**

This figure confirms the considerably greater frequency of *you need to* verb patterns as opposed to *we need to* patterns in CLAS, suggesting that the predominant orientation in this discourse implementing Goffman's (1979) concept of 'footing' and Davies and Harré's (1990) model of 'interactional positioning', to instil in the students at the College a sense of future personal responsibility, engagement and commitment to their future professional careers. The random sampling would also indicate that this is a methodological and pedagogical approach adopted by the College in its overall vocational and academic formation of its students. In terms of the community of practice in the College, many aspects of the discourse employed there have now been considered in the previous chapters. In the next section, we talk a closer look at the pervasiveness of Goffman's and Davies and Harré's frameworks and how they are applied more thoroughly in the discourse.

7.6   Student identity and transformation

The process and indeed the purpose of Southern College of Hotel Management is to shape and transform the identity of its students over a period of time, from first year novices to more expert members of the community of practice that is international hotel management. While specific aspects

of the discourse have now been investigated, particularly the linguistic repertoire, the construction of identity is something that is achieved in more subtle and less direct ways. This progression is reflected not only in the students' self-image but also in how the lecturer/experts engage with them. This point was brought home to me in one of the early recordings, see Extract 14 below. I mention here that, while the corpus offers up tremendous data which can be investigated afterwards, being in the presence of the participants and taking notes allowed me to identify number of features of language use that would have been very difficult to isolate on their own later on. The following exchange took place in a first year Culinary Practical which typically has sixteen students.

Extract 14

CLAS.007.07   1st year Culinary Practical
Context: Students have been in the kitchen for more than an hour and are currently making pastry. The Chef (NS516) has previously shown the students how to make this kind of pastry and he moves around from station to station. Here he stops at a table where there are four Irish male students. The interaction between Chef and students is quite informal but the teaching element is never far from the Chef's mind, as this extract shows. One student, speaker (NS103) engages with the Chef which gives rise to a certain amount of banter.

<$NS516> **Remember I said** you need it slightly thicker.

<$NS103> thicken it up.

<$NS516> Yeah, well you don't add patches either. It's **not going to look very attractive**.

<$NS103> I know, yeah, but it **tastes nice** though.

<$NS516> That's it's not just about taste. **You eat with your eyes**. If it doesn't look visually attractive you're not going to try it.

<$NS103> **You could come and cook in our house <laughter/>.**

<$NS516> I wouldn't like to. <laughter/>.

<$NSF>   It's stop you from

<$NS516> There was a **difference between mine and yours.** Yours looked like somebody chewed on it.

<$NS103**> Yeah but you're a professional, eh heh <$E> student laugh </$E>**

<$NS516> **Is that so?** Is all tho= those patches you're putting in, they're all going to fall apart as well.

<$NS103> There's no point.

<$NS516> They will. There's nothing sticking them together. As soon as they dry out
they'll all fall apart.

<$NSF>   Chef   [unidentified female calls the Chef]

<$NS103> +**Modern dedication, that's what it's all about.**

<$NS516> You've enough pastry there to line a bath tub, never mind a ring. You're going to need one
sheet. <$E> Chef moves on </$E> Now ladies, you'll need **a little reality check** for Friday morning okay.
You're not organised and you don't know what you're doing. If this was your exam your practical
exam ye'd have failed. And if you fail you don't get to go on your placement. <cough/>. **It's all in the
preparation**. If you know what you're doing coming in that makes it so much easier then to do it. <$E>
Chef moves on </$E>

The Chef reminds the students that he has already shown them how to prepare this pastry but this
group's attempt falls far short of expectations. The pastry does not look right and the contest between
the student's *'it tastes nice though'* is countered by the Chef's comment, using the well-known cliché
'you eat with your eyes'. How aware is the student of the importance of the look of the food to make it
appealing and appetising to the consumer? The student follows up with an apparent non sequitur,
inviting the Chef to his house to cook some food, the implication being that he, the student, is not a very
good cook at home either. Interestingly, then the Chef follows up highlighting the difference between
the pastry that he had already made in demonstration earlier and the student's. He says *'a difference
between mine and yours'*. This is surprising in that he uses the usual language chunk *yours and mine* in
reverse order. He does so to fore-front his own standard of professional efforts in pastry-making, which
in turn downgrades the student's attempt. While the student acknowledges that with the *yeah,* in
response to this threat to his positive face, he asserts his own unspoken inherent identity as being only
a student, a learner, while the Chef is the professional and his word literally acknowledges that status.
In reply, the Chef does not reinforce his own status with a possible 'yes' comment; instead his query to
the student implies the veracity and professional identity of the expert. The student later comments
with another cliché, *modern dedication, that's what it's all about and*, while he utters the words, it hangs
in the air if he really believes that that is what it takes, dedication. Finally, the Chef cracks a little joke
about the bath tub and the ring before moving on to the next table where the girls get *a reality check*
about the necessity for preparation, and the consequences if they do not do it right.

<$NS103> There's no point.

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This is a rather special incident recorded in the corpus, indicative of where the identities of the participants are thrown into such relief: the expert and the novice. The context of the setting in the kitchen, the lively interaction between the Chef and the students, and among the students themselves, the spontaneity, the private conversations going on between different groups of students, some looking for help from each other, others giving it, the unpredictable nature of what can happen in this environment all serve to create an atmosphere of learning and instruction that is very different from the usual classroom based lessons and lectures. There is an informality of interaction, yes, but there is also pressure on each team to produce the food to the accepted standard and to learn from this time in the kitchen.

Some time later during the same practical, the Chef brings an important issue to the students' attention. This is just one example of his 'interactional positioning' (Davies and Harré, 1990) where he brings his external professional experience to bear, to highlight the realities of the outside business world and how everyone has a responsibility to be as efficient and professional as possible. Wastage has consequences and hits the bottom line, the profit and loss column on the balance sheet. The students need to be aware of this and through this recurrent discourse, informal as it may seem here, their identity and formation as future hotel managers is being constructed.

Extract 15

CLAS.007.07   1st year Culinary Practical
Context: The chef is interacting with the students at one particular station and comment on their procedures and progress.

<$NS516> Come on, get another sheet. That's too soft. You've wasted enough paper in that pot.

<$NSF>   Do you think there's enough

<$NS516> **Everytime you waste something, guys, it's the same as throwing money in the bin.** And where I'm not training ye to be chefs **ye are supposed to be future managers assigned to be making profits** for whoever it is ye're running the hotel for. <$E> short pause </$E> Now watch fold it in half over and back across again the open side is facing me.

Even though these are only first year students, the Chef is incorporating sound business principles and standards into everything he does and they do. In this way, he presents his own professional identity as someone who has worked in the industry, who knows how it operates, who knows the challenges and problems hotel managers face. In doing so, he presents himself as an expert in this field with a range of knowledge, expertise and practical experience. He presents the practices of this community of international hotel managers that the students are preparing to enter. They are at an embryonic stage in the progression within this community and industry; yes, they will learn the theoretical aspects of accountancy and finance in other modules but, here in the kitchen, for example, is where all the practices become important and need to be learned.

Throughout their professional work placement in the industry in their second academic year, the students get the opportunity to experience for themselves the real world of hotel management. They get to put into practice what they have learned and also they get to observe the practices of the various hotels they are placed in. As indicated in the overview of the modules undertaken by the students in each academic year (see Table 4.1 in Section 4.2, CLAS corpus description), first year students are provided with a lot of direct contact hours with the lecturers on the practical subjects to equip them for their placements. One of the first assignments on return to the College in third year is to present on their placement experience. It becomes obvious that this time spent working in hotels abroad or in Ireland has developed these students more than just as future hotel managers. The majority of the students are young adults and they undergo a lot of personal and social development while on placement.

Returning to College, the students' academic formation resumes and they have to grow their academic identity also. The lecturers are conscious of this and acknowledge that they are very much still in the early stages of developing academic expertise. In this extract taken from a Research Methods lecture, the lecturer

Extract 16

CLAS.021.01   3rd Year Research Methods
Context: The lecturer (NS514) is discussing various research methods with the students and at this stage he is talking specifically about questionnaires and designing them well. They will have a final year dissertation to write in fourth year and he is presenting various options to them about how to do their research. This lecture takes places in mid-February, i.e. only two months left in the teaching semester.

<$NS514> … Likewise for the questionnaire you've got to be able to am **not that you're experts** you're **going to be experts** but you've got to understand what's involved and it's actually easier said than done. When we looked at this questionnaire last week…. am but I'm telling you now a lot of **fourth years are struggling at the moment** am trying to sit down and think … and they would have done workshops like this … but actually sitting down and thinking about it is a different kettle of fish altogether. Okay. So today I just want to go through am certain aspects of the questionnaire and questionnaire design … Um you know you're not ex= **you're not expected to be experts in it**.

Even the students would not consider themselves experts in the area of conducting academic research at this stage, which the lecturer asserts. However, he does encourage them in that they will become experts in due course, especially if they pay attention. To motivate them, he says that *a lot of the current fourth years are struggling,* so the advice is to learn how to design a proper questionnaire at this stage so as not to have that problem in fourth year. These are part of the new skillset that these students acquire within an academic framework. Though they are not experts yet and *not expected to be experts* at this stage, this is part of the academic identity development that they should acquire this knowledge. The following example, though, confirms what the students already know. It takes place during third year presentations on Accommodation Management. Students work together in teams and visit various hotels, by arrangement, and present a project on the Accommodation Department there.

Extract 17

CLAS.062.01   3rd year Accommodation Management – Student Presentations
Context: The lecturer (NS519) is providing feedback on the last presentation and draws attention to general presentation skills and what the students should already know.

<$NS519> Okay. Alright. Just a point there in the presentation. Obviously eye contract is very important. **You know that** and you <$G2> eye contact with the group. And also um you got a little bit bogged down in a lot of basic detail. **You know at this stage you're in third year we know what goes into a room.** We know all the linens. We know all that … And the other point as well I just have to mention cause it's on the project **you need to proofread** and that goes for everybody. You know proofread. **You know that.**

This extract shows the lecturer perception and acknowledgment of student identity. They are no longer newly-arrived young novices. They have had a placement year, they have visited the hotels to research their projects and consequently a level of shared knowledge can be assumed. Here the use of *we know what goes into a room* confirms that these details are common basic shared knowledge with the community of practice. The lecturer calls on the *inclusive we* group to assert this position; the **we** is not just the students and lecturer in the immediate context of the classroom but also it refers to the broader community of hoteliers and particularly Accommodation Managers and staff. This is indicative of the movement of these students from the periphery of this community of practice closer to the centre. They know more about the industry and its practices. The reference to the need to proofread their work addresses their identity within the academic community of which they are also a member.

Another recording of third year Accommodation Management presentations which is worthy of mention here, took place in unusual circumstances. The previous presentations had gone on longer than anticipated and, although it was lunchtime, one group still had to present. The lecturer found another room and the four students were willing to present their report to the lecturer and myself, no other students attended. These students had visited what is probably the most revered 5-star hotel in the country, one of the students was from the locality and that too proved advantageous during their visit to the hotel. The following extract is part of the conversation that followed the main presentation and there is an exchange between the lecturer and

Extract 18

CLAS.083.02   3rd year Accommodation Management – Student Presentation

Context: The lecturer (NS519) wants to get the views of the students, all Irish males (NS306, NS325, NS310), on the value of doing this kind of project and the exchange is unique within the CLAS corpus in terms of its content.

<$NS519> <$=> So would you feel <\$=> Would you think this project as being a worthwhile project?

<$NS306> Aah.

<$NS325> Oh very much so. Yeah. … because if there's a hundred different hotels and run of the mill hotels they all have saying different things but **this is a completely unique experience**. <$=> This is <\$=>

<$NS310> Some of some of the questions we were asking were similar to questions we asked last year for our distance learning project+

<$NS519> Ah-hah.

<$NS310> +and for me in I was in the (international chain hotel) and it was very standardised very run of the mill and you were doing the project and it was interesting you were learning but it wasn't inspiring**. This was inspiring and made you think this is what I'd like to do or this is what I'd like to have.**

<$NS306> That's what makes (name of hotel visited) **stand out** really because they know how to

<$NS325> **It's the reason we're here really to be totally honest with you** because we want to be **inspired in our work** and we want to have our own input into things and to see something different. **We want to be different as an individual managers** and we don't want to be well I won't say we don't want to be part of a controlled unit or something but we don't want to be so much under the cosh whereas in (name of hotel visited) it's something completely different and unique and there's no you can never say that you want to do one room and that's it oh it's the same basically. You can never say that. I mean you can't go to Cork and see the same (name of hotel visited) and you can't go to London and see the same (name of hotel visited)

The experience of visiting this top-class hotel and being able to see first-hand the quality of fixtures and fittings and observe how it is run made a deep impression on these students. They were able to compare it to other hotels they had visited and recognised that even being there is *a very unique experience.* However, the most revealing part of this extract is how this opportunity to visit such an established has inspired these students and confirmed their identity as international hotel management students. To have the opportunity to work in a place like that is *the reason we're here really,* and adding the *to be honest* is a frank personal admission of their emotional response to this visit. It has inspired them to strive to be *individual managers* in the future. Their enthusiasm comes through in their words. In conversation with me afterwards, the lecturer was equally enthusiastic that this had proven to be such a significant experience for those students saying that such a reaction is what makes her job and work within this community all worthwhile.

The next extract concerns the mutual engagement of both the faculty staff and the students in a new enterprise within the College which involves their joint participation in their teaching and learning responsibilities. As one of the main IT lecturers, this lecturer is very keen to get the students involved in working on a new social network she has designed for the College. It is still at an early stage of development but it offers a new platform for communication between the lecturers and students. At

the time of recording (April 2009), virtual learning environments such as Moodle and Blackboard, were only beginning to come on stream as an educational resource, so the College's own social network designed to assist students in their learning is quite cutting edge in terms of educational technology.

Extract 19

CLAS.071.01   3ʳᵈ Year Business Information Systems (BIS) – Revision class

Context: The lecturer (NS511) is revising the course material in preparation for upcoming exams. As her area of expertise is in Business Information Systems, she has set up an online social network for the class but so far one a small number of students have used it. She encourages the students to register and then they can share information or ask her questions, anonymously, which will be helpful in their revision.

<$NS511> … So this is our website. This is our social network. Okay. <$=> So we've had some changes by </$=> As you can see we've six members. Five students and me. <$E> students begin to laugh </$E>. This is our am social network … it might be an idea to **start a dialogue** going am about the questions and how to prepare for the exam … so please use the site. …. and maybe we can be **the first class in the history of the college to use a social network in our learning** am which I think will be very interesting.

Here the lecturer is trying to get these third year students to develop new pathways for learning and to be innovative in their approach to how to access knowledge. The social network she has developed is for in-house use only. Student interest in registering on the network, however, is still quite low which they acknowledge by their starting to laugh. Being present in the class, I could register the lecturer's enthusiasm and encouragement in her voice and body language for the project as she presents the many benefits this network could provide particularly for the students. She points out one of the obvious, practical advantages of using the site – they could *start a dialogue*, a mutually engaging communicative activity, which would benefit them directly in their exam preparation. If self-interest here is not sufficient motivation, the lecturer appeals to their positive face in suggesting that they, these very students, could *be the first class in the history of the College* to use a social network in their learning. That would certainly make them unique within the College community and would add another layer of skill-based competence to their current identity, something which would also contribute to their future professional identity when they leave college and join the hotel management workforce and that community. This quality of being active and innovative in the use modern technology is echoed by a contribution of another lecturer who tell his fourth year students that **'you need to be** that type of person who's willing to be innovative' (CLAS.094.01).

Moving into the final year of their academic and professional formation within the College, fourth year students demonstrate a competence and level of skills-based knowledge that indexes their journey along the path towards a more central position with this community of practice. Their industry-oriented modules expose them to the wider business community of international hotel industry beyond the College. They study aspects of international human resource management concentrating on cultural issues arising from globalisation; their environmental studies address issues relevant to the tourism industry and the role it plays in the global economy; they study strategic management and marketing also. Their lectures can be quite interactive at times and the students draw on their personal experience to illustrate a point and debate opinions. In the following extract, it is clear that different students have different preferences in how they would like induction programmes to be conducted - the one-to-one approach or the value of teamwork and getting to know one's colleagues. As part of an induction programme when starting work in a new hotel, some students reported on the 'sitting with Nellie' approach that they had encountered when visiting hotels for the Accommodation Management projects in third year. This involves shadowing a more experienced staff member for an initial period in order to learn the practices of the particular hotel without any great formal training programme; this type of induction training that has its own advantages and disadvantages. In this extract, the students indicate that they would have different responses to the more formal induction programme.

Extract 20

CLAS 094.01   4th year Strategic Management Lecture
Context: This part of the lecture is quite interactive, students have been raising various issues and there is general discussion. At this point, they are discussing the question of employee induction programmes when starting work in a new hotel. The first speaker (NNM1) is a non-native male student and the second speaker (NSF1) is a female native speaker).

<$NNM1> Yeah. I'd rather a manager help me **pull me up and say** listen this is how we do things here this is our way rather than some guy standing at the front of the class.

<$NSF4> No but often those inductions are about **teamwork** and getting to know all the other new employees. It's not just being lectured+

<$NSM1> Uh-huh.

<$NSF4> +or being told. It's like **getting to know everyone else and feeling included** and learning how to get on with people

Personal identity and preferences still prevail and, just because one works in a hotel, it does not mean that one cannot have preferred styles of interacting with people. What emerges also is that different hotels have different organisational cultures, an issue that comes up again in the final extract from the corpus in Chapter 9.6 where it is discussed in greater detail.

Extract 21

CLAS.094.02   4th Year Lecture on Strategic Management

Context: This recording has long stretches of monologue but there are some interactive sections when the students respond to questions. In this section, the lecturer (NS516) is talking about management styles within the traditional hierarchy of management structures – this style of management has already been discussed and referred to in Chapter 2, Table 2.2.

<$NS516> Management. Okay. If you have which **we all agree** that traditionally hotel management is an autocratic style of management…. Remembering that **for us in services** an awful lot of our innovation comes from listening to **our customers**. So if you have **staff** that are dealing with their customers on a day-to-day basis **which we do in the hotel** but **they don't feel empowered** to feedback to management well **we are actually getting requests** an awful lot for from women just for want of a better example that want a more powerful hairdryer in their bedrooms. Right. If **they don't** feed that information back to maybe Front Office Manager who then brings it to the staff meeting management meeting and as a result of that then these things are actually purchased put back into the rooms and then when **the customers** come back they notice that **somebody has listened to them.** That could have a very positive effect.

In this extract, the lecturer moves in and out of various groups. First the *we all agree* refers to the immediate context and both himself as lecturer and the students, an *inclusive we* group of those present. He next mentions *for us in services* by which he indicates a much wider group of people who are involved in service industries. He does not limit himself to the hotel industry alone as a service industry because his reference to *our customers* can apply to many industries. In this way he brings the gaze outside the immediate classroom in the College, beyond even the hotel industry and the part of that which is directly involved with customers (thereby also excluding, for example, certain administrative staff in hotels who do not engage with the hotel clientele), and further includes all those

who work directly with customers in any service industry. Next, he refers to the *staff i*n the hotel who interact with its customers who are a separate group, but the staff feel they cannot connect directly with management which is a different group from them and they are excluded from that management group. Following this the lecturer next positions himself within some kind of indeterminate group, most likely the housekeeping staff who work directly with the customers but who are not the front office staff, using the *we're getting requests*, from yet another group, women who want better hairdryers in the rooms. The scenario which presents this hypothetical situation and whether the request goes up the chain of command, gets acted upon and the returning customers finds the new hairdryer in the bedroom, is bound up with a multiplicity of different group memberships and identities. Complex surely, but for the students in front of the lecturer there is no great complication as they can imagine themselves in each of the groups mentioned in this scene – guests in the hotel, part of the housekeeping and/or front office staff and ultimately part of the management team. Within the community of practice framework, Wenger (1992) discusses the reality of multiple identities and multiple membership and participation in more than one community of practice at any given time.

To conclude this section which traces the development of the student's identity across the four years of their academic and professional formation programme at Southern College, it is ironic that the next extract on the emergent fourth year student's identity as a member of the community of practice at Southern College should have occurred in the very first recording of the CLAS corpus.

Extract 22

CLAS.0001.01   Mock Interview for 4th year students.
Context: Two staff members (NS520 and NS507) attended this recording along with a Chinese female student (NN418) to prepare her for jobs interviews. First they conducted the mock interview and afterwards gave the student feedback on her performance. This section is part of that feedback.

<$NS520> Yeah, what you prepare is your knowledge.

<$NS507> Yeah.

<$NS520> But, I I think that you are afraid that you haven't enough knowledge going into the interview, but, yeah?

<$NN418 > Yeah.

<$NS520> But **they know you're a fourth year student here. They know how much knowledge you should have.** They don't have, expect you to have the **knowledge of an MBA** but what they do expect is that you can talk about all your experiences and that you've learned from them. That's what they do

expect. So don't be trying to show that you have loads of knowledge about everything. What you want to show is that **you can talk about what actually happened to you and that you learned from it.** Do you understand?

<$NN418 > Yeah.

This interaction synthesises the dual functions at Southern College. Students will graduate with a degree that equips them to find jobs and start careers in the hotel management industry. They are part of a bigger, global industry of tourism and hospitality where the industry itself recognises that the students have only travelled part of the road. They are expected to have certain level of professional and academic knowledge and skills that can be acquired during their four-year degree programme. They still need to complete a further six-months' professional placement in the industry before they graduate and good interview preparation is key to their success in securing a good placement.

This final extract is taken from another fourth year recording and here the lecturer is discussing status symbols within the profession with the students. The content reverberates with the students as they are talking about tangible status symbols

Extract 23

CLAS.094.02   4th Year Strategic Management lecture
Context: This is a very interactive lecture, students contribute to the discussion and recount relevant experiences and incidents from their own lives. Here the lecturer (NS516) is eliciting contributions in relation to what kinds of status symbols are apparent in the hotel industry. As per industry practice, the General Manager of a hotel is here referred to as the 'GM'.

<$NS516> What other kind of **status symbol** might a GM have? We talked about these a few weeks ago.

<$NSM4> **Big car.**

<$M> Oh big car.

<$NS516> A big car. Uh **parking space** with their name on it. The **best office** maybe in the hotel. Um what other kind of symbols might they have? The **business card**. Business card is **a huge status symbol** and **it'll be one for ye initially**. I've heard a lot of graduates say this when they come back to the alumni ball at the end of their first year out and pe= business cards are being thrown around the place like snuff

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at a wake and it's because people want to see **what is your title on the business card**. **Have you made it** to you know management level? Are you F&B manager or Front Office manager or whatever and graduates have this awful you know desire to get to that level of Front Office manager or F&B manager within a couple of years out and if they haven't attained it they tend to feel somewhat you know left behind which is not the case. You're far better off in some cases to take a slower approach to rise to that level and get an opportunity to make mistakes when they're not going to cost you a lot of money and the buck doesn't stop at you.

In this extract, mention is made of some typical status symbols – the big car, the parking space, the best office – but the notion of the business card is one that rings true for these students, it is closer to home. Soon they too will be out in the 'real' world earning their living, developing their careers, trying to prove themselves, to be able to show that they have *made it.* The business card, probably their first one ever, then becomes hugely important to them. The card establishes an identity for them. They are no longer students or workers in the hotel. They have status, it says so on the business card, they have a position and that adds another external layer to their identity. Whatever about the car and the big office, whenever they may be attained, the business card is an immediate, achievable, tangible identity marker. These students can see their own trajectory through the community of practice at Southern College. They entered the College some years earlier as raw recruits to this industry. They have combined academic and work-based practices in the intervening period. During that process they have been part of various groups, part of in groups and out groups, predominantly as members of their year's cohort of students first of all and, no doubt, they will have formed other groups too, social groups, study groups, teams or delegates representing the College and whatever other groupings they may have become part of. What is implicit, however, in this particular extract, though left unspoken, is the shared expectation and understanding that these students will become hotel managers some day, an expectation shared by the students themselves and especially by the lecturer who, from day one, has interactionally positioned (Wortham 2000) them into that very role through his purposeful discourse which has assisted them in their own narrative self-construction.

The nature of the community at Southern College is one that encourages 'sojourners' not 'tourists'. Fenton-O'Creevy *et al*. (2015: 44) describe 'tourists' in this context to mean those participants in the community of practice who are just visiting, who are passing through with an endpoint outside that community. Their trajectory intersects with the community for a short while only. The description is based on the trajectories of students at the academic-workplace boundary in practice-based education and 'tourists' engage only briefly with the academic world. 'Sojourners,' on the other hand, have 'a

higher level of participation in the community, engaging with the meaning of local practices in ways which have implications for their own identity' (*ibid*). For the students at Southern College, their current passage and movement through academia comes to an end at graduation but who is to know whether or not some of these students, while later employed in the hotel industry, may not choose to revisit academia and further deepen their engagement with its practices once more. In the meantime, the business card serves as a calling card, an example of the shared repertoire of their expanded community of practice as they move towards its centre. They may not be experts yet in the international community of practice of hotel managers, and in truth they are not, but they have come a long way in along that road since they first set foot inside Southern College all those years ago as uninformed but eager young novices on their path to establishing their future professional identity.

7.7   Conclusion

This chapter has looked at two main areas in terms of identity construction and development for the students at Southern College. Firstly, the CLAS corpus has been mined for specific quantitative data which reveal specific patterns of language use that are both unique and endemic in this community of practice. The personal pronoun *you* and its determiner *your* have emerged as strong indicators of the interactional positioning (Davies and Harré, 1990) manoeuvres that lecturers attend to in projecting their students into their future roles as hotel managers. The focus on personal pronouns in this particular community of practice enabled comparison with deictic references adopted in the business community, notably the use of *we* in Handford's (2010) CANBEC corpus data.

Secondly, the development of the emerging identity of the students at Southern College was tracked diachronically from first year through to fourth year. This was achieved through a closer look at instances of personal identity formation and transition among the student cohort, either their own self-image or aspects attributed to them by the lecturers over the course of time.

Reviewing this chapter in light of the framework features outlined in Table 3.2 (Chapter 3), the internal force feature that operates in the analysis here is both centripetal and centrifugal: centripetal in that the discourse which shapes their identity formation draws the students first into the internal world of the College while at the same time bringing them closer to the centre of the external community of

practice of the wider hotel industry. Simultaneously, the discourse here expresses a centrifugal force that separates these students from the practices in the corporate business sector where corporate responsibility is seen as shared, unlike in the College where personal responsibility for future actions lies with the individual. Another feature outlined in the same Table 3.2 presents the purpose of language and, in terms of student transformation from novice at the periphery of the community on a trajectory towards an increased level of participation and expertise, language is the primary resource which is used deliberately and explicitly to assist the students on that journey. As we have seen in some of the above extracts, it is through the intentionally chosen words that the experts lead the students towards their future professional identities as hotel managers.

The next chapter will look at how this identity is reflected in the use and choice of terms of address and particularly the use of vocatives. As a signal of social engagement among the membership of this community, humour will be considered in terms of its functions as an indicator of power within the structure of the community.

Chapter 8

Pragmatics within the community

8.1   Introduction

The last three chapters have explored the CLAS corpus data in terms of the community of practice (Wenger 1998) framework. The shared repertoire reveals many categories of the discourse that are unique to Southern College of Hotel Management, in addition to other representations of that repertoire (the uniform, for example), all of which contribute to the participants' mutual engagement in the joint enterprise that exists in, and is, that academic and professional formation institution. Identification of these linguistic indices attends to the first of this study's research questions viewed synchronically as a snapshot in time. Chapter 7 has looked specifically at this discourse and how it indexes identity construction and transformation diachronically over the academic programme from initial novice status as first year newcomers on the periphery of this community towards a developing, more competent and central position within the hotel management education sector which then leads into the commercial industry as a whole. In this chapter, the pragmatic dimensions of the community will be considered in an attempt to uncover what they can reveal to further enhance this emergent professional identity of the students, how the students' self-image as members of this community develops and expands under the guidance, experience and tutelage of the lecturers, and how, as they approach the end of their academic formation within the College, they are now poised to take up their roles in the wider community of international hotel management.

In linguistic terms, pragmatics concerns the relationship between language use and the context. In Chapter 3, the four components of communicative competence within the speech community framework (Hymes 1972) were discussed and here we turn to pragmatic competence. This area concerns how factors from the external, real-world context are reflected in the choice of language used. In other words, the context is highly important in terms of intertwining the physical context of the utterance which adopts appropriate deictic reference, the interpersonal context, i.e. the relationship between the participants and shared background knowledge and, thirdly, the social context which determines rules for appropriate conduct (Roever, 2015). Christie (2000: 29) presents pragmatics as 'a theoretical framework that can account for the relations between the cultural setting, the language user, the linguistic choices the user makes, and the factors that underlie those choices'. Pragmatics cover a wide spectrum of communicative interaction through means of speech acts, implicature, deixis, politeness and face. Historically, Austin's (1962) work on speech acts and their functions laid the foundations of much of the subsequent and current research in the field of pragmatics. Austin's speech acts include functional language use which serve a particular purpose in context and he assigned three functions: the locutionary, illocutionary and perlocutionary acts which can be understood simply as the

utterance of a bald statement, the intended meaning and the received meaning by the hearer. Searle (1969, 1976) further developed these concepts. O'Keeffe, McCarthy and Carter (2007: 166) divide speech acts into two categories – *commissive,* wherein the speaker commits to an action such as promising, offering, inviting or apologising, and *directives* which are designed to make the hearer act in the way the speaker wishes, for example, with instructions, requests, commands and permissions. Grice (1975) expands on the goals of speech act theory, that is, the successful interactions among speakers enabled by cooperative co-construction of meaning through the introduction of the Cooperative Principle which has four maxims. Briefly, these four maxims for successful communication relate to *quantity* (providing sufficient information for understanding), *quality* (speaking the truth), *relation* (the content must be relevant) and *manner* (avoiding ambiguity and being precise).

Although Vaughan and Clancy (2011: 47) assert that pragmatics is a young discipline, research in this field has been conducted for many years and has mainly concentrated on two areas, cross-cultural pragmatics and interlanguage pragmatics (Roever, 2015: 388). In the former area, the focus has been on comparative studies between different cultural groups and the Cross-Cultural Speech Act Realization Patterns (CCSARP) project by Blum-Kulka, House and Kasper (1989) has been one of the most significant to date which investigated request and apology speech acts. Interlanguage pragmatics research has concentrated on the acquisition of pragmatic competence in a target language investigating exposure to the language itself and proficiency levels of competence (Grieve, 2013). This leads us on to more current research in the field of pragmatics which nowadays has corpus linguistics methodologies and tools at its disposal. Jucker (2018: 455) states that 'corpus pragmatics is a relatively late addition to the various subfields of pragmatics' and notes the proliferation of published work in this area in the last fifteen to twenty years, such as monographs (Aijmer 2002, Deutschmann 2003, Aijmer and Strenström 2004, Baker 2006, Facchinetti and Rissanen 2006, Adolphs 2008, Romero-Trillo 2008 and Jucker, Schreier and Hundt 2009); a dedicated journal (*Corpus Pragmatics*); a Handbook (Aijmer and Rühlemann, 2015) and an ever-increasing quantity of research articles in this field. It is evident that this is an expanding and energetic field of research and one which is adapting its approaches to corpus methodologies. There have been several studies done which have adopted a quantitative perspective, understandably so given the volumes of data that corpora can reveal, but more recently the focus in the research has been towards a more fine-grained, bottom-up, qualitative investigation of smaller corpora which can yield results and insights that can extrapolated to larger bodies of data too.

8.2   Pragmatics studies in small corpora

As previously indicated in Chapter 4.2, Vaughan and Clancy (2013) assert the legitimacy of using small corpora for a variety of purposes, including pragmatics. They highlight the usefulness of small corpora as a finite resource which facilitates the exploration of text using a bottom up analytical approach. They worked with two significantly smaller spoken corpora than the CLAS corpus, one of workplace discourse (c.40,000 words) and the other of family discourse (c.12,500 words). However, they stress the fundamental importance of representativeness (Reppen 2010) of the data in order for the findings to be considered valid of the particular genre's discourse (Biber 1993) and in terms of representativeness the CLAS data more than adequately meet that criterion as an exemplar of a specialised spoken corpus within a unique setting. Koester (2010) provides valuable and essential guidelines for the design of a small specialised corpus, as does Clancy (2010) when building a corpus to represent a variety of language. Smaller corpora are more manageable on a practical level and they lend themselves more easily for qualitative analysis. They enable the researcher to delve down deeply into the text and uncover patterns and functions of language use that may be difficult to extract from larger corpora which, it must be acknowledged, can provide initial directions for investigation from quantitative data such as wordlists.

In similar vein, Farr's (2003 and 2005) studies of language teachers' education and performance reviews is adequately 'small' but sufficient. So too are the following examples of small corpora which have been successfully exploited to provide valuable insights into pragmatic language use: O'Keeffe's (2006) corpus garnered from an Irish radio phone-in programme, Murphy's (2009) examination of taboo language in Irish English, Farr and Murphy's (2009) consideration of religious references in Irish English and Vaughan and Clancy's (2013) situating Irish English in the emerging field of pragmatics studies. Cutting's (1999) small corpus research, conducted at the University of Edinburgh, focuses on the discourse of a group of Applied Linguistics MSc students in an academic situation where the data are also gathered from casual interpersonal conversations. These studies provide detailed analysis of a variety of pragmatic features of language use in Irish English, which is the variety in the CLAS corpus data, while Farr's and Cutting's research is situated within academic institutions, again relevant to the present study. Pragmatic features of discourse investigated in these Irish-English based corpora range from discourse markers (Binchy, 2013, Clancy and Vaughan 2012, Schweinberger 2012); personal deixis which indexes inclusive or exclusive group membership (Vaughan and Clancy 2013); Farr and O'Keeffe (2002) discuss the frequency of hedging devices across three corpora; O'Keeffe (2005, 2006) examines a range of strategies to mitigate the inherent power asymmetry between interviewer and interviewee in radio phone-ins; Farr (2005) presents the use of modality as a down-toning pragmatic strategy; Murphy (2005) and Farr and Murphy (2005) examine the use of taboo and religious terms as pragmatic

markers aligned to age and gender demographics; and O'Keeffe and Adolphs (2008) investigate response tokens use in young females in Ireland and Britain.

As we can see from the foregoing, there is a myriad of topics within the pragmatic dimensions of discourse, and the Irish English variety in particular, that can be exploited for analysis. However, in this chapter, the focus of the pragmatics lens will be restricted to two particular areas which have not been dealt with in the above-mentioned studies (that is not to say that these features have not already been discussed elsewhere by some of the above authors). The areas that the present study is now going to investigate in the context of the community of practice at Southern College of Hotel Management are forms of address with particular focus on vocatives, and humour as a pragmatic feature of the discourse.

These two topics have been selected not only because of their pragmatic function but can be justified for separate reasons. In the case of forms of address and vocative use, these linguistic expressions parallel another feature of the shared repertoire of this community (Wenger 1998): just as the College uniform is an outward physical semiotic of the College's unique practices and systems, so too does the formality of address using vocatives mirror linguistically that social routine. Language both expresses and actively symbolises the social structures, practices and systems (Halliday, 1978). From my ethnographic observations, the very formal codes of address initially seemed unusual to me in this academic environment until I began to develop an understanding of this specific community and its unique practices and systems. I noted that the ubiquitous use of honorifics applied not only to direct student-lecturer/novice-expert interactions and communication but also as the accepted form of address for referents. Therefore, as a site of linguistic meaning embedded in the joint enterprise at the College, it emerged as a salient feature of the discourse there. In relation to the use of humour within this academic institution, incidents of humour were always noteworthy and were marked in my field notes for subsequent detailed examination. There were various reasons for humorous events and the context revealed important aspects in terms of the interplay between the participants involved at that time; this revolved around what the precise context was, who initiated the event, how was it responded to and what function did it serve in context. In the following section, forms of address and vocatives will be examined.

8.3   Forms of address and vocatives

Our name is perhaps the primary and initial indicator of our identity. At birth we are given a first name which distinguishes us from other family members who may have the same surname. Our name is important as it is something we carry for the rest of our lives. In most cases, great care and time is devoted to choosing a name for a child. Trends in baby-naming come and go and the popularity of certain names reflect a certain aspect of contemporary culture and society. *Mary* and *Patrick*, for example, were traditional Irish names for decades and many extended families may have had several Marys and Patricks. But in recent decades these old-style names have faded in popularity, often being replaced by passing fads which adopt contemporary, often entertainment-driven characters or location names - for example, Elvis, Krystle, Paris or Chelsea. One way or the other, our personal name is important to us and we use it throughout our lives in all kinds of circumstances. Therefore, how we are addressed is a critical issue in terms of our own identity and how others perceive and treat that identity.

There have been several studies in recent years on the subject of vocatives. Leech (1999) outlines the functions and categories of vocatives in his study based on American and British conversations. First of all, he differentiates vocatives from other forms of address as being 'a nominal constituent loosely integrated with the rest of the utterance' (*ibid*: 107) which is feature more of spoken language rather than written discourse. Biber *et al.* (1999) and McCarthy and O'Keeffe (2003) also point out that vocatives are a distinctive characteristic of natural speech, as opposed to the written format. Leech (1999) presents three different functions that vocatives perform – formal, functional and semantic/pragmatic. The formal function of vocatives centres around their nominal element within utterances and are mainly expressed by noun and pronoun phrases, occasionally also by adjectival structures. The functional use entails the vocative being attached to a clause structure and it can have an initial, medial, final or stand-alone position within the utterance. With the third type of function, as a semantic and/or pragmatic feature of language use, vocatives perform three separate functions: (i) they summon the attention of the addressee, (ii) they identify the intended addressee, and (iii) they serve to confirm and reinforce the social relationship between the interlocutors. These three main functions are also supplemented by other functions which include emotive expression and evaluative exclamation. McCarthy and O'Keeffe (2003) expand further on these three functions particularly in terms of the pragmatic function. Their classification entails six functions which Palma-Fahey (2011) and Clancy (2016) also use in their respective analyses of vocatives. The following are McCarthy and O'Keeffe's six categories, which find parallels with some of the functions identified by Leech (1999):

Relational: the function of this category is to establish and maintain the social relationship between the speaker and addressee. As the most frequent type, it includes a variety of lexical and

pragmatic units such as compliments, phatic exchanges, rituals when greeting, offering or thanking, and general evaluations;

Topic management: this category of vocatives serves to manage the various topics that occur in a conversation; it can indicate an expansion, shift or closure in topic within the conversation. This sometimes coincides with the speaker calling on another person to validate, rephrase or summarise what they have been saying;

Badinage: this category uses vocatives when incorporating humour or general banter among the participants in the conversation; they act as a general indicator of closeness and solidarity;

Mitigators: this category uses vocatives to downplay or soften the content of what is being said; as a strategy to mitigate the potential threat to positive or negative face (Brown and Levinson, 1987);

Turn management: here vocatives are used to select the next speaker and to cede the turn to a specific addressee, especially in the context where more than one participant may wish to speak;

Summons: this category includes direct calls to the hearer to come or to pay attention.

On a more semantic level, Leech (1999) outlines a range of semantic classifications for vocatives as follows:

- Endearments – darling, sweetheart
- Family terms – Mom, Dad
- Familiarisers – guys, folks,
- Familiarised first names (derivatives, pet names) – Katie, Bunty
- First names in full – Kristin, Seán,
- Title and surname – Mr O'Brien, Mrs Jones
- Honorifics – Sir McCartney, Madam Chairperson, Miss Justice McGuinness
- Other – nicknames or name-calling terms (Jockser, Jackeen)

The above categories indicate that there is wide variety of choice in relation to what type of vocative is chosen and how it is used in any particular circumstance. This choice is predicated on the relationship or the perceived relationship existing between the parties involved and the context in which the interaction takes place. The more familiar, close and personal the relationship, the more acceptable it is to use a correspondingly familiar vocative when addressing one another. The choice of vocative thus plays an important role in establishing and demonstrating the relationship between the speaker and the addressee. The social role of appropriate use of vocatives confirms the degree of friendship and the

recognition of individuality and equality among participants. Similarly, the selective choice of a term of address can mark the 'unequal hierarchical social relationships' (*ibid*: 114) between participants. Nowadays in society, as Leech (1999)points out, there is a blurring of the edges between what was once perceived as the traditional unequal social status and contemporary practice as indicated by vocative choice. This was particularly so in the workplace where hierarchy was realised also through the discourse. Here is where this issue becomes relevant to the present study because the hospitality sector is one where the traditional formal forms of address still pertain and dominantly so and, in retaining this feature of vocative address, the essential, traditional hierarchy is preserved. Indeed, it is one of the hallmarks of this industry that formal vocatives and terms of address are fundamental elements of the practice within this community, an indicator of its shared repertoire (Wenger 1998) as some examples from the CLAS corpus in the following section will demonstrate.

Other language studies have used vocatives as the subject for more detailed analysis of spoken language. As mentioned, Biber *et al.* (1999) and McCarthy and O'Keeffe (2003) point out that vocatives are one of the characteristics of naturally-occurring speech, as opposed to the written format. McCarthy and O'Keeffe (2003), for example, investigated radio phone-in calls and casual conversation to detect the use of vocatives in those genres. Clancy (2015, 2016) has probed intimate family discourse to determine the distribution, functions and nuances of vocative use in establishing, maintaining and reinforcing social relationships. These examples are indicative of some of the work done in relation to Irish English but, as a topic, studies on vocatives abound it other languages too either in terms of their use in another language or in another language comparing it with its role in English. As an example from another language, Palma-Fahey (2011) looked at the role of vocatives in Spanish fiction by comparing a Chilean film with a Spanish film to investigate the different cultural and linguistic settings. Fulin (2003) considered translations as a site to examine the differences in the pragmatic functions of vocatives in English and Chinese. Fang and Heng (2008) examined how social changes are reflected in the norms of terms of address used in official and informal situations. Scotton and Wanjin (2008) also described how traditional forms of address are undergoing a change of use indicative of the interplay of relationships between speaker and addressee in Chinese society. Although many of the non-native speakers at Southern College of Hotel Management are Chinese, the present study does not specifically isolate their vocative use in the data as the aim is to look at language use in the community as a whole.

8.3.1 Vocatives in practice in this community

To set the scene for the use of vocatives and its role in the industry practice, the following extract taken from a first year English oral exam is illuminating. It recalls the students' initiation into the acceptable protocol for forms of address in the industry. The context is a first year oral English exam. The non-native speaker is speaker NN178, a Romanian who is a mature student, a fact which is contextually relevant since the vast majority of her classmates are between 18-21 years old. The other two speakers, NS508 and NN509, are English language teachers, one native English speaker, the other a non-native speaker.

Extract 1

CLAS.076.01   First Year Oral English Exam with NNS student and two teacher present, one of whom also recorded the event in my absence.

<$NS508> There are a lot of rules in place in particular for first years when you come to the college like you have to attend your classes you have to call people **Miss** and **Sir**. Do you find that strange as a mature student to calling people that who could possibly be younger than you or people around the same age as you as **Mr blah blah blah** and **Miss**?
<$NN178> Um I think it's good um um to be polite+
<$NS508> Uh-huh.
<$NN178> +because you are going out in industry+
<$NS508> Yeah.
<$NN509> Uh-huh.
<$NN178> +and um to use the by the name and uh that uh older than you and you use by the name I don't+
<$NS508> Yeah.
<$NN178> +for me I don't like it.

This student has adapted, first of all, to the College's requirements and practice of using Mr or Miss as appropriate terms of address for the lecturers. Furthermore, she knows that that is what is expected in the industry and she will be 'going out in industry' and is happy to comply. This does not present a problem for her.   In fact, she does not even like the idea of calling people, especially older people, by their (first) name. The practice of addressing the lecturers in the College using title and surname becomes very automatic after a short while.   The following table shows the frequency of a variety of vocative forms most commonly in use in the data which can be used for direct address – the *summons* function (McCarthy and O'Keeffe 2003). These terms have been selected because they stood out strongly as frequently used terms during my initial experience of the discourse at the College Because I too was a novice in that community of practice, the formality was noteworthy. In presenting the following quantitative details, I needed to comb the corpus manually for the precise statistics. I was prompted to do this because, while the corpus yielded *chef* at a frequency of 144, initially I considered this an interesting marker until I realised that many instances in the corpus are merely descriptive – for

example, the transcriber's extralinguistic comment in a Culinary Practical records <$E> pause and *chef* moves on to another group </$E> or reference to another *chef* as a third party. The embodiment of this particularly feature of the shared repertoire in this community is thus substantially evidenced. The direct vocative function frequencies for the other entries in the table have also been manually verified.

Table 8.1   Raw frequency of terms of address for individual participants

Terms of address for individuals	Raw frequency in CLAS	No of texts	Direct Vocative function
Chef	144	50	44
Mr	102	57	5
Miss	94	45	44
Mrs	4	3	1
Sir	7	6	4

The high frequency of *chef* in the above table requires some clarification. Looking at the concordances in the data, it becomes obvious that *chef* is not always used as a vocative term for a lecturer who typically conducts the Culinary Practicals. There are, in fact, three different participants in the corpus who are called *Chef*. What is interesting to note, however, is that even if the context is not directly in the kitchen or related to a Culinary Practical taking place, these participants are also directly addressed in other situations as *Chef*, for example in a lecture context where the Chef is teaching on another module. Indeed, colleagues and other lecturers are prone to use this honorific quite naturally. Of note also is the fact that *chef* occurs most frequently in the collocation *head chef*. There are some references to various internationally renowned chefs such as Marco Pierre White, Gordon Ramsey and Jamie Oliver interspersed throughout the data. This too is indicative of the connection to the broader external industry of hospitality that the students are preparing for. As shown above*, Mr, Mrs* and *Miss* are mainly used when speaking about third parties.

The primary function of the vocative use of *Chef* in the corpus is to attract the attention of the addressee at the time and it is used mainly when asking how to be shown how to do something (as in Culinary) or when seeing confirmation that something has been done correctly (Culinary or the HOTS module. Note the initial turn position of these examples:

Extract 2

CLAS.031.07   Y1 Culinary Practical

Context: Female chef NS518, not the one usually recorded, anticipates the question.

<$NN122> **Chef** do I put it in
<$NS518> <$OL> Into the freezer and before we go we put them into boxes okay and wrap. Now did you taste? Why didn't you taste?

Extract 3

CLAS.026.18   Y1 Culinary Practical. NN115 is the student and NS516 is the Chef

Context: Chef is circulating from work station to work station and is asked a question.

<$NN115> **Chef** do we throw the broccoli into the uh <->
<$NS516> Pardon?
<$NN115> Do we throw the broccoli into the water when it boils?
<$NS516> Once the water is boiling. It has to be boiling vigorously. That's not vigorously. That's simmering. Any green vegetables have to be boiled in boiling salted water.

Extracts 4 and 5 which follow are taken from a fourth year laboratory practical session. HOTS is an online hotel management simulation programme where the students work in teams to operate their 'simulated hotel' online . This module seemed to create the most stressful learning environment for the students as they had to run their virtual hotel in real time and the programme moves forward automatically. As a group, they have to plan budgets, assume responsibility, make decisions and account for their actions. Sometimes their individuality comes to the fore (line 1 in Extract 4 – *where did I get the cost, again*?) yet the collective decision making shares the responsibility. As the lecturer in this case is also the Chef for Culinary Practicals, he is addressed as Chef which is how he is commonly referred to in the College, regardless of his role in this situation.

Extract 4

CLAS.047.01   Y4 HOTS (online hotel simulation programme)

Context: Students (all males) are working as a team around a computer screen

<$NS415> Where did I get the cost again?
<$NS416> Cost of what?
<$NS407> Cost of the marketing?
<$E> Students talking in background. <$/E>
<$NS415> For the cost of marketing?
<$NS438> Yeah.
<$NS416> Team decision. I mean is that what we've done already?

<$NS438> Ask **Chef** where it is?
<$NS416> **Chef** where's the cost of marketing?
<$NS516> In the packet that's on your computer. All the information is there

Extract 5

CLAS.048.01   Y4 HOTS (
Context: These students working on this team are all female native speakers.

<$NS433> Oh my God. That's crazy.
<$NS429> The room rates are like <->.
<$NS409> **Chef we need help.**
<$NS433> Oh my God. That's crazy.
<$NS429> Room occupancy.
<$NS433> Room rates.
<$NS409> Well weekend is down but the other ones are going up

The call for help and guidance in these extracts is obvious. The students are keenly aware that they have much to learn and appeal to their lecturer for instruction. In other situations, the *Mr/Mrs/Miss +* surname forms are the preferred forms of address and reference.   *Sir* is mentioned twice as honorific, both in relation to Sir Rocco Forte (a leading international hotelier) whom one of the students was fortunate to meet while on placement in Switzerland.

This formal use of vocatives reflects not only the students' use of these terms of address which is considered good, and indeed necessary, practice but it is also how lecturers address each other, particularly in front of the students. As an example, at the Staff-Student Liaison Meetings which staff members (faculty and administration) and student representatives from each year attend, all staff are addressed by the title + surname by all those present when a staff member (present or absent) is being addressed or mentioned. These are formal recorded meetings and important in the effective day-to-day running of the College. They provide an opportunity for both staff and students to raise issues needing attention, or concerning the dissemination of various items of information to the students (discipline/attendance issues, recording positive feedback to students and placement issues, for example). The uniform issue, as a practical example from one of these meetings, has been examined extensively in Chapter 5.2. Here are some other examples from those Staff-Student Liaison Committee Meetings which show the variety of issues covered:

Extract 6

CLAS.028.01   Staff-Student Liaison Committee Meeting
Context: NS512 is the Chair and NS432 is the Year 4 representative, Irish female

<$NS512> **Year three**. You're you're you're all on on on track and everything. Can I just say from my point of view all the students in year three who are doing the Food and Beverage Two Project the amount of enthusiasm in displays and that's going on is fantastic. And it's great am it's a great sense of am buzz around the college as well. So that's **that's great so I'd like that to go back to year three**. Right. **Year four?**
<$NS432> Yeah. We have a couple of issues there.
<$NS512> Year four iss= issues and some of them easier than others. Number one.
<$NS432> Yes. <$OL> Whether or not the college
<$NS512> Whether or not the **college hoodie can be be worn as part of the uniform?**
<$NS432> Yes.
<$NS512> And the answer would be?
<$All> No.

        … later on …

<$NS512> Yeah. am for first years and again we will be talking the student group after this meeting **graduation is the highlight of the college year** and it's a wonderful experience to **see what goes into it** am and to see **how it's all put together.** So it's very important that everybody joins in that because **there's huge learning in it isn't there**?
<$All> Yeah.

Extract 7

CLAS.042.0   Staff-Student Liaison Meeting
Context: NS512 is the Chair and NN410 is the 4th year class representative, Indian, male.

<$NS512> … Um year four. Jonas (anonymised name).
<$NN410> Um the just looking at the current market uh like+
<$NS512> The which?
<$NN410> +looking at the **current market placements** are pretty hard.
<$NS512> Yeah.
<$NN410> Um couple of the international students they want to study further. Uh they were just wondering like if they …

Although Extracts 6 and 7 are not directly related to the use of vocatives, they are included here to show

the kind of issues that come up for discussion at these meetings. These examples record the real,

experienced, day-to-day life of the College and each year has different issues that need to be addressed.

This kind of meeting demonstrates the mutual engagement in this community of practice where all

levels within the structure of the institution get to raise their concerns and voice their opinions. As

Wenger (1998: 81) states, shaping and 'negotiating the joint enterprise gives rise to relations of mutual

accountability among those involved'. It may not be an easy meeting for everyone involved as contentious issues need to be addressed and solutions found, but this is how this community is built, all members taking on their responsibility according to their role. The above extracts show that these meetings can be constructive and informative in relation to the issues raised, as well as providing an official space where positive feedback on students' work is acknowledged - the Chair clearly wants that message brought back to the third year students whose work is generating a lot of positive energy in the College.

Returning generally to those meetings and in terms of vocative use, it must be recorded here that at those meetings, staff members and the Chair tended to use first names when addressing the student representatives present or when referring to other students. This follows the behaviour referred to by Goffman (1985: 123) as *frontstage* performance which he describes as 'that part of an individual's performance which regularly functions in a general and fixed fashion to define the situation for those who observe the performance'. The *backstage* performance (Goffman 1985) in this matter, when the staff refer to each other by first names, takes place off record or off camera from the students. It happens in the staffroom, for example, where I would regularly be present, or on all those occasions when staff members would have conversations with each other during the course of the day in the corridor or any other such location. As a participant in many regular staff conversations, I considered this form of informal address more suitable among colleagues and co-workers where such overt formal would not be conductive to collegiality. That is not to say that there were not some occasions when colleagues would sometimes address each other formally; in those cases, it was probably more in a teasing, humorous capacity where professional identities were called into being and fore-fronted for whatever the incidental reason. Alas, such occasions have not been recorded in the CLAS data, but they would have added another inter-textual dimension to the corpus.

To conclude this section, a brief look at vocative use in the corpus data to address groups collectively within the College is discussed here. Table 8.2 provides a summary of three of the most frequent terms of address in the corpus data. The corpus has been examined manually to determine the precise number of occasions when these three terms are used as vocatives.

Table 8.2:   Raw frequency of terms of address for group participants.

Group terms of address	Raw frequency in CLAS	No. of texts	Direct Vocative Function
Ladies and gentlemen	10	8	10
Lads	43	20	35
Guys	265	73	238

The *ladies and gentlemen* vocatives are all used as direct vocatives at the start of oral presentations in class by third and fourth year students. *Lads* and *guys* are terms generally used by the lecturers to perform the vocative function of summoning attention as mentioned above. *Guys* is most frequently preceded by either *okay* (43 times – *okay guys*) or by *you* (54 times – *you guys*). In many cases, these vocatives are used as a classroom management strategy to re-direct the students' attention to the topic in hand, perhaps after a digression or an interactive segment during a lecture; in the more practical sessions, these terms are also used to gather the students around for a demonstration of some kind and then to disperse the students back to their respective work stations. This was evident to me as an observer in context.   In addition, when these terms are used by the lecturers, the serve the function to build community, cement cohesion, provide instructions and guidelines, give feedback, evaluation and support among the student population, all of which elements address the features of the community of practice (Wenger 1998) at Southern College by way of realising the mutual engagement in their joint enterprise. Figure 8.1 gives a sample of twenty concordance lines from the corpus which demonstrates the variety of functions this vocative achieves, many of which serve to address the class as a whole group, particularly summoning their attention and giving instructions.

you go with some colleagues and you guys go check in and check out and
center which I mentioned uh to you guys uh way back ago when uh now
. So get a bowl of cold water pause Guys that pot ye're using for the sauce
. mind the milk it's boiling over. Now guys we have an hour and ten minutes
. Chaef There's Mozzarella mixed in it. Guys, those of you who haven't put
cheese, so make it stringy NS516 Now guys, it's not Brid's responsibility to
. You need to clean as you go along, guys, and keep it tidy, it's how you
it and weigh it at the same time. Okay guys we need to go next door and get
like war zones. Okay in next door, guys, please, quickly. 2/12/09 18
that to see how yeah I need more eggs guys. It's too hard. Get me another fo=
NS516 Everytime you waste something, guys, it's the same as throwing money
a ladle and fill it in with a ladle. Okay guys that chicken is is brown put it into
work. Students talking in background. Guys you can talk a bit louder if you
leave classroom. Sorry before you go guys. Sorry. Sorry. Can I just ask you
Valentine? laughs 30 second pause Guys can you make sure your numbers
is am is somewhere different and the guys did really well how many were
you. Thank you very much. Thanks guys. We appreciate it. Um so what
they use it a lot. I don't know do you guys from China do you use okra? No.
sure it's working. And I want you guys to tell me Let me just find a sheet
. It's it's how you manage it. And you guys managed it very well. You

Figure 8.1 **Sample Concordance for *guys* in the CLAS corpus.**

Hereafter are some specific examples of *you guys* which accounts for approximately twenty percent of the usage of *guys*. They include both lecturers and students speaking and the function of in the examples is explained. Often *you guys* is used to downtone instructions and here too are two examples of the **you need to** directive, discussed in the previous chapter, which is softened by the collective **you guys need to** form.

Extract 8

CLAS.030.01 **Graduation Committee Meeting.**
Context: Lecturer (NS510) is eliciting ideas for the Graduation Ball to be held shortly.

<$NS510> What I want *you guys* to do is start thinking about the day and we're gonna talk through stuff and I want your ideas on how you think it's gonna work.
….. *later on* ….
<$NS510> So what do I need what do **you guys need to** prepare for for instance for tomorrow.
<NN340> List of stuff.   [Chinese, male]
<NN354> These groupings.   [German, female]
<NN340> These groupings.

In this instance, the vocative *you guys* serves several functions, such as a form of collective address, to give instructions, as means of checking for understanding of future tasks, and it is indicative of separate status, **you guys** are in the 'other' group from the speaker.

Extract 9 is taken from individual feedback sessions with two separate groups of students who had collectively made an oral presentation in class. The **you guys** refers to all the team members of their particular group. This consolidates the two student groups' identity as their own inclusive in-group, separate from other class members and groups, and also from the lecturer. The lecturer presents positive institutional feedback to both groups on their performance.

Extract 9

CLAS.016.01   Y4 Feedback on Oral Presentations in English Language Class.
Context: Lecturer (NS507) is giving feedback to a group of students who have made an Oral Presentation. The student (NN411) who provides the interactional feedback is a Russian female.

<NS507> It's not having the problem. Technology fails.
<NN411> Hmm.
<NS507> It's it's how you manage it. And **you guys** managed it very well. You managed it very well+

 Feedback to another group who had made their presentation in class also.

<$NS507> +yeah. Um I thought the idea that *you guys* created a website was excellent. I put your teamwork as being excellent actually and the structure of it was very good.

Extract 10

CLAS>018.13   Restaurant Service Practical for first year students
 Context: Lecturer (NS510) is speaking about positioning chairs properly in the restaurant.

<$NS510> So I'll let **you guys** work out that.

The lecturer has explained how to do something, there had been a prior discussion among students about the correct procedure to achieve that outcome. The lecturer leaves them to work it out themselves, he does not address any one student individually but addresses them collectively as a group, **you guys.** Positioning chairs around a dining table is not a difficult task in itself, the difficulty arises for the students in doing it to the required, precise high standards. This action can be described

as a legitimate peripheral participation learning experience (Lave and Wenger 1991), a somewhat low status task but with high status value in performing correctly.

Extract 11

CLAS.070.01   Y3 Entrepreneurship Lecture
Context: The lecturer (NS506) is concluding a topic in the lecture and advises the students to take notes of the main ideas.

<$NS506> it's **probably about** three or four points there **you guys need to** take them down. Make sure you get them down **okay**

This is a big group of students attending this lecture where major points of information have been discussed. The lecturer strongly advises students to take notes and he addresses them collectively as **you guys**. The learning situation is evoked and the asymmetry in knowledge is apparent; he is the expert providing the knowledge and guidance to the novices. Nevertheless, he employs some hedging devices and approximations (**probably, about**) to downtone the threat to students' negative face (Brown and Levinson, 1987) inherent in the directive **you guys need to**. Moreover, **okay** further appeals to solidarity and mutual engagement in the joint enterprise (Wenger 1998), referencing both teaching and learning in a context where **you guys** mitigates the roles and status of all those present.

Extract 12

CLAS.086.01   Y3 student reporting on Y2 Placement experience, Indian male student.

<$NN749> Good morning to you all. Um I'm (his name) as **you guys** remember me.

… he concludes his presentation as follows …
<$NN749> Anymore questions or anything **you guys** want to ask. Go ahead.

This student introduces himself at the start of his presentation. This is at the beginning of the third year and the students have been apart from one another for the previous year on professional placement in hotels. Now that they are all back on campus again, he is activating their memory of student solidarity and familiarity by addressing them casually as **you guys,** and similarly at the end of his presentation. He is clearly marking his membership of the collective in-group, that is the student group, and he does not address or seem to include the lecturer in his presentation.

Comparative use of the terms *guys* and *lads* in the LCIE corpus (Farr *et al*, 2004) indicates that *lads* is used much more frequently there: *guys* has a raw frequency of 72 in 42 texts while *lads* has a raw frequency of 316 in 94 texts. This is quite a reversal of vocative use in a different corpus which also records Irish English. In both corpora, these two forms are not used by participants to indicate a gendered grouping, in other words the terms are used to address males only, females only and mixed groups. Females frequently use *lads* to indicate females only and it is the more common term. Why then does *guys* have a much greater frequency in the CLAS corpus? Perhaps it is viewed as a more international term of address and, as such, it might be considered more appropriate in the context of Southern College where half the student population is not Irish. Moreover, many of the Irish students do not come from the region where the College is located, they come from all over the country and *lads* seems to be a more localised term of address in the region. In addition, *guys* seems to be part of one or two lecturers' individual idiolects.

Not surprisingly, the students too use the terms *guys* and *lads* when making oral presentations in class to address each other as audience and to show solidarity, as indicated in the last extract above. There are occasions, however, when students choose adopt a more formal approach and refer to each other by first name + surname, for example when the first speaker is introducing the team; in some cases they use their own first name only and first name + surname for their team members or a combination. Extract 6 here is an example of a combination of name identifiers taken from a fourth year presentation. The lecturer (NS512) has just called on the next group of students by name to come forward and present, noting that 'John' was *in absentia* but that there would be a video link to him during the presentation. The speaker's opening remarks and introductions are included below.

Extract 13

Clas.046.02   Y4 International Human Resource Management (IHRM) Presentations

<$NS435> How are you? Ah you're very welcome. Ah as you see today we're gonna do+
<$E> Students talking in background. <$/E>
<$NS512> Ssh.
<$NS435> +a presentation on the globalization of HR uh <$G2> uh prepared by **myself** and uh **Fearghal** and uh **Mr** John (surname) unfortunately there was a problem with video conferencing today and **John** can't join us from London. However we will continue without him.

The speaker here is male who, oddly, does not identify himself to the audience as is part of the usual style of presentation openings in the CLAS corpus; however, he does use three forms of identification for his two team members. He uses first name only for the one who is present and who is visible and known to the audience. This establishes a relational proximity and task-based orientation between them. Next, his change of address style using title (**Mr**), first name and surname for his absent team member (who is also known to the rest of the class) is curious. Why the formality, one can wonder. There may a number of possible interpretations. Perhaps it is indicative of the physical distance between the speaker and the referent but it may also be an effort by the speaker to establish the absentee's credentials in regard to his participation in and contribution to the assignment. The speaker may be positioning himself in his professional role as presenter on behalf of his team and therefore accords the formality of Mr + first name + surname to his absent colleague. Why then did he not treat the team member who is present in a similar manner? It is also speculative to suggest that the absentee is in London on official College, or College sanctioned, business, a factor that all those in attendance would probably be aware of. The speaker in naming him in this way may have a mind's eye picture of his team member and class mate in a hotel in London, for example, and such a setting triggers an automatic formal form of address in line with established industry norms and professional etiquette. This initial identifier is then juxtaposed by the subsequent use of the informal, more casual first name reference, *John*, which is no doubt what the speaker would usually call his fellow student, and a reason for his absence, video-conference failure, is provided. As final year students with only a few short weeks left in the College, the speaker here may already be positioning himself (Goffman 1959) into his future role as a hotel manager using the appropriate discourse accordingly. This extract demonstrates the flexibility of forms of address and the agility and appropriateness with which speakers may orient themselves and their audience to participant identities in any given situation.

There was one other such occasion that warrants mention here because of the way the student introduced his team member. Extract 14 below is interesting for a number of reasons but it must be appreciated that this presentation takes place also at the very end of the academic year and these fourth year students are about to finish their programme at the College. Nonetheless, their presentations form part of their module assessment and the delivery is an indication of their overall professional presentation skills. This extract demonstrates two aspects of forms of address – the identification of self (the presenter) and the identification of others – principally his team member but also referential identification of the intended audience. As a fourth year student in the College with the end of his academic formation in sight, the speaker is thus performing in his future anticipated role as manager in a hotel and addresses his future employers. The important pragmatic function that pronominal deixis

achieves here is essential in this context as the speaker projects himself outside the immediate environs of the College classroom and into the future world of a hotel boardroom; he makes his presentation accordingly.

Extract 14:

CLAS.077.01   4th Year Hotel Management Information Systems (HMIS) Presentations
Context: The brief is to evaluate two Property Management Systems (PMS) and two Point of Sales (POS) systems and present them to the hotel's management team. The speaker is male and Irish.

<$NS428> Okay. Hi everybody. <$=> **I'm** here </$=> **My name** is Robert and **I'm here** with **my assistant** Fearghal and uh a couple of weeks ago **we** received an invitation for a proposal as **I** believe **you're** in the market looking for a new PMS and POS system.

The choice of language in this fourth year presentation deserves a brief analysis. The opening greeting is quite casual with the 'hi everybody' as he introduces himself by his first name only. However, to refer to his team member as his 'assistant' is intended to create the notion for the audience of who really is the boss in this circumstance and who takes the leading role in this group. Is this insinuation intended merely for the general audience of his classmates, who, knowing him over four years would be very familiar with his character and personality, a power-play among co-status students; or is he attempting to present himself as the stronger party in this task for the benefit of the lecturer in an attempt to impress? As the only speaker of the two in this presentation, he assumes responsibility and authority for the task. He does acknowledge his partner's role albeit in a rather subservient, passive way by including him in the 'we received' but this is immediately followed by the returned focus onto himself as the main actor in this event, with the 'I believe' foregrounding himself as the performer here. This opportunity to project himself in a positive, active, authoritative frame is seized upon and is accomplished by the verbal depreciation of his team member's status vis-à-vis his own. Extract 10 provides the conclusion to his presentation, note that speaker <$NS505> is the lecturer and assessor.

Extract 15

CLAS.077.01   4th Year Hotel Management Information Systems (HMIS) Presentations
Context: Group presentation with Irish male student speaking (NS428), same as Extract 14.

<$NS428> …They're in **your** report but this is **our pitch** for **you** today. **We** hope **you** enjoyed it.
<$E> Clapping. </$E>

<$E> Talking in background as next group gets ready for their presentation. </$E>
<$NS505> There's no extra points for scoring. **There's no extra marks for scoring points off your colleague <$->.**
<$NS428> **What**? <$E> **laughs** </$E>
<$E> **group** laughter. </$E>

Here the speaker presents himself in full managerial mode in this hypothetical hotel. He concludes by way of reference to the '**your** report' that he has provided for the management team containing the proposals, thereby completing the illusion that he is in fact in a boardroom somewhere. He uses the typically business term, **pitch**, in relation to the options he has outlined during his presentation. He does remember to include his team member in the choice of '**our'** and '**we'** in his closing remarks.

Nonetheless, the jockeying for position and status, combined with the initial manipulation of his team member's contribution do not go unnoticed by the lecturer. He feigns surprise but concedes, as indicated by his laughing, and in fact the whole class is well aware of his machinations and they too laugh wholeheartedly. The lecturer's comments serve to bring him back to the reality of where he is, in this College, participating in an academic assignment as part of a team. This offers an interesting 'insider' moment within the community because it evokes the in-group of the College community itself as opposed to the, for the purposes of the assignment, hypothetical outsider group of the fictional hotel management team as clients. Here, perhaps for one of the few remaining occasions for these final year students, they are reminded that their immediate community of practice includes all the students, presenter, team member and fellow students as audience, along with the lecturer in this environment of learning. Soon they will disperse but their solidarity and cohesion are marked by the fact that they can all enjoy a laugh together, even if at one another's expense. This then leads us to consider in the next section how the concept of humour functions in an academic context and within this particular community of practice.

8.4   Humour in workplace and academic contexts

A common understanding of humour is that is something which provokes amusement and laughter. A remark may be regards as funny, witty, sarcastic or satirical and can provoke laughter as a response. As a genre, jokes tend to funny and humorous. Lippit (1994: 147) uses humour as an 'an umbrella term' to include all these categories. However, while humour is a universal phenomenon, the practice of humour is not; instead it is very much contextually and culturally bound. It is, therefore, a subject area that has

been investigated by numerous researchers in a variety of contexts and locations (Holmes and Marra 2002, Holmes and Schnurr 2005, Nesi 2011, Holmes, Marra and Vine 2010).

Nesi (2012) and Watson (2014) have separately reviewed what are the three commonly-held theories in relation to the study of humour which are the *superiority* theory, the *relief* theory and the *incongruity* theory. The superiority theory holds that we find humour in the misfortunes of others, for example the proverbial 'when someone slips on a banana skin'. The relief theory of humour says that we laugh to release emotional or psychic tension and this produces pleasure, we are relieved that it was not we who slipped on the banana skin. The incongruity theory proposes that there are two frames, or 'scripts' as Raskin (1984) calls them, operating at the same but in conflict with each other, thus the juxtaposition of our schema for someone walking which does not correspond with our schema for banana skins and this incongruity presents the humour.

An understanding of 'face' as per Brown and Levinson's (1987) politeness theory is fundamental in any discussion of humour. They presented their model of politeness as consisting of 'face-wants' which interactants attribute to one another in interaction. These are termed positive face and negative face which are realised through a variety of linguistic strategies between the speaker and the hearer: positive face is understood as speaker's desire to be liked and be approved of, while negative face reflects the hearer's desire to be left free to act as he chooses.

Politeness strategies in social interaction through language include both positive politeness strategies and negative politeness strategies, each with numerous options. Positive politeness strategies include claiming common ground with the hearer, noticing the hearer's interests, wants and needs, using in-group identity markers such as address forms and language (dialect, jargon or slang), seeking agreement, avoiding disagreement by hedging opinions, using jokes, conveying that speaker and hearer are co-operators, expressing concern for hearer's want and, give or asking for reasons. Negative politeness strategies are equally numerous and include: be direct, don't presume/assume, question and hedge, minimise the imposition, indicate reluctance, give overwhelming reasons, replace I and you pronouns by indefinites, point of view distancing, redress other hearer's wants and go on record as incurring a debt or as not indebting the hearer.

While all these politeness strategies are at one's disposal, Bargiela-Chiappini (2003: 1463) states that face is more than just the mere verbals (verbal behaviour) which confirms Goffman's view that face is

'a presentation of self which has required emotional input' before one can present it to the outside world.

In terms of the functions humour, as an element of politeness, different researchers have looked at it in different ways. Martineau (1972) outlines three broad functions: consensus, conflict and control. Hay (1995) similarly proposes three functions but refers to them as relating to solidarity, power and self-defence. Ervin-Tripp and Lampert (1992) proffers four dimensions of humour's function as equalising, defending, sharing and coping. There is overall broad agreement that humour functions in our interactions as a way of establishing agreement and group cohesion, as an expression of conflict and how we defend ourselves against attack, and how we use humour to control a situation and establish our personal power.

Holmes and Marra (2002: 70) present humour as multifunctional; it has two distinct elements, it can be reinforcing humour or subversive humour. Reinforcing humour works to confirm existing solidarity relationships and power relationships. In this way, it highlights commonality of experiences, relieves tension, assists problem solving, reinforces power and solidarity, facilitates the implementation of decisions and, by downtoning power structure, it helps to create harmony and move things forward. Subversive humour on the other hand, is used by subordinates to challenge these positions of authority, it operates as a subtle strategy to challenge the status quo but not overtly so. In so doing, subversive humour can be used tactically to limit risk taking and exposure, it can be used to criticise others and to resist decisions. Kotthoff (2006) concurs with these functions that humour can be both a mechanism for reinforcing solidarity and at the same time subversive. She contends that a joke is funnier if one likes the choice of target.

8.4.1   Humour in practice within this community

Holmes, Marra and Schnurr, among others, are prolific authors on workplace discourse and much of their work centres on topics of identity, leadership, power, gender, politeness and humour in the workplace. In a discussion on politeness, power and provocation in the workplace and how humour functions under those headings, Holmes (2002) states that:

> Humour is always intended to be amusing, but it may also serve a range of more complex functions in the workplace. Humour generally creates and maintains solidarity or collegiality; and it may hedge or attenuate face threatening acts such as directives, and

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negatively affective speech acts such as criticisms and insults. In all these functions humour contributes to social, cohesion in the workplace.

(*ibid*: 179)

As explored in the previous section and summarised by Holmes here in relation to the workplace, let us not lose sight of the fact that *humour is always intended to be amusing*. Without any great knowledge of politeness theory or concepts such as positive or negative face threatening acts, the average person in the street regards humour first and foremost as an occasion of mirth, laughter even, something to be enjoyed and shared. The community at Southern College is a workplace for many of the CLAS corpus participants within the structure of an academic institution (the students too can be viewed here as operating within their workplace as their 'job' is to be a student) and many of the aspects of humour discussed above apply here.

In this section, a number of instances of humour from the corpus data will be examined under the headings of initiator and audience, the purpose and effect of the contribution and how it succeeds. The extracts have been chosen from ethnographic field notes and marked during my participant-observer role during the recording events. There are no identifiably frequent lexical items that could be used in order to search the corpus. The extralinguistic features of *laughs, group laughter*, or *all laughing* in the transcriptions are too numerous and scattered throughout to be of much value in search for humour and humorous incidents. Humour is very context-bound but the emic perspective here is shown to be very useful. There are only a few occasions of the humour being co-constructed among participants; most of it tends to be monologic and situational. Many of the extracts are also anecdotal in nature but ones that the audience can relate to very closely in terms of their own identity, as often the variety of the speakers' and the audiences' identities are called into focus.

The first two examples occur following the English Oral Exams for two students, one a 4th year student, the other a 1st year student, and the participants in both extracts are reviewing the students' performance. While these extracts are not samples of humour *per se*, they function as a way of introducing the role of humour in College interactions and demonstrate how that awareness is a feature of students' personalities and is observed and commented upon by the lecturers; in these two instances, the interaction and commentary is between the lecturers themselves.

Extract 16

CLAS.081.04   English Oral Exam for 4th year students

Context: The student, Chinese, male, has left the room. The language teacher and assessor (NS508) is reviewing his performance with the external examiner (NS523)

<$NS508> Yeah. Yeah. <\$=> In class he's um <\\$=> He's not a **joker** but you know he'll make **jokes.** He's very nice.
<$NS524> Yeah. Yeah. Yeah. Yeah.
<$NS508> He's nice. If something **funny** comes up he'll make a **joke** about it.

Extract 17

CLAS.066.04   English Oral Exam for 1st year students

Context: The student, Indian and male, has left the room. Present are two English language teachers (NS508 and NN509 (note, a non-native speaker) and the external examiner (NS524) who are reviewing the student's performance.

<$NS508> Yeah. At least he was prepared.
<$NN509> Yeah.
<$NS524> Yeah. He definitely put a lot of work in. Um…
<$NS508> It's quite funny how he got nervous because normally in class he'd be **cocky**+
<$NN509> Yeah.
<$NS508> +yeah. In a funny way. Not in a <$G1> way.
<$NN509> <$G4> presentation as well.
<$NS508> Yeah. That's true. He'd be the **joker** in the class.
<$NN509> Yeah.
<$NS508> Never in a **smart** way.
<$NN509> Yeah.
<$NS508> Just…
<$NN509> He seems like a **nice guy.**
<$NS508> He is.

These extracts show that the teachers clearly know their students well and as individuals. In Extract 10 particularly, it is evident that both teachers have taught the student and know him well as demonstrated by teacher NS508 commenting on his obvious preparation for the Oral and the response tokens *yeah* in lines 2, 5, 9, and 11 from the other teacher. They remark on how nervous he became in the exam setting which is natural for any student, one would have thought, but the 'it's quite **funny** how' indicates that the teachers did not expect him to be so nervous; 'funny' in this context does not mean 'hilarious'. This contrast with his normal *cocky* behaviour in class shows that they know him quite well and that, as a first year, he has already established an identity within the College community that marks his out as being '***the joker in the class.*** They both agree, though, that he is a ***nice guy.*** So, a person's ability to be funny is a mark of individual identity that shapes the perception of others within the community. Within this community of practice, individual personality traits are noticed and this student's 'nice guy' image is deemed to be a positive attribute in this industry where a sociable nature is valued.

While there are a number of examples in the corpus of participants saying *'you must be joking'* or *'no, I'm only (*or *just) joking'* or *'it's beyond a joke'*, there are very few occasions when someone deliberately sets out to be funny and tell a joke. Here is one such incident when a 4ᵗʰ year student begins an oral presentation with a joke.

Extract 18

CLAS.046.02   International HR Management Presentations by 4ᵗʰ year students
Context: The speaker is Russian and female. The topic is the globalization of Human Resources which is based on an article by Sparrow (listed in the bibliography). She is the first of the team's three speakers which includes a German male and a Chinese female, who also present. This presentation precedes the one mentioned above in Extract 6.

<$NN411> To begin <$B> wiss|with </$B> **I** would like **you** to have a look um uh on a few jokes related to Sparrow's work. **One joke** <$E> laughs <$/E> **one joke** uh <$E> laughs <$/E>+
<$All> <$E> group laughter <$/E>
<$NS512> <$E> laughs <$/E>
<$NN411> +was taken from <$B> ze|the </$B> uh uh expatriate community website. So what <$B> ze|the </$B> difference between ex patriot and Boeing 747?
<$E> Students talking in background. <$/E>
<$NN411> The 747 stops whining once it reaches its destination.
<$All> <$E> group laughter <$/E>
<$NN411> So <$B> zat's|that's </$B> uh **back at home we** are saying <$B> zat|that </$B> in every joke <$B> zere|there </$B> there is a grain of truth.

Although the joke is not her own, the speaker uses it successfully here as indicated by the transcribed 'group laughter' and 'laugh' comments. At the mere mention of **_one joke_** the audience, both students and lecturer, joins in in the laughter even though they have not heard the joke yet. They recognise the inherent cohesion and bond-building function of a joke and the speakers' use of pronouns (**I** and **you**) in the opening directs their attention to and confirms this fact. Thus the joke functions on a number of different levels: it breaks the ice for the presenter who may have been feeling nervous at the start of a presentation; it elicits a positive response from the audience in terms of their attention and participation to what she is about to say; it establishes common ground with the audience; it draws on their shared knowledge of the journal article that all of them had to read as an academic resource on which this assignment is based; it establishes their academic status of engagement; and as a topic it projects them out of the classroom into the world of international human resource management as a feature of their chosen global industry and their prospective roles in it. These are fourth year students nearing the end of this part of their academic career and their individual personal identity is shaped by their own

projection of themselves into their future careers and how aspects of human resource management may become a genuine issue in their working lives. Academically, these oral presentations provide a learning opportunity for the students, they learn from each other and each individual interpretation of the same material. Together they engage with the many components of their lives in the College to build their own identity as future hotel managers. The students', and particularly this speaker's, interactional 'footing' (Goffman 1979) on this occasion demonstrates what Jakobson (1975) referred to as 'shifters' wherein the focus shifts from the topic under discussion to the interactional participation of those present and this is achieved through the use of deictics and, in this case, also laughter. It is very interesting to note also that the speaker, having told the joke, invokes yet another identity, different from the one shared with her audience. She refers to her identity as a Russian with the words '***back at home we'***; which is not just her individual identity but her collective national identity shared with her compatriots. Ironically, she herself is an 'expatriate' living in Ireland but she is not outside of or an 'expatriate' within the specific community of practice that is Southern College. Her joke then serves to validate the multitude of identities that an individual has and can shift between in their interaction with others. Indeed, the 'expatriate' mention foreshadows an additional possible future identity for many of her classmates. Here the speaker and indeed the audience are inhabiting their specific community of practice (Wenger 1998), they have moved in from the periphery of that community where they began as uninitiated novices in first year progressing towards a more central position within the College community and onto the wider external community of international hotel managers.

The next three examples are instances where the initiators of humour are students, like the one just mentioned. They all occur in student presentations with their fellow classmates and their lecturer present. One of the objectives of their second year placement is to enable the students to get as much practical experience as possible. They are encouraged to move from department to department in the hotels. In most cases students do get a broad range of work experience as they work in the Food and Beverage department (restaurant and bar) and the Accommodation department (housekeeping and room service) and occasionally Front Office (check-in and reservations), rather than the backstage administrative departments.

Extract 19

CLAS.088.01   Third year students presenting on their 2nd year Professional Placements abroad
Context: An Irish female student is representing on her experience in a hotel in Lausanne, here referring specifically to food and beverage services

<$NS704> and then um learn about different like service styles and wines and cheeses cause in like they're really into their **cheeses and stuff** and I didn't I didn't really know anything. It was <$E> laughs <$/E>+
<$E> **group laughter** <$/E>
<$NS704> +it was all a cheese but I went over and we had to learn like the French cheese Swiss cheeses **smelly cheeses**. <$E> laughs <$/E>
<$E> **laughs** <$/E>
<$NSF4> All the different ones and then um like wines and stuff like what are good wines

Extract 20

CLAS.088.01   Third year students presenting on their 2ⁿᵈ year Professional Placements abroad
Context: Another student in the same recording event recounts her experiences of working in the Accommodation Department of a hotel in Geneva. She too is Irish, female and twenty years old.

<$NS730> Room service was okay. It was a bit um it was a bit strange like **you'd be coming** up in the morning and knocking on the door and **he'd** come out **in his boxers** or something and you're like okay.
<$E> **laughs** <$/E>
<$E> **group laughter** <$/E>
<$NS730> But like you just had to be **professional** all the time.

These are two examples where the humour functions to confirm solidarity and group membership. It serves to forge group intimacy as the audience can identify with these situations and appreciate the experience. In Extract 12, the student audience is laughing perhaps nervously and conspiratorially as the speaker acknowledges her lack of knowledge on the subject of **cheese** where she uses the vague category marker **and stuff** in an effort to downplay her ignorance. The other students can appreciate this lack of knowledge and they can even anticipate that **smelly cheese** might get a mention as a familiar description of some foreign cheeses within their linguistic repertoire and experience. Being greeted by a guest **in his boxers** when delivering room service also provokes laughter, no doubt of the nervous kind but in sympathy with the speaker. The speaker uses the **you'd be coming** and **he'd come out** structure to emphasise the habitual nature of such an occurrence, so the speaker always had to present a professional demeanour in those kinds of circumstances. The next two extracts are also taken from third year presentations but both these occasions are group projects and graded assignments

Extract 21

CLAS.036.01   3ʳᵈ Year Student Presentations on Business Information Systems (BIS)
Context: Students present in groups, the brief is to research three different companies online and assess their websites. Here the Irish male student presents on behalf of his group and while he is speaking in this extract he moves from one company to another.

<$NS333> … you get to see absolutely everything about the hotel. Very quickly. <$=> It loads </$=> **It did load quite quickly before**.
<$E> **Everyone laughs**. <$/E>
<$NS333> Am but it's still even like that you have … it's still very easy to use. …
[he moves on to talk about the third company]
…. um the first reason though it's going to take a few minutes to load. This is the first reason why we weren't impressed with it at all is that **you'll actually spend your youth just waiting for it to load and** when it does load now it still hasn't loaded um but when it does load it's quite confusing.

Extract 22

CLAS.083.02   3rd Year Accommodation Management Presentations
Context: This team has four Irish male members and all present. They had to visit the hotel and present a report describing the current departmental situation of the Accommodation Department and suggest what changes they would implement if they were the Accommodation Manager. The hotel in this specific presentation is an exclusive 5-Star Hotel.

<$NS325> …The public areas are filled with ah wide range of antique furniture and even during the interview we were sitting at a table that was worth almost twice this place <-> can't be replaced very hard to repair. You can't repair it.
<$NS310> They told us **if we broke it we'd be working there for five years to pay it off**.
<$E> general laughter <$/E>

Problems with the technology, not only *in situ* during the presentation for the student in Extract 14 but also with the website of the company they had researched, instigate the laughter, or not, in this instance. These presentations required the students to go online in real time and access the websites of the companies they had researched. In the first part, the student audience sympathises with the presenter because he was able to download the website quite quickly earlier, except he now seems to be having difficulties. So, their laughter then confirms solidarity with his plight and encouragement to continue. However, when he experiences even worse difficulties and much slower access to the third company's website, which is why his group was not very impressed in the first instance, his humour quip about spending **your youth just waiting for it to load** does not provoke any laughter or even indications of sympathy from the audience. His failed humour attempt thus distances the presenter from the audience despite his effort to make a joke of it. For the moment, he is no longer a member of their in-group and has to recover on his own. Extract 15 is clearly a comment that provokes general humour and student audience can appreciate the hyperbole, even if it reported speech from the interviewers.

The next extracts refer to specific lexical items in the shared repertoire of this community of practice. Both instances are initiated by the lecturers.

Extract 23

CLAS.053.01   English language class for 1ˢᵗ year. Lecturer is revising French Culinary terminology
Context: Lecturer is revising French culinary vocabulary. Student responding is Korean, male.

<$NS507> …Remember this? Remember these? We did these. What's that?
<$NN125> **Purée**.
<$NS507> Thank you. Purée. <$E> **laughs** <$/E>
<$NN125> Yeah.
<$NS507> **If you had kids** you'd know exactly what it was. <$E> **laughs** <$/E> What are those?

Extract 24

CLAS.091.01   3ʳᵈ Year lecture on Law, the topic is Tort
Context: The opening slide on the lecturer's presentation shows a picture of a raspberry 'torte' (French word for tart)

<$NS525> Okay. As you can see here, I got a bit of a thrill out of this last night. Am, putting on a picture **of a raspberry torte. Am, just because I felt that it was an appropriate joke for a Hotel Management College**. But basically, just to try and **lighten things a little** because as you know, with contract law it was pretty rigid and there weren't too many pictures I could put in. So anyway, basically, all we're doing is looking at the law of Tort.

In both these instances, the lecturers are trying to '**lighten things a little'** with comments from their own lives to personalise the content of the class. In extract 17, the lecturer calls on her parent identity with the '**if you had kids'** reference but it does seem to be lost on those young first year students, so she moves on. The recording continues with a revision of many French culinary terms which these students are expected to know, not only in preparation for their exams, but also as an intrinsic element of the shared repertoire of this community of practice (Wenger 1998). Extract 18 shows another side of the lecturer's personal identity, that of the professional teacher who goes to great lengths to prepare her work for the students. She is aware that a common perception among the students is that the module on Law is not the most exciting topic, yet it is part of their professional and academic education. This lecturer has made a tremendous effort to personalise, enliven and make memorable the content of what she is about to talk about – the law of Tort. Coupled with the tempting, visual image of the raspberry torte on screen, using the play on words in this instance is very effective and stimulating. Nesi (2012) expounds on wordplay as one of the strategies lecturers use to elicit laughter in their lectures. Yet, here, as the transcription shows, no such laughter was forthcoming. However, as observer participant at the recording, I can attest to the fact that students took note and were impressed that

the lecturer had taken such trouble to make a joke out of the topic for them. It was definitely a visual joke, not verbal, and the sense of satisfaction in finding such a suitable image was worth the lecturer's personal time.   This kind of incident strengthens the bonds and builds rapport between the lecturer/expert and the student/novices in addition to modelling high standards of professional and academic identities.

Extract 25

CLAS.091.02   3ʳᵈ year lecture on Tort, as above in Extract 17,
Context: The recording is the second part of the lecture, following a break. There is quite a lot of interaction taking place in both lectures, lecturer asking questions, students answering, asking their own questions, discussion among students. The speakers are the lecturer NS525, NS723 is an Irish male speaker and NS712 is Irish and female.

<$NS525> a seven-year-old child who brought a lighted piece of paper in to a hay barn and ah, unsurprisingly, the whole thing went on fire, am, and he was actually, prosecuted is not the right word, but sued under Tort. Now, I don't think he could have been able to pay the money. I mean, obviously, a child has no...
<NS723> **He'd better get a paper round**.
<NS712> To be honest, they're not, they're not developed.
<$NS525> Well you see, the the argument is that at seven you are developed enough to know about a Tort.

In this instance, the student (NS723) has interrupted the lecturer with what may be considered a witty remark but there is no response to that attempt at humour from anyone, not the lecturer nor any of the students. Another student (NS712) immediately joins the interaction but with a serious comment of her own, she ignores the previous one and the discussion moves forward to consider whether or not a child of seven is legally responsible for his actions and can therefore be sued under Tort. This lack of response to the attempt at humour is interesting; perhaps it arises out of the fact that the issue being discussed is very serious – a child setting fire to a hay barn and the owner seeking compensation. Here the incongruity principle of humour (Attardo 1994) is applicable but the exchange fails to create humour in this instance. There might be the possibility that speaker NS723 is known to his class as having a frivolous, or perhaps sarcastic, side and the others may have chosen to ignore his comment. This attempt at humour is student initiated and these students are in third year so, although it failed, it still indexes a movement from the first-year novice status to being more 'in' the community and thus with the freedom to try to crack a joke.

In most instances the lecturers are the initiators of the humour events. The following extracts show where the individual lecturers reveal aspects of their identities by using personal anecdotes. Generally, these are received with great interest and laughter by the students. They present a peak into the lecturers' lives who primary identity they know and encounter within the College community of practice. There is always some relevant pedagogical import behind these stories or some kind of rapport building effort in telling these stories.

Extract 26

CLAS.094.02   4ᵗʰ Year Strategic Management lecturer.
Context: The lecturer (NS516) recounts two incidents from his own personal life. The first one is in relation to the tourist travel experience. See Appendix 10 for full corpus transcript of these incidents.

<$NS516> **I told you the story about my own experiences going to Rome**. Flew into the main airport the Leonard Da Vinci Airport …. so three and a half hours by the time we got to where we were staying it was uh twelve thirty at night and not a pleasant pleasant experience. **Let's put it this way it was all picture and no sound in the car between my wife and myself+**
<$E> general laughter<$/E>
<$NS516> +because we had she was trying to navigate and I was trying to drive and I actually had a **satellite navigation system** and then what I did I was so paranoid about getting lost that once we found the bloody place then **I put that in as home on satellite navigation device …** and a funny incident then two weeks later I was back in Ireland I was up in Dublin I was coming out of Dublin one night and I put it to **home**+

[here he recounts how the SATNAV device was guiding him across the Irish Sea to his '**home**' in Rome – to great general laughter. He winds up this story by referring back to the tourist experience and then moves straight onto the lecture topic]

<$NS516> … so getting lost is not always a pleasant experience when you're on holidays. Okay. So are there particular **symbols of the organization**. So have you symbols within the hotels? Yes you do.

        …Later in the same lecture, he tells them another story, as follows …

<$NS516> And in talking about **customer service** I don't know **did I ever tell you the story about the fellow** that brought back two shirts to me that were **thirty years old**?
<$All> No.
<$NS516> I was working in the department one day and this fellow arrived in with two shirts and an umbrella and he wanted to return them. Now this is where **culture** comes in to play in a big way 'cos I'm from Ireland … American culture all about the customer and being nice to the customer

[The lecturer uses this anecdote to illustrate the difference in culture in handling a customer situation and in the telling there is great laughter from the students again. Again, he truncates it and resumes the lecture topic]

<$NSM1> Yeah. Anyway we're we're running quickly out of time. <$=> So what are the core <\$=> <$=> How <\$=> **What do the core beliefs then of the organization reflect?**

In exposing his own personal identity in these situations, the lecturer is modelling a certain professional behaviour for the students, that is, that it is acceptable practice to illustrate a concept or a point with a relevant anecdote. These stories reflect tourist travel experiences, customer service and culture, all topics which are pertinent to future hotel managers. In the following extract, the lecturer invokes national stereotypes but puts a personal twist on his experience, much to the amusement of the students.

Extract 27

CLAS.090.01 4th Year lecture on Environment and Economics of Tourism
Context: The lecturer (NS514) recounts a personal anecdote illustrating the nature of stereotypes which is a subject which receives a lot of attention especially in other 4th year lectures such as IHRM.

<$NS514> But you know, **first impressions** last. <$=> For a long time, am <\$=> and I remember when I was **seventeen** and I went to Belgium. I was asked by a Belgian person, "You must live in fear every night?" okay, and I said "Well ya. **My father has a temper like**, but other than that <- > **am, no**. <$E> **group laughter** <$/E>. <=> They associate <\=> no but but **my point is,** okay, **they associated**, am, me being from Ireland with as in me being from Northern Ireland.

…Later in the same lecture, he is talking about the psycho-dynamics of tourism behaviour ….

<$NS514> The psycho-dynamics of tourism behaviour, okay. Don't use that in the (name of a local night club) because **you'll probably get a slap**, okay. <$E> Group laughter <$/E> <=> Now the article <$/=> sssssh, the two articles

In the first section, the lecturer relates a story about a personal experience he once had. Young and abroad, possibly for the first time, he was asked about living in Ireland at that time. Many of the students in his class are also abroad from their own countries and perhaps they can empathise with him from their own experience in terms of the associations people make about various nationalities. His response about his father is quite unexpected and aligns with the incongruity theory about humour (Attardo, 1994) which provokes group laughter. However, this lecturer quickly uses the anecdote to illustrate the point of the story and the topic of his lecture with his '**my point is, okay, they associated'.** Here humour serves to establish and build rapport with the students, he projects himself back in time when he was as young as, in fact younger than, than the students in front of him. His identity in this story is far removed from that of the lecturer standing in front of the class. Yet he uses the strategy of a personal anecdote to show a certain universality of experience (stereotyping) as he encountered it back

then and in this way he endeavours to strengthen the rapport between himself and them. In this way, he creates an in-group with the students. The second part of this extract indicates present time and the reference to the local night club reveals that, although his prominent identity in this particular community of practice is that of lecturer, his knowledge of the students' world extends beyond what their lives as students are and the confines of the College. Advising them not to use pedantic terminology in a night club is no doubt good advice and he can predict the response they would get – **'a slap'**. Here the students can immediately imagine themselves in the familiar night club surroundings and their immediate laughter acknowledges the accuracy of what would happen. In this incident, humour does function to separate the two groups – although they all share the same in-group as members of the community of practice within the College, as a lecturer he is not part of their in-group as students and especially so not as students outside the College.

Students too can initiate humour events in this community as presented in Extracts 11 and 12 above. Those events, however, occurred in mainly monologic turns. Sometimes the humour can emerge in more interactive sessions where there is closer participation between the lecturer and the students. The following example is a point in question. It takes place during wine tasting session with a group of sixteen first year students and the Restaurant Services lecturer and two events are recorded.

Extract 28

CLAS.064.01   Wine Tasting Session for 1st year students.
Context: This recording took place very late in the day starting at 4.30pm. The group of sixteen students are tasting only white wines on this occasion, Chablis Premier Cru in the first section and a Riesling in the second section. The interaction is less formal and less pressurised than in the typical Restaurant Service Practical with the same lecturer (NS510). Two male students participate – NN150 is Finnish, NS107 is Irish.

<$NS510> And then **fruit aromas** in terms of **smell** what do you get from this wine? So when you smell this wine what are you smelling? And this is where people get a little bit lost. Okay. Let me throw **green apples**?
<$F> Yeah.   [unidentified female]
<$NS510> Granny Smith? Yeah. Granny Smith apples. Anything else?
<$NN150> **Peaches**.   [Finnish male]
<$NS510> Um…
<$NS107> **Grapes.**   **[Irish male]**
<$NS510> Sorry. Grapes.
<$E> **general laughter** <$/E>

<$NS510> Very **smart** there Shane. Thank you. Anything else?

    … [Later on, another fruit-inspired moment…]
<$NS510> Yeah. What fruits are you smelling? <$E> 8 second pause </$E> Citrus fruits. Sweet fruits.
<$F> Yeah.
<$NS510> Sweet fruits. Yeah. Definitely some sweetness coming through here.
<$NS107> **Gooseberry.**   **[same Irish male as above]**
<$NS510> Yeah. Gooseberry.
<$E> laughs <$/E>
<$NS510> **Like the person beside you.**
<$E> **laughs** <$/E>
<$NS510> Gooseberry. What else?

Fruit is not typically an obvious source of fun but, in these two interactive exchanges, the choice of fruit-naming word generates laughter among the students. The **grapes** quip is contextually very funny and everyone laughs at it, it is so obvious. The lecturer too acknowledges the contribution as being clever but maintains an even tone in the **Thank you,** not sarcastic, just allows it as a correct answer. Here the function of the humour is a display of wit and serves as rapport building among those present. The fact that it is late in the afternoon and they are tasting wine, albeit in controlled circumstances let it be said, is unusual for the students, yet it is part of their professional formation. Knowing about wine is important in their future careers and not even that far into their future as Extract 12 about the smelly cheese and wine indicates.   When the same student proffers **gooseberry** as a possible source of sweetness in the wine, the lecturer moves beyond the mere lexical meaning of the term and applies the metaphorical connotation to the word in what is a negative face threatening act (Brown and Levinson 1987). At a simple 'third party in the relationship' level, this too causes laughter. These are first year students and are very much at the entry stage level to this community of practice but this kind of learning experience is part of the hands-on practical formation that they receive. They will build on that as they go forward.

The final example of humour selected for consideration here brings in the world outside the immediate community of the College. Chapter 5 records many of the stakeholders involved with Southern College but this particular organisation has not been mentioned previously. The humour in this event occurred at the very start of a lecture when the lecturer reads out a letter from a local charitable organisation thanking the students for their recent donation of clothes to their cause.

Extract 29

CLAS.090.01   4th Year Environment and the Economics of Tourism Lecture

Context: The lecturer reads out the thank you letter addressed to the student who organised the collection within the College. The Society of St. Vincent de Paul (SVP) is the largest voluntary charitable organisation in Ireland whose focus is on a practical approach to dealing with poverty, alleviating its effects on individuals and families (https://www.svp.ie).

<NS514> Okay guys. I've a letter here from ah, St. Vincent de Paul Society. And it says "Dear **Mr P (surname),"** <$E> **group laughter** <$/E> "Thank you for your kind donation. We hope that you will continue your aid work for Ireland and encourage others at this stage. Our next clothes collection for the (geographical areas anonymised) region will be held on the thirty first of the tenth zero nine. All donations are appreciated." <$E> **group clapping** <$E> "**P.S. the pink leotard fits <->."** <$E> Lecturer **laughs** <$/E> **Well done** Patrick. <$E> **group laughter** <$/E> **Sorry guys**, ah. Now, ah, first things first, in terms of, ah, topics and and supervisors

The students initially laugh at their classmate being addressed as **Mr +initial + surname**. To include the initial in the salutation is most unusual, however, and perhaps that is what causes the mirth. While Mr + surname is most acceptable, the insertion of his initial, P, is a primary and individual marker. The group's laughter at this inclusion actually places him outside their in-group and he is therefore projected as an 'other'. The **group clapping** at the end of the letter is acceptable and resolves this situation. The positive response by the students to this letter can be anticipated in these circumstances as they have, through their own actions and within their local community, addressed an issue of Corporate Social Responsibility (CSR), a topic that has come up frequently in fourth year lectures.   The joke in the **P.S**. about the pink leotard next is surely the lecturer's own invention which the group take on board in further group laughter. The lecturer's '**well done'** is also followed by a '**sorry guys'** which is directly, not only at the individual student for making a joke at his expense, but also towards the rest of the students for having enacts a face threatening act against one of their own. The lecturer swiftly moves on to the topic of the day and identities are thus recomposed - the lecturer assumes his usual role and identity as lecturer and the students return to their role as students.

8.5   Conclusion

This chapter has examined the two aspects of discourse in terms of their pragmatic functions in this community of practice - forms of address with particular attention to the role of vocatives and the use

of humour. Nowadays, aided by corpus-based tools and methodologies, pragmatic analysis of discourse is an ever-growing field of research with many un-researched and under-researched components. Here it was necessary here to limit the scope of investigation to these two specific areas. The discussion on vocatives was essential to extend the scope of the shared repertoire of this community of practice (Wenger 1998). The formality of the address is recognised throughout the industry and its inculcation starts with the students at Southern College of Hotel Management from day one. The role of humour as a cohesive, bonding strategy has been applied by all participants in their social interactions in this community. Student - lecturer, or novice - expert, relations have been strengthened by occasions of humour throughout, especially in cases where the students can catch a glimpse of the human side and personal outside lives of their mentors. In this way the experts model structures of identity that straddle the individual, private and professional self and which contribute to their engagement with the world. What these extracts show is that, within this community of practice, there is mutual engagement in building up the students' professional identity and this can be effectively achieved through their use of humour. At this stage of their formation, these fourth year students feel confident enough and free enough to initiate humour in the interactions with the lecturers. Although the inherent power hierarchy remains, it is not so overwhelming as to inhibit the students when they can contribute to the joint humour and fun of the moment. This happens in tandem with their adherence to the practice of formal terms of address and honorific vocatives use, replicating the real external world of the larger community of practice of hotel managers worldwide.

In terms of features of the community of practice framework from Table 3.2 (Chapter 3), the interactional behaviour feature is the one mostly closed aligned with the analysis in this chapter. The formality with regard to terms of address and vocative use *in situ* in Southern College is a foretaste of that standard practice in the profession. The students are required to engage with that practice from the very beginning of their academic and professional formation journey at the College. Their status as members of this community evolves through their participation in its practices and this is one of them. On the other hand, as demonstrated through the use of humour these students engage in repartee with their lectures that will stretch to the boundary limits of their status within the power structure of this community of practice. In so doing, they acquire an innate sense of the acceptable behaviour and practices in the College and the industry at large. The graduating students in each year mark their rite of passage by acquiring the academic qualification at the end of the programme which marks a feature of the desirable attributes which results from their participation in this community.

The final chapter will conclude with a review of the primary research questions and consider how they have been addressed through the analysis and findings of this case study.

Chapter 9

Summary and conclusion

9.1   Introduction

This study investigates the discourse at a Higher Education Institution (HEI) in the southern region of Ireland which is devoted to the professional education and formation of international hotel managers. The project emerged from a convergence of different interests from three separate institutions, namely Cambridge University Press (CUP), Mary Immaculate College (MIC) and a third-level college of hotel management which is referred to in this study, for anonymity purposes, as Southern College of Hotel Management. Researchers from CUP had identified the College as a locus of unique and specialised discourse which straddles both the academic and professional workplace spheres. Part of the appeal was the fact that approximately half the student cohort at the College are non-native speakers of English. This setting provided an opportunity for CUP, through the participation of the researcher from MIC, to capture the discourse of this College over a period of time. The objective was to build a specialised spoken corpus of one million words based on recordings from a range of pedagogic settings across the three academic years over a period of time. This compilation of spoken discourse has resulted in the CLAS corpus which provides the data on which the present study is based.

Working with these data, the study sets out to answer the following three research questions:

1) What are the linguistic identifiers of the community of practice in the hotel management training sector?

2) How is the process of student initiation into this community of practice evinced through the language use of trainee hotel managers achieved over time, assisted by the example and use of appropriate discourse by the lecturers?

3) How is professional identity co-constructed within this community of practice as evidenced and demonstrated by the experts and subsequently acquired, assimilated and produced by the novices?

To investigate the corpus data a theoretical framework had to be chosen. As this is a linguistics-based study, the speech community framework was first considered; however, it did not provide for the scope of the analysis that the data presented, nor was it sufficiently broad in its application to cater for other integral elements found in the study. The discourse community model was examined for its suitability in this context given that the workplace discourse overlaps with academic discourse and both these are found in this setting. The third framework that was considered was the *community of practice* (Wenger 1998) framework which evolved out of Lave and Wenger's (1991) legitimate peripheral participation

structure of situated learning. This model was useful and functional in terms of the students' participation in the practices of College life and their learning in practice spans both the academic discipline and the wider hotel industry through their professional placement stages. Once the data had been gathered and the analysis begun, it became evident that the community of practice framework on its own could not support the detailed empirical investigation that was necessary to interpret the data. Consideration of the ethnographic insights gained during the data collection stage by the participant-observer-analyst needed also to be taken into the analysis framework to gain the emic perspective on this distinct community of practice. While corpus linguistics methodologies and tools are remarkably efficient in recalling and analysing data and also in identifying key linguistic indicators, the interpretation of the results requires a more comprehensive approach here that includes the recall, perspective, intuition and discernment of the participant-observer.

9.2   Findings

Shared repertoire is one of the three components of Wenger's framework of community of practice. This component was used to interrogate the discourse at Southern College in order to reveal the uniqueness of language that is used in the daily life there. The corpus linguistics software (Scott 2015) facilitated the identification of certain linguistic features of the discourse and, in this way, answered the first research question. In addition, the discourse could be presented in such a way that it could be compared with similar data from other academic environments (MICASE was used here as the reference corpus) and also cross-referenced with a corpus of casual spoken language using LCIE, a corpus of naturally-occurring Irish English. Chapter 5 identified many of the specific lexical items of this community of practice which include initialisms, acronyms, abbreviations, culinary terminology and a range of other *hotelspeak* terms. Some lexical items were selected for closer examination for their pragmatic functions in context in Chapter 6, for example, *set, service* and *drop.*

However, one of the most distinguishing features of the shared repertoire of the community of this practice emerged as the College uniform. Its importance as a standard and a symbol of the daily life in the College was identified initially from my presence at various recording events and also during casual conversations with the staff over the period of data collection.

To quote Wenger (1998: 83):

> 'The repertoire of a community of practice includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice.'

The uniform presents the reification of this community of practice and it is a physical demonstration of membership and participation. Chapter 5 provided a lengthy discussion on this element of the shared repertoire. To quote the Chair of a staff-student liaison committee meeting again: '*the purpose that we have the uniform is to reinforce the ethos of the college'* (CLAS.028.02, Extract 5.8)*.*

The joint enterprise of this community is self-evident in that it is a College devoted solely to the professional formation of international hotel managers. The focus in this community is devoted entirely to the process of educating and transforming the students from their first day as raw novices entering this community to overseeing their development and transformation over the course of the academic years and their professional placement experience during that period, ultimately setting them on the road with recognised qualifications to take up their place and careers in the hospitality industry anywhere in the world. The lectures are the experts here, many of whom bring essential knowledge and experience to bear in their teaching practice. The acquisition and assimilation of the practices, within the College community itself and always with an eye to the broader industry picture, evolve over time for the students at various stages of their involvement. These novices gradually move from the periphery of this community along a trajectory towards the centre where the experts, the lecturers, are positioned. This process of initiation is displayed diachronically through the acquisition and appropriate use of the linguistic features of this community. First years learn the forms and meaning of the *hotelspeak*, they encounter the terminology in practice during their professional placements in second years and thereafter, as the occasion and context require, they are able to use the language appropriately and in context. The students used the acronyms, initialisms and a broad range of hotel-specific and business-oriented terms as they develop their knowledge and competence in this sphere. This development of their linguistics skills attends to the second research question.

The task and responsibility of developing the students' professional identity as future international hotel managers remain at the centre of the joint enterprise that is Southern College. This requires mutual engagement, Wenger's (1998) third component of community of practice, with the joint enterprise and

community members. In practice all the participants in this community have to engage in the process: the lecturers and, indeed other staff throughout the College, bring their knowledge, expertise and competencies to the table in their efforts to construct the individual professional identity of the students, and the students are required to engage equally in their commitment to the community. Because this College is so specialised in its professional formation and as a result it has an excellent international reputation, the students appreciate the opportunity of their education there. Therefore, they too are committed to their own professional development and they willingly engage with the practices in the College. That is not to say that hierarchical status does not exist throughout the community. A useful indicator of members' status is reflected in the use of terms of address and particularly vocative use when addressing lecturers and other College staff. This is in line with industry practice and is a well-established feature of frontstage performance (Goffman, 1956). This feature of the discourse has been examined in Chapter 8 with examples from the corpus used to illustrate various functions and interaction patterns of vocatives as practised in this community.

Another key finding of this study has been the identification of a number of linguistic patterns employed by the lecturers. These relate to distinctive deictic use of personal pronouns, particularly the ubiquitous use of '*you/your*' patterns which is designed to enact the 'interactional positioning' (Davies and Harré, 1990) of the students into their future roles and responsibilities as hotel managers. The corpus reveals that this is not merely the speech pattern of an individual lecturer or two; no, it emerged as quite a pervasive pattern of language use throughout many of the learning opportunities over the three academic years. In practice, this means that by using *you/your* so frequently (instead of in many cases *you* combined with determiner *the*), the lecturers inculcate and embed into the students' psyche the notion of personal responsibility for the processes, actions and practices in their roles as future hotel managers. Through this specific use of language, they position the students into their future roles and careers. By demonstrating industry-appropriate norms and practices, the lecturers present a committed, engaged and authoritative stance along with the desired standard of best practice to their students. Many of the students reflect this subtle conditioning in their interactions and contributions in class when they recount personal experiences from their placements or other such industry-based projects. This aspect of the regular discourse at Southern College shows that the professional identity of the students is co-constructed over time and reflects the experts' use of language which the students assimilate and produce themselves in due course. Confidence is using the industry's standard terminology in this compact way further adds to the layers of professional identity that the students seek to build. However, this specialised deictic use of pronouns is in marked contrast with the findings of Handford (2010) whose investigation into the discourse of business meetings shows that, there the

we pronoun occurs more frequently, collocating with *we need to*, with very different pragmatic functions. The use of *we* in corporate discourse reflects joint corporate responsibility and solidarity in action, as opposed to the more singular, individualistic representation in the hotel management training sector. Discussion of these comparisons was featured in Chapter 7 where corpus linguistics methods facilitated a great deal of quantitative data.

The use of humour as a socially cohesive element of discourse was also examined in this study. This feature of interpersonal communication too serves to build community among its members. Here humour was examined in terms of initiator, function and success or failure. The members use it for a variety of reasons and most of the time successfully. It can sometimes be risky but, by and large, the corpus data indicated that occasions of humour were spontaneous and successful in consolidating engagement and membership of this community.

A final extract from the corpus here synthesises the community of practice at Southern College. It encapsulates the microcosm that is the community of practice there but it also goes beyond that in two directions - backwards and forwards. Here in a nutshell, the world, rather the worlds of the students, past present and future, are brought together using one effective, successful metaphor.

Extract 1

CLAS.094.01   4th Year lecture on Strategic Management
Context: The lecturer (NS516) is conducting a question and answer session with the students who had to read an article about a particular hotel in Sydney and its organisational culture. The second and fourth speakers are unidentified male and female native speakers respectively.

<$NS516> Yeah. <$=> So what would you <\$=> Based on that what would you say that the cultural web in relation to the (hotel name) but also in relation to **other hotels** <->? As something.
<$NSM> **Core values.**
<$NS516> Yeah. That's another way of putting it. <$=> But what <\$=> If you're <-> calling it core values. You can call it the **cultural web**. You can call it a whole variety of things but what essentially is that in an organisation?
<$NSF> News.
<$NS516> Okay if we use **a culinary example**. When **you came in to me in first year** in kitchen and you made mayonnaise I told you that oil and vinegar won't stay together. They need something to keep that together and that is the egg yolk. Right. And I described that egg yolk as being something.
<$E> Students talking in background. <$/E>
<$NS516> It's an emulsifier. Yeah. **A glue**. Exactly. So that paradigm that they're talking about that cultural web or the **core values** or whatever else you want to describe it as being in an organization it's the **glue that holds the whole organization together**. Okay. So if you can **get your staff to buy into** that **glue** and they become confident they will work harder for you obviously. They feel part of the family because we're talking about culture and **culture starts within your whole family** predominately first before you start looking at national culture or anything else. Culture within an organization. So that's the **glue** that holds the hotel together.

This extract transcends several boundaries, boundaries of place, time, identity and membership. In talking about a hotel's *cultural web*, the imagery of a delicate intricate, but strong, pattern of interlaced elements is conveyed. There are many components to this web and this web (or hotel) does not exist in isolation, it is connected to *other hotels* that have their own cultural webs. Here the lecturer projects the students into the outer world of these real commercial hotels in Australia, not one just down the road. What to call this structure within an organisation is not really the issue, what it strives to achieve is more important. To make the meaning clear and more meaningful for the students, he brings them back in time to when they were *first years in the College* working with him in the kitchen and learning how to make mayonnaise. Using the analogy of the egg yolk, necessary to make the mayonnaise and it being like *glue* in that process, concretises the idea of the cultural web. It is the element that binds everything together and makes it work successfully. Next, the lecturer projects the students into their future world when they are the hotel manager, and here too is the assumption that the students foresee themselves in such a situation, and then their job is to bind the *staff* together to get them all working together for the success of the hotel. A backward jump then arises in the mind's eye as the students are projected back in time and place to their own individual private families where they first learned about culture and this *family network* is suggested again in how to treat the staff. In this short extract, the students travelled forwards and backwards in time and place and identity and through it all they became part of numerous relationships and groups along the way. The core values, the cultural web, the glue, these intangibles are what are needed to make a success of running a hotel and these fourth year students are being proffered a real glimpse of such a future. Through such stories, the professional identity of the students, current novices at Southern College but potential future hotel managers is built up by the experts in this community of practice.

This example is representative of the complexity of the community of practice at Southern College of Hotel Management where the interplay of membership and practices unfolds. Within the everyday life of this community, the construction and display of identity is twofold. The lecturers' identities as practised experts in their field are also the professionals within the academic institution. The students' identities, shaped and transformed over their four years in the College, are reflected in their final academic degree award and in their emergent professional identity as future hotel managers. This outcome is achieved through the collaboration and co-construction of identity by the members of both cohorts participating in this community. In this way, it can be demonstrated that the third research question has been addressed and satisfied and the above extract is just but one instance of how this evolving identity is formed through the discourse at Southern College.

Returning for the final time to the Table 3.2 in Chapter 3, the features of the community of practice framework will be assessed once again to ascertain how they were applied to the analysis here and in what way. Each of the analysis chapters have ended with a look back at that table and this brief review will summarise those findings:

Table 9.1: **Summary of community of practice features aligned with analysis chapters.**

Feature	Community of Practice	Addressed	Chapter
Membership	Members choose to enter this community, students choose to attend this College	All members of this community have demonstrated their *mutual engagement* with the *joint enterprise.*	All chapters √
Internal force	Both centripetal and centrifugal: shared sense of belonging	*Mutual engagement, joint enterprise* – Identity formation; Progress towards professional identity	Chapter 7 √
Linguistic behaviour	Knowledge of specialised repertoire required	Identification of linguistic indices in the *shared repertoire*	Chapter 5 √ Chapter 6 √
Purpose of language	Primarily professional, rite of passage to outside community	*Shared repertoire* - Requirement of the broader industry; Identity formation	Chapter 5 √ Chapter 6 √ Chapter 7 √
Who/what creates the discourse	Mutual engagement of members develops and shapes the discourse	*Mutual engagement* using *shared repertoire* Lecturers/experts provide the model of discourse; Novices/students acquire it and practise	All chapters √
Desirable discourse attributes	Training and qualifications required; competence recognised by other members	*Joint enterprise* – advancement in Identity formation throughout the programme; final year graduates	All chapters √
Interactional behaviour	Formality as standard, novice to expert roles evolve through participation in the practices.	*Shared repertoire, mutual engagement* in constructing *joint enterprise*. Forms of address and vocative use; Function of humour	Chapter 8 √ All chapters

This case study has examined the development of a community of practice at a hotel management training college through the lens of its discourse. This framework has proved to be broadly satisfactory and applicable to this community. Examination of its three main dimensions - joint enterprise, mutual

engagement and shared repertoire - have been further enhanced in the analysis through the ethnographic insight gained by the researcher as the participant observer during the process.

9.3   New Knowledge

The original idea to capture the language of this particular institution was prompted by a number of reasons which have been outlined in the rationale section of Chapter 1. Southern College proved to be an ideal research site as it offered a glimpse at an academic institution which had not previously been the subject of specific research. The scope of linguistic study has expanded over the years and currently the attention of researchers is honing in on individual loci for investigation into the discursive practices that are located there. The use and indeed the proliferation of small specialised corpora in this regard is welcome to the overall field of linguistics study but particularly to the sphere of corpus-based research in those areas. The CLAS corpus, recorded in the unique setting of a combined academic and professional formation institution, provides a new resource for exploring language use in practice. As this study has endeavoured to demonstrate, the discourse at Southern College of Hotel Management has its own distinctive, discrete characteristics that are exclusive to the community of practice there.

9.4   Limitations of the study

Constructing the CLAS corpus was a big undertaking and it was very rewarding to be part of this process. While the wealth of data gathered is extensive, the present study has had to limit itself to choosing certain topics for detailed examination. However, the contribution of the non-native speakers of English, for example, is impressive particularly in relation to its input into the overall corpus - over forty-one hours of recorded time; the extent of the metadata gathered on the language background, English language education and daily practices of using English by this cohort of participants is equally immense. However, as indicated at the beginning, the scope of this study was trained on the overall discourse at Southern College and not the English language learner participants *per se*, except where appropriate to include them in the various illustrative corpus extracts.

Similarly, the metadata accumulated on all the participants via the Speaker Information Sheets (SIS) can provide a useful resource for participants' information (see Appendix 6). The main items of data that I have recorded here to identify the speakers relate to whether or not the speakers are native speakers

of not, male or female, their status as either lecturer or student and year of academic study. In most instances, when examining or citing extracts, I have noted nationality of NNS speakers and there have been occasional references to age when it was deemed a relevant factor. However, native versus non-native speaker, age, gender, nationality, L1, language proficiency level, were not outcome variables of this study. They are all available for future work, as discussed below. The present study sought to look at the notion of community and how it was formed rather than focusing on any one of these variables within the data.

9.5   Future avenues of research

As indicated in the above, there is a great amount of metadata available on the participants in the CLAS corpus. This resource could be exploited under a variety of headings, as discussed above. In particular, areas such as error analysis of learner language by nationality, learner language could be plotted against the CEFR proficiency levels to gain insights perhaps also according to language background, use of the material in the design of materials and textbooks aimed specifically at the hospitality sector; gendered language in both NS and NNS contributions with cross-cultural analysis. Indeed, some of the data has been used to these ends by Cambridge University Press. At the time of writing, doctoral research is being conducted on native and non-native speaker oral presentations.

As a resource of the Irish English variety of language, the CLAS corpus could be probed for a variety of discrete language items and functions which are indicators of the variety, such as lexis, grammatical structures, deixis, pragmatic features such as reference, hedging, modality, discourse markers, among others. Furthermore, such varietal analyses could be made with one or more of the language groups in the corpus, e.g. discourse markers used across speakers from different native speaker varieties of English and across different L1 backgrounds. While considerable research has already been and is being conducted in some of these areas using a variety of other corpora, the addition of the CLAS data could provide another useful resource for researchers.

The CLAS corpus can also provide data in relation to pedagogy and its applications. While the domain is specific, the principles for teaching and learning are applicable across disciplines and for certain applied linguistics research, the data may serve as a useful comparison. In addition, the findings from this initial study based on the CLAS corpus might resonate with the major participants in the corpus, the College itself, its faculty and its students. The data can be interpreted as instances of teaching in action

and can contribute to reflective practice among the lecturers there who are, after all, the experts in this community of practice.

Similarly, the data in relation to the students' contributions forms a major part of this corpus and it offers opportunities for further research about student participant in third level education. The fact that the overall data has been structured to separate out student presentations across the different academic years deserves serious consideration. A sub-corpus here could identify items of specific language use during presentations which are also used for assessment purposes within the College.

Taking any of the major topics discussed in this thesis, the corpus can provide the basis for conference presentations and journal articles. These ought not to be directed solely towards the linguistics domain which has many avenues of research, but rather towards the industry itself, the hospitality sector and the hotel management training sector in particular which could be targeted to disseminate such findings.

9.6   Conclusion

As the researcher who collected the recordings for the CLAS corpus, I was privileged to spend nine months within this community. From the first day that I entered the College, I had a strong sense that here was a distinctive community with a well-formed sense of identity. There was an implicit order and shared understanding of what the College stood for. This became more and more apparent as I sat in on lectures and other speech events as I recorded. While I was at all times welcomed in, even to the extent that I became regarded as an 'honorary staff member', I knew I was just passing through this community, a 'tourist' in this landscape of practice as Fenton-O'Creevy *et al.* (2015) could call me. While the teaching staff at Southern College are the relatively stable core of this community, in that they have worked there for a long period, the students who spent four years with them connect them to the real world of the hospitality industry from whence the majority of them have originated. The students go out into that real world, many to some of the most prestigious hotels in the world where they reach senior management positions within the industry. Lecturers visit them there from time to time and report back to the College on the success of their graduates, an incentive to the current students and a pointer to their potential future careers. There is a strong alumni network and many of them are invited back to the College to address the student body, tell of their experiences and career paths, offer advice and engage in lively and informative question and answer sessions. There is a rich and enriching

symbiotic cycle of sustainability within this movement into and out of Southern College of Hotel Management.

For the outsider, this community of practice appears robust, self-sustaining and connected to the 'real world'. It has a strong sense of history. It has immense pride in its graduates. It has a strong sense of place within the hospitality industry, reflecting global influences even in the naming of some of its lecture halls – Jurys-Doyle, Forte and Banfi, as examples of Irish and international well-known names. The College has a palpable recognition of its own identity as Ireland's only dedicated college of hotel management and its gaze is assuredly trained on the future.

As a researcher, it was heartening to see a vibrant community of practice in formation and I am mindful of all that I have learned along the way. I have added some more culinary terms to my own repertoire and, if ever I overhear someone in a hotel corridor talking about par five stock in the linen department, I will know exactly what they mean. Or, if I hear someone being instructed to 'drop the plates' it does not necessarily mean that I can expect a loud bang of tableware falling onto the floor in the restaurant where I can also make careful note of the 'drop' of the tablecloth.

In a recent interview on Irish radio, Francis Brennan, a well-known hotelier and television presenter of hospitality and tourist programmes, was asked: 'What makes a good hotel? What do you look for?' His reply was: 'The staff - happy staff, happy GM, happy house'. That says it all.

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APPENDICES 1-10

Appendix 1

Chapter LIII: Of How Guests are to be received

from The Rule of Saint Benedict

Appendix 1

This Rule comprises seventy-three chapters: nine treat of the duties of the Abbot, thirteen regulate the worship of God, twenty-nine are concerned with discipline and the penal code, ten refer to the internal administration of the monastery, and the remain twelve consist of miscellaneous regulations. **Chapter 53** contains twenty-four verses in all: the first part (verses 1-15) focusses on the **reception of guests**, irrespective of whether their arrival is expected or not, how they are to be greeted and what hospitality is to be offered to them. The remaining verses 16-24 are more practical in content, emphasising the need to minimise the disturbance caused by the guests' presence to the community, in addition to **three specific areas** pertaining to the guests' stay, namely **their kitchen/food**, their **accommodation** and their **communication with the monks**, or rather the limitations in this latter regard.

CHAPTER LIII: OF HOW GUESTS ARE TO BE RECEIVED

Let all guests that happen to come be received as Christ, because He is going to say: "A Guest was I and ye received Me." And let suitable honour be shewn to them all, especially to those who are of the household of the faith and to strangers. When therefore a guest shall have been announced, let him be met by the superior or by the brethren, with all due courtesy; and let them at once betake

themselves to prayer together and so let them associate together in peace, because the kiss of peace may not be offered first, but only when preceded by prayer, so as to avoid the snares of Satan: and in the salutation itself let all humility be manifest. Whenever guests arrive or depart, let Christ be adored in them—for Him indeed we receive in them—by bowing of the head or by full prostration. And when the guests have been received let them be taken to pray and then let the superior, or whomsoever he shall have appointed, sit with them. Let the divine law be read in the presence of a guest, that he may be edified; and after this let all courtesy be shewn him. For hospitality's sake the superior may break his fast, unless by chance it be a fast-day of obligation, the which cannot be violated: but let the brethren continue to observe their custom of fasting. Let the abbot serve water for the guests' hands; and let both the abbot and also the whole community wash all the guests' feet: and the washing finished let them say this versicle: "We have received Thy mercy, O God, in the midst of Thy temple." And above all let care be scrupulously shewn in receiving the poor and strangers; for in them specially is Christ received. For the fear that the rich inspire itself secures deference for them. Let there be an abbot's and guests' kitchen apart by itself, that guests arriving at unexpected times—and no monastery lacks guests—may not disturb the brethren's quiet. To this kitchen let two brethren who are well able to do the work be appointed for the year; and let additional help be afforded them, when required, that they may serve without murmuring; and, on the other hand, when they have too little to occupy them let them go forth to other work wherever they may be bidden. And not only in respect to these, but in respect to all the duties of the monastery let the same point be taken into consideration, that when any want it help be afforded them; and, on the other hand, when they have time to spare that they be obedient to any commands given. And again let some brother whose soul the fear of God possesses have a guest chamber assigned him and there let beds be prepared in sufficient number; and let the house of God be wisely conducted by wise men. On no account let anyone to whom it has not been

assigned associate with guests or enter into conversation with them; and if he come across or meet them, having saluted humbly as we have already said and asked them Godspeed, let him pass on, saying that it is not permitted him to enter into conversation with a guest.

Translated into English. A Pax Book, preface by W.K. Lowther Clarke. London: S.P.C.K., 1931
http://www.solesmes.com/sites/default/files/upload/pdf/rule_of_st_benedict.pdf (accessed 30 April 2019)

Appendix 2

CLAS Corpus Schedule of Recordings

Appendix 2 CLAS Corpus Schedule of Recordings

Date	Context	Year	Lecturer	Recording No.	Time
02/10/2008	Mock Interview	4th	KH/PS	01/001/01	0:30:56
02/10/2008	Mock Interview	4th	KH/PS	01/002/01	0:08:49
24/11/2008	English Lang. Oral Pres.	1st	KH/LK/EK	01/003/01	2:13:17
26/11/2008	English Lang. Oral Pres.	1st	LK/EK	01/004/01- 05	0:57:35
19/01/2009	English Language	1st	EK	01/005/01	0:34:25
20/01/2009	English Lang. Oral Pres.	4th	KH	01/006/01	*Video*
20/01/2009	Practical - Culinary	1st	SR	01/007/01 - 18	2:28:28
02/02/2009	English Language	1st	LK	01/008/01	0:36:15
03/02/2009	English Language	1st	LK	01/009/01	0:)2:41
10/02/2009	English Language	CELS	LT	01/010/01	0:39:43
10/02/2009	English Language	CELS	LK	01/011/01	0:45:18
10/02/2009	English Language	CELS	LT	01/012/01	0:53:41
11/02/2009	Practical - Info. Systems	1st	TH	01/013/01 - 03	2:10:50
11/02/2009	English Language	1st	LK	01/014/01	0:21:38
11/02/2009	English Language	1st	KH	01/015/01	0:45:58
12/02/2009	Presentation Feedback	4th	KH	01/016/01 - 07	1:25:06
17/02/2009	Lecture -BIS Presentations	3rd	DM	01/017-01	0:59:45
18/02/2009	Practical – Restaurant ervice	1st	AL	01/018/01 - 16	1:33:06
18/02/2009	Eng. Lang. Mock Oral Exam	1st	LK	01/019/01	0:49:17
18/02/2009	Eng. Lang. Mock Oral Exam	1st	LK	01/020/01	0:40:17
19/02/2009	Lecture- Research Methods	3rd	FO'D	01/021/01 - 02	1:31:59
23/02/2009	English Language	1st	EK	01.022.01	0:49:39
23/02/2009	English Language	1st	LK	01.023.01	0:44:53
23/02/2009	BIS Presentations	3rd	DM	01.024.01	0:25:28
24/02/2009	BIS Presentations	3rd	DM	01.025.01	0:59:39
24/02/2009	Practical - Culinary	1st	SR	01.026.01 - 23	1:21:03
24/02/2009	HRM	4th	KO'C	01.027.01 - 02	1:21:35
25/02/2009	Staff-Student Liaison Meeting		KO'C	01.028.01	0:25:00
25/02/2009	Food Science	1st	OC	01.029.01 - 02	1:13:13
24/02/2009	Grad.Committee Meeting	3rd	AL	01.030.01	1:02:03
26/02/2009	Practical - Culinary	1st	SR/EC	01.031.01 - 11	1:26:46
27/02/2009	Practical - Restaurant Service	1st	AL	01.032.01 -12	1:15:28
02/03/2009	English Language	1st	LK	01.033.01	0:39:44
02/03/2009	HOTS	4th	SR	01.034.01 - 02	0:28:57
02/03/2009	BIS Presentations	3rd	DM	01.035.01	0:30:56
02/03/2009	BIS Presentations	3rd	DM	01.036.01	0:58:25
03/03/2009	English Language	CELS	LK	01.037.01 - 02	1:38:03
03/03/2009	IHRM	4th	KO'C	01.038.01 - 03	1:35:20

18/03/2009	English Language	CELS	EK	01.039.01 - 02	1:56:16
24/03/2009	English Language	4th	KH	01.040.01 - 02	0:55:35
24/03/2009	IHRM	4th	KO'C	01.041.01 - 02	1:25:32
25/03/2009	Staff-Student Committee Liaison Meeting		KO'C	01.042.01	1:26:24
25/03/2009	English Language	3rd	KH	01.043.01 - 03	1:00:32
26/03/2009	Management	1st	FO'D	01.044.01 - 02	1:28:38
31/03/2009	BIS	3rd	DM	01.045.01	0:39:22
31/03/2009	IHRM - Presentations	4th	KO'C	01.046.01 - 03	1:11:46
06/04/2009	HOTS	4th	SR	01.047.01 - 02	0:48:51
06/04/2009	HOTS	4th	SR	01.048.01	0:56:51
06/04/2009	BIS	3rd	DM	01.049.01	0:47:48
06/04/2009	Food & Beverage Studies 2	3rd	AL	01.050.01	0:53:49
07/04/2009	English Language	4th	KH	01.051.01-	1:06:05
07/04/2009	IRHM - Presentations	4th	KO'C	01.052.01 - 02	0:37:01
07/04/2009	English Language	1st	KH	01.053.01	0:26:30
08/04/2009	English Language	3rd	KH	01.054.01 - 02	0:50:17
08/04/2009	HRM3	3rd	CR	01.055.01 - 02	1:20:14
0/04/2009	Food & Beverage Theory	1st	AL	01.056.01	0:12:14
09/04/2009	Food Science	1st	OC	01.057.01 - 02	1:20:14
09/04/2009	Management	1st	FO'D	01.058.01	0:47:36
15/04/2009	Entrepreneurship	4th	JH	01.059.01 - 02	1:25:02
15/04/2009	Hotel Mgmt Info. Systems	4th	TH	01.060.01	0:59:36
16/04/2009	Research Methods	3rd	FO'D	01.061.01	0:43:46
16/04/2009	Accommodation Mgmt	3rd	SS	01.062.01 - 04	1:10:47
16/04/2009	Management	1st	FO'D	01.063.01	0:40:36
16/04/2009	Wine Tasting	1st	AL	01.064.01	0:55:12
17/04/2009	Practical - Restaurant Service	1st	AL	01.065.01 - 13	1:19:34
20/04/2009	Oral Exams – English	1st	KH/AOK	01.066.01	1:18:14
20/04/2009	Oral Exams – English	4th	KH/AOK	01.067.01 - 03	0:34:11
05/04/2009	Oral Exams – English	3rd	KH/AOK	01.068.01 - 05	0:59:31
06/04/2009	Oral Exams – English	1st	LK/EK	01.069.01 - 07	1:19:40
08/04/2009	Entrepreneurship	3rd	GH	01.070.01	0:39:31
09/04/2009	BIS – Revision	3rd	DDM	01.071.01	0:25:22
10/04/2009	Oral Exams – English	4th	KH/AOK	01.072.01 - 06	0:44:05
11/04/2009	Accommodation Mgmt	3rd	SS	01.073.01 - 02	0:43:29
12/04/2009	IHRM – Presentations	4th	KO'C	01.074.01 - 02	1:19:24
13/04/2009	Oral Exams – English	3rd	LK/EK	01.075.01 - 14	2:22:57
22/04/2009	Oral Exams – English	1st	LK/EK	01.076.01	0:18:25
22/04/2009	HMIS – Presentations	4th	TH	01.077.01	0:50:27
22/04/2009	HMIS – Presentations	4th	TH	01.078.01	0:55:00
22/04/2009	HMIS - Presentations	4th	TH	01.079.01	0:37:29
22/04/2009	Oral Exams - English	1st	LK/EK	01.080.01	0:39:51
23/04/2009	Oral Exams - English	4th/3rd	LK/AOK	01.081.01	2:09:28
23/04/2009	Accommodation Mgmt	3rd	SS	01.082.01	0:46:22

23/04/2009	Accommodation Mgmt – Presentations	3rd	SS	01.083.01 - 02	2:10:17
24/04/2009	Accommodation Mgmt – Presentations	1st	SS	01.084.01 - 02	1:39:17
27/04/2009	Oral Exams – English	1st	LK/EK	01.085.01 - 25	6:04:07
	Academic Year 2008-2009			**TOTAL**	**90:28:25**
01/09/2009	2nd Year Placement Presentations	3rd	KH	CLAS.086.01-02	2:05:13
01/09/2009	2nd Year Placement Presentations	3rd	JO'C/DO'H	CLAS.087.01	1:51:28
01/09/2009	2nd Year Placement Presentations	3rd	JO'C/AS	CLAS.088.01	1:44:19
29/09/2009	Front Office (reservations)	1st	TH	CLAS.089.01	0:18:29
30/09/2009	Environment & Economy of Tourism	4th	FO'D	CLAS.090.01-02	1:38:16
01/10/2009	Law (Tort)	3rd	CA	CLAS.091.01-02	1:31:50
01/10/2009	Front Office (credit control)	3rd	TH	CLAS.092.01-03	1:10:00
06/10/2009	Practical - Food Science, HACCP practical	1st	OC	CLAS.093.01-03	1.58.33
06/10/2009	Strategic Management	4th	SR	CLAS.094-01-02	1.30.57
14/10/2009	Environment & Economy of Tourism	4th	FO'D	CLAS.095.01-02	1:03:11
15/10/2009	Front Office & Guest Speaker Hoteliers (alumni)	3rd	TH	CLAS.096.01-02	1:31:22
22/10/2009	Law (revision Tort; Company Law)	3rd	CA	CLAS.097.01-02	1:31:26
27/10/2009	English Language	4th	KH	CLAS.098.01	0:23:08
27/10/2009	Strategic Management	4th	SR	CLAS.099.01-02	1:36:01
27/10/2009	English Language	1st	KH	CLAS.100.01	0:46:33
28/10/2009	Staff-student Committee Liaison Meeting		PS	CLAS.101.01	0:26:22
28/10/2009	Environment & Economy of Tourism	4th	FO'D	CLAS.102.01-02	1:15:50
29/10/2009	Front Office	3rd	TH	CLAS.103.01-02	1:50:49
02/11/2009	Strategic Management	4th	SR	CLAS.104.01-02	1:39:41
03/11/2009	Front Office	1st	TH	CLAS.105.01	0:42:48
					26:36:16
				GRAND TOTAL	**117:04:41**
	GRAND TOTAL RECORDINGS			+ VIDEO 2:36:06	**119:40:47**

Appendix 3

Individual Recording Details (IRD) Sheet

Appendix 3   Individual Recording Details (IRD) Sheet

EnglishProfile
Reference level descriptions for English

Southern College of Hotel Management

Logo

COLÁISTE MHUIRE GAN SMÁL
OLLSCOIL LUIMNÍ

Date:_____ No.:_____

Time:_____Lecturer:_____ R/O _____

Lesson Title: _____Year_____

Context: **Tick more than one, as appropriate.**
1   Lecture
2   Tutorial
3   Practical
4   Language Class
5   Meeting:
             Colleagues only   Classmates only   Both
6   Social situation:
             Colleagues only   Classmates only   Both
7   Other (e.g. one-to-one feedback, orals, interviews, interruptions, etc., please *specify*)
             _____

Speech Context –
1   Mostly spontaneous speech
2   Mostly scripted/pre-prepared
3   Both

The speakers were:
1   Speaking face-to-face
2   Lecture style
3   Free to move around
4   Other (e.g. pairwork, group work, etc. please specify)
         _____

Class material (e.g. powerpoint, handouts, textbooks)
_____

_____

No. of Students:_____ Total No. present: _____

Did knowing that they were being recorded affect their speaking? Any other comments.

_____

Appendix 4

Speakers Sign-in Sheet(s)

Appendix 4   Speakers' Sign-in Sheet

EnglishProfile
Reference level descriptions for English

Southern College of Hotel
Management

Logo
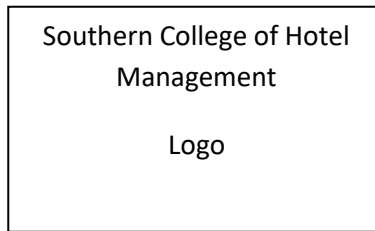
Date: _____ Time:_____ Recording No.:_____

Context:_____ Lecturer: _____R/O_____

Roll No.	Profile No.	Name	Signature
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Appendix 5

Speaker Order Sheet

APPENDIX 5- SPEAKER ORDER SHEET   **List pages in order of use**

Page No.			Speaker Order	Recording No.
Time	**No.**	**Profile No.**	**Speaker ID**	**First Utterance**
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			

	15		
	16		
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	26		
	27		
	28		
	29		
	30		

Appendix 6

Speaker Information Sheet

EnglishProfile
Reference level descriptions for English

Southern College of
Hotel Management

Logo

BRAITHAR DÊ MO LÔCHRANN

COLÁISTE MHUIRE GAN SMÁL
OLLSCOIL LUIMNÍ

Profile No. _____

SPEAKER INFORMATION SHEET

Please complete all questions relevant to you in block capitals and tick boxes as appropriate.

Native English Speakers*: please complete Qs 1-13, the self-assessment grid on page 4*

and sign the consent form on page 5.

Non-Native English Speakers*: please complete all sections, pages 1-5.*

Confidentiality of all information is guaranteed.

1. Today's date: _____ *(please write month in words)*

2. Full Name: (family)_____(first)_____(English)_____

3. Age: _____

4. Gender: ☐ Female   ☐ Male

5. Nationality: _____

6. Mother tongue: _____

7. Linguistic origin *(which country has most influenced your language/the way you speak?)*:

   _____

8. Where do you currently live?   Country: _____Town: _____

9. How many years/months have you lived there? _____

10. **EDUCATION:** *(please indicate qualifications)*

    Name of secondary school: _____ ☐ State ☐ Private

    Secondary Qualification   ☐ Leaving Certificate ☐ A Levels ☐ Own State Exam ☐ Baccalaureate

☐ Other (please specify) _____

University Name: _____

Final Qualification: ☐ BA Degree ☐ BSc Degree ☐ BBS Degree ☐ MA ☐ PhD

☐ Other Qualifications (please specify) _____

11. OCCUPATION: *(Staff members and visitors only.)*

Status: ☐ Lecturer ☐ Admin ☐ Visitor (please specify)_____

Staff Title: _____

Department: _____

12. COURSE AND YEAR (*Students only).*

Course: ☐ BBS Degree ☐ BComm Degree ☐ CELS

Year: ☐ 1st ☐ 3rd ☐ 4th

13. KNOWLEDGE OF OTHER LANGUAGES

Do you speak any languages other than your mother tongue and English? ☐ YES ☐ NO

If YES, please give details:

Language: _____ Years of learning: _____

Level (tick one): ☐ beginner ☐ intermediate ☐ advanced ☐ fluent ☐ bilingual

Language: _____ Years of learning: _____

Level (tick one): ☐ beginner ☐ intermediate ☐ advanced ☐ fluent ☐ bilingual

Language: _____ Years of learning: _____

Level (tick one): ☐ beginner ☐ intermediate ☐ advanced ☐ fluent ☐ bilingual

FOR NON-NATIVE SPEAKERS ONLY:

14. At what age did you begin to learn English? _____

15. How long have you been studying English? Years: _____ Months: _____

16. Way of learning English (tick one or more boxes):

☐ At school / foreign language school

Name of school_____ ☐ State school ☐ Private school

What English language form / class are you in? _____

How many hours of English classes per week? _____

☐   Private English language lessons

How many years of private lessons so far? _____

How many hours of lessons per week?   _____

☐   By exposure to an English-speaking environment

    ☐ Grew up / lived in an English-speaking country. Please specify: _____

    ☐ One or both of my parents or relatives that live with me are native English speakers. Please

      specify: _____

17. Why do you learn English? (tick one or more boxes):   List in order of importance – **1,2,3,4**

☐   English is a school subject   _____

☐   To enter University / other Higher Education Institution in my country   _____

☐   To study in an English-speaking country   _____

☐   Other, please specify:_____   _____

18. Do you watch English-speaking TV / films without subtitles?

☐ YES, hours per week: _____   ☐ NO

19. Do you watch English-speaking TV / films with subtitles?

☐ YES, hours per week: _____   ☐ NO

20. Do you listen to English-speaking radio / online programmes?

☐ YES, hours per week: _____   ☐ NO

21. Do you read English language books / magazines / newspapers / online texts outside school?

☐ YES, hours per week: _____   ☐ NO

22. In a typical day, what percentage of English/mother tongue/other language(s) do you speak or write?

Speaking   English _____%   Mother tongue _____%   Other language(s) _____%   Total: 100%

Writing   English _____%   Mother tongue _____%   Other language(s) _____%   Total: 100%

23. Have you taken any test or exam in English?   ☐ YES   ☐ NO

If YES, please give details:

Test (e.g. IELTS)	**Date when test taken**	**Overall grade**
_____	_____	_____
_____	_____	_____
_____	_____	_____

24. Have you spent time in an English-speaking country? ☐ YES ☐ NO   If YES, please give details:

Location   **Duration (e.g. 2 weeks)**   **Purpose** (e.g. holiday, school trip, language course)

_____   _____   _____

_____   _____   _____

_____   _____   _____

Note for everyone: please now complete the self assessment grid overleaf and sign the consent form.

Thank you for taking part in this project.   Your help is greatly appreciated.

Appendix 7

Self- Assessment Grid

Appendix 7 English Self-Assessment Grid

Please tick whichever box you feel describes you best.
If you feel that you are in between two descriptions, please tick the box in the column between them.
Please complete this grid even if you are a native speaker of English. Thank you.

.

CEFR	B1		B2		C1		C2
Spoken Interaction (including listening and understanding)	☐ I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).	☐	☐ I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	☐	☐ I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	☐	☐ I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken Production	☐ I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	☐	☐ I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	☐	☐ I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	☐	☐ I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

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Appendix 8

Consent Form

Appendix 8   Consent Form

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages

Consent form

CAMBRIDGE
UNIVERSITY PRESS

EnglishProfile
Reference level descriptions for English

We are Cambridge ESOL and Cambridge University Press, non-teaching departments of the University of Cambridge.

Your school/college has agreed to take part in data collection for Cambridge University for studies into all aspects of the English language including the English Profile Project (www.EnglishProfile.org). We are collecting samples of spoken and written English from learners around the world. Analysis of the data will allow us to discover in more detail what learners can do at various stages of the Common European Framework of Reference (CEFR). At the same time we are collecting information about the learners and the educational context (teachers, class materials etc.) that will help us understand the relationship between, for example, the age when students start learning English and their progress through the CEFR levels. The results of this research will be relevant for the development of teaching materials, in particular, textbooks adapted for the particular mother tongue of students, as well as for testing and assessment of learners.

Please note:

- o The data will be stored and analysed in compliance with the UK Data Protection Act 1998.

- o Your personal information will be used to validate and process the data you provide. We will not share your name or contact information with any other party. We will not contact you for any marketing purposes.

- o We may share some data you provide, such as your age and first language, with third parties for research purposes but we will always ensure that such information has been anonymised as much as possible.

- o All citations (spoken and written) from the Data used in published works or presentations shall be anonymised to such an extent that all references to people, places and institutions are unidentifiable.

Declaration:

I grant to Cambridge ESOL and Cambridge University Press on behalf of the Chancellor, Masters and Scholars of the University of Cambridge the right, licence and permission to record my speech and/or writing and assign to them full copyright in any resultant recordings, transcriptions and written texts.

I understand that any recordings and writings may be transcribed and entered into one or more computerised corpus of English text, and I agree to these recordings and transcriptions being used for research and teaching purposes by English language specialists, in academic publications and presentations and for the production of study, teaching and testing materials.

I understand that anonymised extracts may be used in publications in recorded, re-recorded or written form, and I give my consent to this use.

I agree to the recordings and writings being used for research and teaching purposes by Mary Immaculate College and *Southern College of Hotel Management.

I further declare that:
- I am 18 years of age or older;
- All information I provide will be full and correct; and
- I give this consent freely.

_____

Signature

_____

Name *(block capitals)*

_____

Date *(please write name of month) e.g. 22ⁿᵈ February 2009*

Appendix 9

Transcription Conventions - Glossary

Appendix 9   Transcription Conventions – Glossary

Feature	Tag	Comment
Speaker turns	<$1>	Start of line only, no closing tag
Unfinished word	word=	Attach directly to unfinished word
Repetitions and unfinished sentences	<$=> repeated words </$= >	Repetition of 2 words or more, or unfinished sentences
Interruptions	word+ +word	Directly attaches to last word before interruption and first word of the resumed utterance.
Overlaps	<$OL>	Tag at the start of the overlap only
Guessed word or phrase	<$H> guessed words </$H>	Please attempt to guess unclear words
Guessed number of syllables	<$G2> <$G2>	No closing tag. The number relates to number of syllables
Unclear	<$E> unclear </$E>	
Extralinguistic / transcriber comment	<$E> comment </$E>	e.g. laughs, door slams, coughs
Non-standard word / contraction	<$X> nonstandard \| standard </$X>	The mistake and correction are separated by | (with a space either side of the line)
Unintelligible	<->	Only use where <$G> or <$H> is not possible
elongation	<$EL> elongation \| word </$EL>	
Non-native speaker vocalisations	<$NSV> vocalisation </$NSV>	e.g. 'nnn' 'uuuu'
Non-native speaker mispronunciation	<$B> mispronunciation \| word </$B>	Mispronunciation and NOT systematic accent features

Appendix 10

Lecturer's anecdotes

Appendix 10

Extract 20

CLAS.094.02   Fourth Year Strategic Management Lecture

Lecturer tells a story about his travel experience.

<$NS516> I told you the story about my own experiences going to Rome. Flew into the main airport the Leonard Da Vinci Airport where we were staying. It's fifteen minute of a drive as how they described it and it actually was only fifteen minutes of a drive to get there but it took me two and a half hours to find the blooming place the night we arrive because our flight was delayed. We were an hour and a half late getting in. It was dark by the time I left the airport. We were driving on the other side of the road. The road structures around Rome are just incredibly difficult to navigate because you have this big circle road right around the city and basically if you miss the exit you could sit theoretically have to navigate right around the city again to come back to the exit that you have missed. So three and a half hours by the time we got to where we were staying it was uh twelve thirty at night and not a pleasant pleasant experience. Let's put it this way it was all picture and no sound in the car between my wife and myself+

$E> laughs <$/E>

<$NS516> +because we had she was trying to navigate and I was trying to drive and I actually had a satellite navigation system uh brought with me but it couldn't find the address. The one I had you had to actually actually have the address inputted into it to find where you're going so it was bringing it all over the place. So it was bringing on on highways off highways. The kids were getting frustrated in the back. So by the time we got there it basically spoiled that whole first day of our trip. We left <$G1> at two o'clock. We didn't get to where we were staying till midnight and it just left a bad taste in our mouth basically for that first day until we found and then what I did I was so paranoid about getting lost that once we found the bloody place then I put that in as home on satellite navigation device and a funny instant then two weeks later I was back in Ireland I was up in Dublin I was coming out of Dublin one night and I put it to home+

<$E> laughs <$/E>

<$NS516> +and I just did it out of curiosity. I mean I know my way out of Dublin to come back here and I knew I should have been heading for the Red Cow Roundabout coming onto the M7 to come down onto the M7 but it kept trying to bring me down the M50 south+

<$E> laughs <$/E>

<$NS516> +and I kept thinking to myself why is it doing this and then it suddenly dawned on me it was taking me to Dun Laoghaire to take me across to take me across the to England and on to Le Havre>+

<$E> laughs <$/E>

<$NS516> +to take me to Rome because that was it was in as home on the on the device so getting lost is not always **a pleasant experience when you're on holidays. Okay. So are there particular symbols of the organization. So have you symbols within the hotels?** Yes you do. You have the brand. You might have the logo as a badge that you wear on your uniform or it might be embossed on your on your jacket or on the <$G1>. For the men it might be embossed on the ties. So there are symbols that we identify with Hilton with Four Seasons with Marriott with a whole range of other hotels that we work with. What staff symbols exists within the hotel business?

Note: lecturer jumps immediately back into the topic of the lecture.

Lecturer talks about customer service and one of his US customer service experiences.

<$NS516> Ssh. You can see that happening in Ireland have you know the national anthem being play played before business in the morning.

<$M> <->

<$E> laughs <$/E>

<$NS516> And then what's <->? So what is you know part of the foundation of the hotel? What behaviours do routines encourage? Is it positive behaviour or is it more of a discouraging negative behaviour? And what are the key rituals then on a daily basis? Well one of the key rituals for this company called Lord and Taylor I don't know if any of you have every gone and shopped in their stores in the states that I worked for one of their key rituals was this playing the the national anthem in the mornings and then you'll get your target that you had the day before and the target that you have to meet for that day. And in talking about customer service I don't know did I ever tell you the story about the fellow that brought back two shirts to me that were thirty years old?

<$All> No.

<$NS516> I was working in the department one day and this fellow arrived in with two shirts and an umbrella and he wanted to return them. Now this is where culture comes in to play in a big way cause I'm from Ireland a bit sceptical you know wouldn't give you the tip of the finger basically. American culture all about the customer and being nice to the customer. So this fellow comes in and he had the two shirts and the umbrella and he said he wanted to return them. Now if I'd if you'd worn them for thirty years you couldn't have actually had done as much damage to these shirts as as was definitely done to them and the umbrella was completely mangled. So I looked at the shirts and I said well I'll have to go and talk to the manager. So my manager at the time was a small little fellow from Mexico. He was born in America but his his= his= history was that he was from Mexican origins. So I looked at him and I said look I said this is ridiculous. I said there's no way these shirts I said were bought in this store. I said but even if they were if it was thirty years ago how can we even prove that he bought them in the store? I said I'll go out and I'll tell him he can get lost. He said no you can't. And I said well what do you want me to do? And he said we'll give him a store credit. I said for how much? So he looked at it and he said we'll give him a store credit for a sixty dollars and I said why are you giving him sixty dollars of a credit when he possibly never bought these things they were never on our stock? He said if we don't look after him he said he'll go out and he'll tell all his sundry about the bad experience than he had at Lord and Taylor and he'll do more damage than good. If we give him sixty dollars of a credit he'll come back and he'll he'll once we have a sale on he'll probably spend the sixty dollars here

anyway and he said he will go out then and he will he will sing our praises. And the story that's in front of all is there had been a storm the foll= the previous day because there had been a hurricane had come up that winter. This was back in ninety-two along the east coast so he gone out like an idiot with the umbrella and put it up in gale force whatever winds and the whole thing was turned inside out and mangled and he wanted a new umbrella. Now imagine going into an Irish store here where you bought an umbrella+

<$E> laughs <$/E>

<$NS516> +and you put it up in a wind. They'd laugh at you. They'd run you out.

<$M> <->

<$F> Yeah.

<$M> <->

<$NS516> It was a bit of a large guy. It was a large guy because the manager had to <->. I was so embarrassed. I said well look. I said you'll have to go out and talk to him because I said you know.

<$M> So his friends are gonna come and get sixty <->.

<$NSF2> And <->.

<$NS516> This this is practice. This is the way to deal with customers in the States. In Ireland if you have a genuine complaint here you won't even get dealt with never mind uh pulling a fast one like that.

<$NSM4> But you're that's like when someone eats their full dinner and goes that was horrible and wants you to bring back the check.

<$E> laughs <$/E>