

Book review

**CORPUS ANALYSIS FOR LANGUAGE STUDIES
AT THE UNIVERSITY LEVEL**

By Giedrė Valūnaitė Oleškevičienė, Liudmila Mockienė and Nadežda Stojković

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The book titled *Corpus Analysis for Language Studies at the University Level* - authored by three distinguished ESP scholars Giedrė Valūnaitė Oleškevičienė, Liudmila Mockienė and Nadežda Stojković - and published by Cambridge Scholars Publishing - highlights corpora use in teaching foreign languages in university education. It provides a detailed case study of analyzing the terminology of constitutional law in both English and Lithuanian as an example to illustrate the possibility of integrating corpus analysis tools into the process of teaching foreign languages in university education. The book reveals that initial linguistic knowledge is essential when teaching and learning foreign languages at more advanced levels while applying corpus annotation. In addition, it shows that, even though the use of new corpus software is perceived as a positive, there are still certain issues to be solved in this regard, such as the constant renewal of public computers in universities and the technical and methodological support for teachers while using corpora tools.

The book is organized in three chapters each dealing with corpus analysis and its relevance in English language teaching.

Chapter 1 provides a brief review of teaching foreign languages in the settings of non-linguistic departments. It presents generic attributes, the importance of communication and social skills, teaching and learning foreign languages for employability, and the relevance of translation and corpus linguistics for learning material design in the discussed settings.

Chapter 2 focuses on the application of corpus analysis and building tools in teaching English at university level for corpus compilation, data extraction, and further contrastive and linguistic (especially lexical) analysis. It provides a detailed case study of analyzing terminology of constitutional law in English and Lithuanian as an example to illustrate the possibility of integrating corpus analysis tools into the process of teaching and learning languages at more advanced levels.

Chapter 3 provides a brief theoretical background focusing on corpora application in language studies, followed by a discussion of certain issues in discourse management and organization, and closes with insights on principles of teaching and learning with technology and the role of the initial knowledge. The authors also explain the methodological approach of the research by providing the grounds for the methodological choices of the qualitative research and describing the research procedures. Lastly, the authors present results of the research and provide recommendations for

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teaching and learning a foreign language at more advanced levels while applying corpus analysis and building tools.

Finally, this invaluable book will appeal to both academics and practitioners interested in the process of teaching foreign languages at more advanced levels while applying corpus analysis and building tools for corpus annotation.

(Excerpt from Introduction)