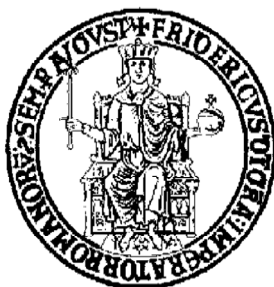


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## **WOR(L)DS AND MEANINGS IN THE LANGUAGE OF BRITISH AND INDIAN UNIVERSITY WEBSITES**

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*We are born individuals.*

*But to satisfy our needs we have to become social persons, and every social person is a bundle of roles or personae; so that the situational and linguistic categories would not be unmanageable. Many new categories would arise from a systematic observation of the facts.*

John Rupert Firth (1957: 28)

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*Luisa Caiazzo*



# Chapter I

## General introduction

The postmodern world is made up of “hybrid identities and communities” to use Gomez-Pena’s term (1996) where individuals are members of multiple communities. The challenge for comparative higher education research is to understand how universities might enable their constituents to become expert in border crossing. Hybridity and the ability to cross borders – intellectual, geographic, social, cultural – is central to the postmodern debate surrounding contested notions of identity.

(Tierney 2001: 368)

Globalization is a “polyvalent, promiscuous, controversial word” (Jessop 2002: 113) which has come into use since the twentieth century (Bennett *et al.* 2008: 146) to refer to the flow of technology, knowledge, people, values, ideas, capital, goods and services across national borders, although its influence varies depending on each nation’s history, traditions, culture and priorities (Knight 2004 quoted in Gürüz 2008: 1).

An overview of the impact that this “supercomplex series of multicentric, multiscalar, multitemporal, multiform and multicausal processes” (Jessop 2002: 113) is having on the higher education sector is given in section 1.1, while the related implications associated with the

emergence of a new information and communication space, namely the World Wide Web, are presented in section 1.2. The linguistic dimension along with the aim of the research is introduced in section 1.3 which also gives an outline of the dissertation.

### **1.1 Globalization and Higher Education**

Globalization is having fundamental consequences for higher education institutions, since it is creating “new patterns of incentives and disincentives, new opportunities and dangers, new structures and constraints” (Becher and Trowler 2001: 2). Gürüz (2008: 35) points to the 1980s as the period when processes were started in many countries to transform higher education from a public sector to a semipublic sector responsive to demand and competition. He mentions the Bayh-Dole Act, passed by the US Congress in 1980, and the Committee of Vice-Chancellors and Principals (CVCP) report, issued in the United Kingdom in 1985, as two “developments” which have deeply influenced higher education policy throughout the world. On the one hand the Bayh-Dole Act fostered the link between higher education institutions and corporations by allowing universities to patent and commercialize the results of federally funded research conducted within the university. On the other hand the CVCP report stressed the need for adopting market oriented practices within universities, as shown by the following recommendations:

1. Universities must be responsive to the market
2. The university head should assume the role of the chief executive

3. Managerial techniques must be introduced in university administration
4. Unit costs and efficiency of resource utilization should be among the key concerns
5. Evaluation of university performance must be based on qualitative and quantitative performance indicators (Gürüz 2008: 36)

The role and importance of knowledge in the development of economies and societies has emerged over time and is part of the historical shift of capitalist economy which has marked the passage from the industrial economy to the ‘knowledge-based economy’ (Gürüz 2008: 3). The metamorphosis that is taking place in the relationship between knowledge production and the university has been referred to as the ‘triple helix’ of academia–industry–government relations (Etzkowitz and Leydesdorff 1997 quoted in Becher and Trowler 2001: 8), a term that foregrounds the interdependence of the three helices as a “key component of any national or multinational innovation strategy in the late twentieth and early twenty-first centuries” (Becher and Trowler 2001: 8).

As a result of the centrality of the knowledge economy to twenty-first century development, higher education has assumed unprecedented importance at both national and international level because of its role in educating people for the new economy and in creating new knowledge (Altbach 1998). As evidence Altbach (2004a: 5) points out that the World Trade Organisation is now focusing on higher education, but some of the initiatives which have recently been undertaken both in the United Kingdom and in India are further examples which mirror the outlined scenario.

In June 2009 the Department for Business, Innovation and Skills (DBIS) was created in England through the merger of the Department for Innovation, Universities and Skills (DIUS) and the Department for Business, Enterprise and Regulatory Reform (BERR). Higher education is one of the policy areas of said department and is defined as “a major contributor to the economic success and social well being of the country”.

In 2005 the National Knowledge Commission (NKC) was constituted as a high-level advisory body, which was regarded as “a critical component of our Prime Minister Dr. Manmohan Singh’s vision of transforming India into a global knowledge hub” (National Knowledge Commission 2007: iii). As the following passage from the *About Us* section of the National Knowledge Commission website shows, ‘creating knowledge’ and investing in human capabilities’ are presented as key issues of India’s national development:

The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities. In the next few decades, India will have the largest set of young people in the world. Following a knowledge-oriented paradigm of development would enable India to leverage this demographic advantage.

The emergence of a global economy has contributed to the spread of worldwide trends in the public higher education sector and has led nation states to adapt their systems of higher education to the changed global realities in order to make them more competitive (Agarwal 2006: 2). This adaptation to market forces (Gürüz 2008: 35-78) has affected the global

academic landscape fostering systems that mirror a “world competition society” (Teichler 2004: 8), where education is seen as a service that could be marketed worldwide (Melewar and Aker 2005: 41). As a result, most universities have become more entrepreneurial and managerial “with all the attendant foci on efficiencies, measurable outcomes, competitive markets and commercialisation” (Nagy and Robb 2008: 1415). Moreover, this orientation of higher education towards the corporate sector is also mirrored by the increased emphasis universities lay on corporate image (Melewar and Aker 2005, Nagy and Robb 2008), as well as by an increase in the number of universities associating themselves with the practices and values of entrepreneurship.

## **1.2 The World Wide Web**

Information Technology and globalization go hand in hand, the Internet being the primary vehicle for the globalization of both the economy and knowledge (Altbach 2004a: 20). Furthermore, globalization entails economic ties among institutions and is enhanced by new modes of communication:

*Suppose all the information stored on computers everywhere were linked, I thought. Suppose I could program my computer to create a space in which anything could be linked to anything. All the bits of information in every computer at CERN, and on the planet, would be available to me and to anyone else. There would be a single, global information space. (Berners-Lee 2000: 4-5; italics in the original).*

The dream of Tim Berners-Lee<sup>1</sup>, the inventor of the World Wide Web, came true on Christmas Day 1990 when the *WorldWideWeb* browser was running on his machine communicating over the Internet (Berners-Lee 2000: 33). Since then the networking society has led to a “globalized society, a ‘one-world’ context where cause and effects can reverberate throughout the entire system” (Hassan 2008: 1) and the relationship among ‘distant others’ is perceived in terms of narrower and narrower virtual proximity:

Being in the information society is to be within (and be a constitutive part of) a network of networks that span the globe, putting one in the same space and time of information flows as billion of others.  
(Hassan 2008: 109)

As a result a new way of conceiving of space and time has emerged which is substantially different from the geometric space- and the Newtonian time-perspectives of the modernist world. The term ‘space-time compression’ has been used by Harvey (1990: 240) to signal the processes that, in revolutionizing the objective qualities of space and time (Fig. 1.1), force us to alter the way in which we represent the world to ourselves (Fig.1.2). This experience of time-space compression is described as challenging and therefore capable of “sparkling a diversity of social, cultural and political responses” (Harvey 1990: 240).

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<sup>1</sup> Berners-Lee worked for some years from 1980 at CERN, the European Particle Physics Laboratory in Geneva. “The name CERN derives from the name of the international council (Council Européen pour la Recherche Nucléaire), which originally started the lab. The council no longer exists, and ‘Nuclear’ no longer describes the physics done there, so, while the name CERN has stuck, it is not regarded as an acronym.” (Berners-Lee 2000: 4)

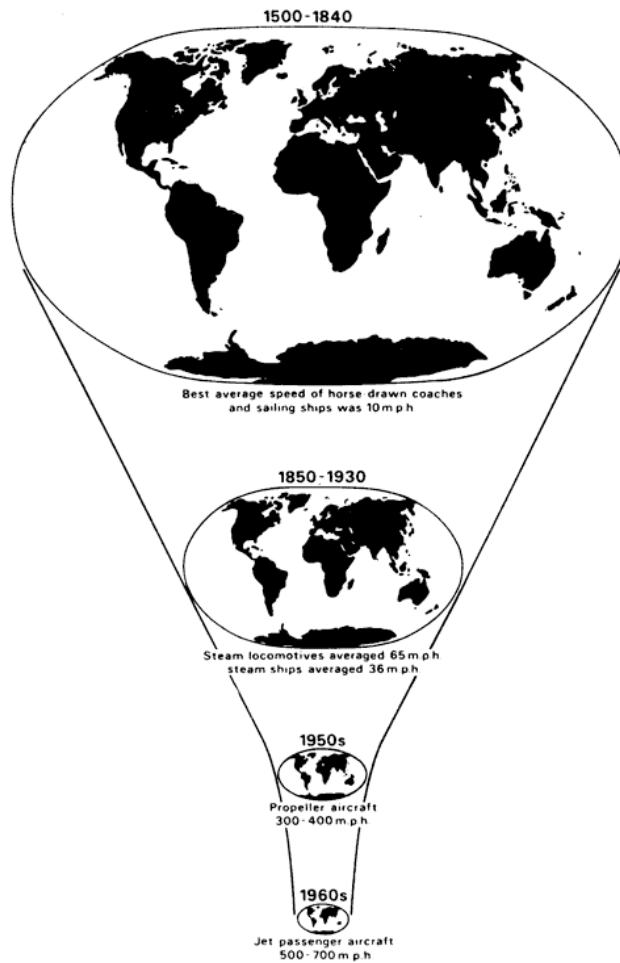


Figure 1.1. The Shrinking Map of the World  
(Harvey 1990: 241)

If “[b]alloon travel and photography from on high changed perceptions of the earth’s surface” (Harvey 1990: 264), the World Wide Web has dramatically altered our perception of the information-communication space, thus also reshaping the ‘here and now’ of the context of situation (Fig.1.1).

As Bauman (2000: 118) points out the “near-instantaneity of software time augurs the devaluation of space” making geographic places blurred and citizenship a world- rather than city-related notion. Within this

networked, globalized, hybrid space human subjects have a multiplicity of different ways in which they can be described or defined. This entails that, regardless of place and time, people might be defined by their age, gender, social class, or ethnicity (Cronin 2006: 9), but also by their profession, by their belonging to a community of practice. This space of communication is one in which geographical boundaries are to a large extent replaced by domain boundaries as a result of the production of “global times in which the distances between places and peoples again seem to be dramatically reducing” (Urry 2003: 2).

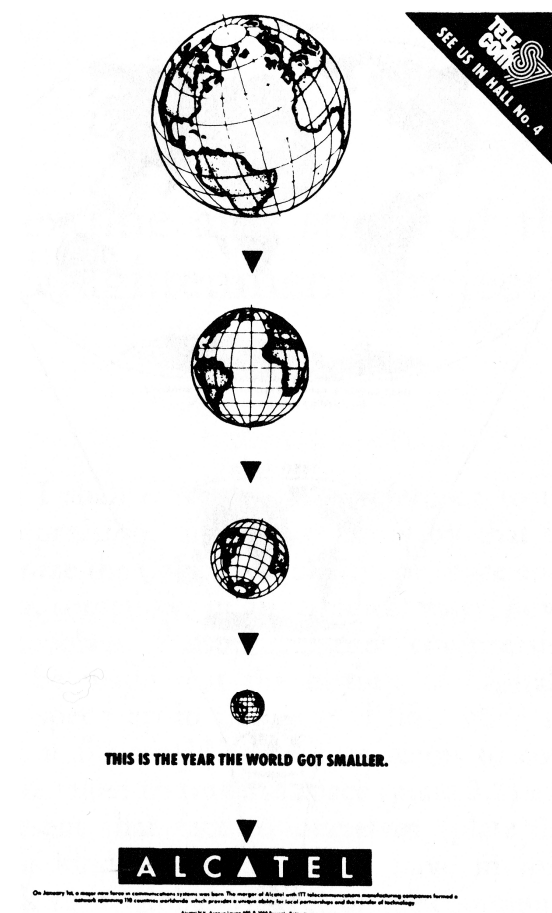


Figure 1.2. A 1987 advertisement by Alcatel that emphasizes a popular image of the shrinking world (Harvey 1990: 242)



### 1.3 Research focus and outline of the thesis

The domain which has been investigated in the present study is the language of university websites which can be seen to fall into the category that Biber (2006) labels “institutional writing” in his in-depth description of university registers.

As Marginson (2006) argues, higher education is now situated in an open information environment in which national borders are routinely crossed and identities are continually made and self-made in encounters with diverse others. Higher education can thus be thought of as a single world-wide arrangement, not in the sense of a unitary ‘global system’ but as a rather complex combination of

(1) global flows and networks of words and ideas, knowledge, finance, and interinstitution dealings; with (2) national higher education systems shaped by history, law, policy and funding; and (3) individual institutions operating at the same time locally, nationally and globally. It is an imperfectly integrated arrangement, characterised by uneven and changing patterns of engagement and communication; [...] This bounded, complex, hierarchical, fragmented, contested, product-making, subject-forming, continually transforming world-wide arrangement, with its specific rules, discourses and exchanges; recalls Bourdieu’s (1996) notion of a ‘field of power’. (Marginson 2006: 1-2)

The discursive facet of social practices mentioned by Marginson has been highlighted also by other higher education researchers (Gumport 2000, Välimaa and Hofmann 2008) social scientists (Harvey 1996: 77-113, Jessop 2002: 132-3) and is a defining feature of the tradition of British linguistics represented by Firth, Halliday and Sinclair (Stubbs 2006: 15). Considering

language as a social phenomenon and corpus linguistics as a useful approach for the identification of social meanings (see chapter 2), this study focuses on the relationship between language and the higher education global context outlined above within the World Wide Web communicative space. The wide range of semiotic codes on which websites rely provides fertile ground for a multimodal analysis (Kress and van Leeuwen 2006). However, given the purpose of the present research, the study concentrates on the analysis of the verbal component.

Although the effects of globalization on academic discursive practices have extensively been dealt with (Fairclough 1993, 1995, 2006; Mautner 2005; Askehave 2007; Osman 2008), the language of websites still remains an underinvestigated area of research. Websites can be considered one of the genres of communication that are “specialized for trans-national and interregional interaction” (Fairclough 2006: 3) which makes them interesting to explore within the domain of university language and in relation to the macro sociological and economic context of the knowledge based economy. University websites (UWs) have been studied in terms of the common features that characterize them as a genre from both the user’s (Astroff 2001) and the designer’s (Zahir and Dobing 2004) standpoint, in terms of their graphic component (Callahan 2005), with reference to the construction of institutional identity (Benwell and Stokoe 2006: 116-120), and as regards the use of evaluative adjectives for promotional purposes (Caiazzo 2009).

The present research work has focused on the ‘About Us’ (AB) section of UWs, that is the web page in which universities present themselves on the Web describing various aspects of themselves and their

activities, investigating how meanings are constructed as a result of the interaction of words with the verbal environment and the social context in which they are used (Sinclair 1991; Stubbs 1996, 2001, 2006; Tognini-Bonelli 2001; Teubert 2004, 2006; Mahlberg 2005, 2007).

The words analysed — *national*, *international*, *global*, *quality* and *we* — have been chosen because they have been deemed relevant in relation to three key issues that characterize the present higher education landscape (see section 1.1), namely the international dimension, the evaluation of university performance and the emergence of entrepreneurial attitudes.

The chapters devoted to the linguistic analysis are largely based on papers either published<sup>2</sup>, or accepted for publication<sup>3</sup>, and are representative of the steps of the research carried out. Each chapter deals with one facet of the issues hinted at above. Chapter 4 concentrates on the potentially evaluative function of the adjectives *national*, *international* and *global*, chapter 5 explores the meaning associated with the national and international dimensions, chapter 6 focuses on the issue of university performance analysing the verbal environment around *quality*, and chapter 7 investigates how institutional identity is conveyed through the use of the personal pronoun *we* also in relation to business and corporate discourse. Apart from the data presented in each chapter, the present dissertation is

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<sup>2</sup> Chapter IV: Caiazzo L., 2009, “‘National’, ‘international’ and ‘global’ across British and Indian university websites”, *ESP Across Cultures*, 6, pp. 45-59.

<sup>3</sup> Chapter V: Caiazzo L., forthcoming, “Glocal perspectives in the language of British and Indian university websites”, in M. Bondi, S. Cacchiani, G. Palumbo (eds.) *Corpus Linguistics and Language Variation*, RILA, 1-2, 2011.

Chapter VI: Caiazzo L., forthcoming, “The language around *quality* in British and Indian university websites”, in G. Di Martino, L. Lombardo, S. Nucorini (eds.)

Chapter VII: Caiazzo L., forthcoming, “The hybridization of institutional language: exploring *we* in the ‘About us’ section of university websites”, in Sarangi S., V. Polese, G. Caliendo (eds), *Genre(s) on the Move. Hybridization and Discourse Change in Specialized Communication*, Napoli, Edizioni Scientifiche Italiane (ESI).

also provided with a CD-ROM containing all the concordances analysed. The general theoretical framework which underlies the study is discussed in chapter 2, whereas further information about the corpus and the AB sections is provided in chapter 3, which also draws an outline of the methods, although in each chapter there is a short section devoted to method and data. Finally, in chapter 8 general conclusions from the studies presented are summarized and future directions for research are discussed. This dissertation can thus be read either horizontally following the above described path, or vertically, as far as the chapters 4, 5, 6, 7, are concerned since they can be considered self contained units.

## Chapter II

### Language as a ‘moment’ of social life

The word as the ideological phenomenon par excellence exists in continuous generation and change; it sensitively reflects all social shifts and alterations. In the vicissitudes of the word are the vicissitudes of the society of word-users.

(Vološinov 1986<sup>4</sup>: 157)

In the last decades linguistic inquiry has increasingly focused on the role of language as a social practice. In the present chapter the relationship between language and society has in the first place been examined from the wider perspective of social sciences (2.1), subsequently the focus has been on the contribution corpus analysis can make to the study of social meanings within the contextual and functional theory of meaning laid down by Firth (2.2). Within this view of language as part of the social process, section 2.3 makes reference to the way organizations construct

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<sup>4</sup> The Russian original, *Marksizъм i filosofija jazyka: osnovnye problem sociologičeskogo metoda v nauke o jazyke* (*Marxism and the Philosophy of Language: Basic Problems of the Sociological Method in the Study of Language*), appeared in Leningrad in two editions 1929 and 1930 respectively, in the series *Voprosy metodologii i teorii jazyka i literatury* (*Problems of the Methodology and Theory of Language and Literature*). (Vološinov 1986 [1973]: 6, *Translators' Introduction*).

their identity in discursive terms, and provides an overview of the use of the personal pronoun *we* in business and corporate discourse.

## 2.1 The discursive facet of the social process

The relation between discursive and non discursive aspects of social life is described by Harvey (1996) in terms of internalization of different moments of social life. In the framework he proposes, social processes (including language) are defined ‘moments’ in order “to avoid, as far as possible, any sense of prior crystallization of processual activities into “permanencies” – things, entities, clearly bound domains, or systems” (Harvey 1996: 78).

As shown in Figure 2.1, six distinctive “moments to the social process” are defined. The moment of *language/discourse* includes the wide range of resources we can draw on to represent the world. The moment of *power* is intrinsically heterogeneous since it encompasses power relations in many fields (political, economic, military, etc.), which are represented through discourses. The moment of *beliefs / values / desires* refers to how we relate ourselves to the world both ontologically (knowledge of the world) and epistemologically (understanding of the world). The moment of *institution building* broadly covers ways of organizing politically and socially the relations between individuals (for example the state, science, education, the academia). The moment of *material practices* is related to the material embeddedness of social life including both our bodily being in the world and the instantiation of our desires in the material world. Human desires are objectified “not only through the reproduction of self and bodily being,

but also through modifications of the surrounding environment” (Harvey 1996: 79), some examples being the microtechnologies of the living and the workplace, cities, the agrarian landscape. The moment of *social relations* describes a variety of forms of sociality ranging from ways of living to ways of producing and communicating.

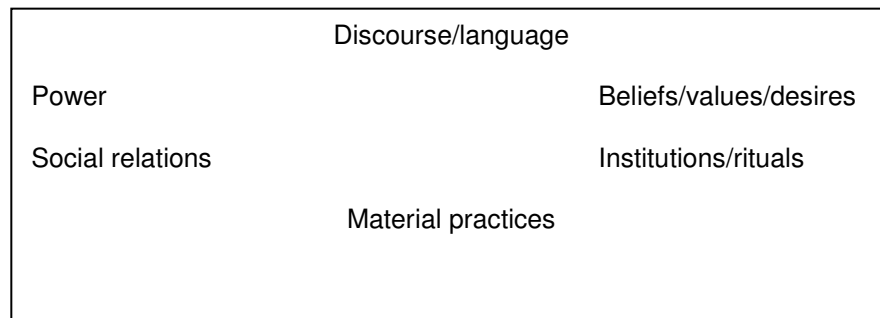


Figure 2.1. “Moments” in a Cognitive Map of the Social Process  
(Harvey 1996: 78)

What the framework aims to point out is that the social process flows simultaneously through all the moments, since each of them is constituted as an internal relation of the others. Although discourses internalize what occurs at other moments and at the same time “suffuse and saturate all other moments within the social process” (Harvey 1996: 80), it might be misleading to privilege discourse above other moments. As is further argued, making reference to Raymond Williams (1977), language is constitutive of the way human beings are, in that it is the living evidence of the continuing social process which both shapes and is shaped by individuals, and in so doing it “internalizes from all moments in the social process”:

Nor ... is this language simply a “reflection” or “expression” of “material reality”. What we have, rather, is a grasping of this reality

through language, which as practical consciousness is saturated by and saturates all social activity, including productive activity. ... Language is the articulation of this active and changing experience, a dynamic and articulated social presence in the world. (Williams 1997: 37-8 quoted in Harvey 1996: 88)

Since language is socially determined, the way the social process is internalized by words and the meanings associated with them in relation to both verbal and contextual environment, can allow us to explore the relation between discursive and non discursive facets of social life. As far as the present research work is concerned, the framework for communication created by the material practices of the World Wide Web context (see 1.2). may give rise to meanings that unfold along both local and global lines.

As a ‘dynamic and articulated social presence in the world’, in flowing simultaneously through all the moments of the social process, language shares and at the same time is part of the ongoing changes both in ways of communicating (websites are an example) and in the higher education field, thus contributing to shaping meaning.

## **2.2 About words and meanings**

In the field of linguistics this view of language as a social phenomenon takes us back to the work of J. R. Firth, “a linguistic and sociological goldmine” (Stubbs 1996: 53). By pointing out that “each word when used in a new context is a new word” Firth (1957: 190), prioritizes the study of language as part of the social process:



The multiplicity of social roles we have to play as members of a race, nation, class, family, school, club, as sons, brothers, lovers, fathers, workers, churchgoers, golfers, newspaper readers, public speakers, involves also a certain degree of linguistic specialization. (Firth 1957: 29)

In order to take into account both the linguistic and the social moment, the analysis of language events has to rely on a range of ‘schematic constructs’. Those which enable us to describe linguistic events include the systematics of phonetics and phonology, of grammatical categories and of semantics (Firth 1957: 181). However, the key concept in Firth’s view of language as a moment of the social process is the ‘context of situation’, defined as “a suitable schematic construct to apply to language events” (Firth 1957: 182), which makes sure of the sociological component:

A context of situation for linguistic work brings together the following categories:

- A. The relevant features of participants: persons, personalities.
  - (i) The verbal action of the participants
  - (ii) The non-verbal action of the participants
- B. The relevant objects
- C. The effect of the verbal action. (Firth 1957: 182)

He underlines that the schematic constructs, which enable us to handle language events, are neither immanent nor transcendent, but “just language turned back on itself” (Firth 1957: 181) since the disciplines and techniques of linguistics are directed to assist us in making *statements of meaning*. The procedure he suggests for dealing with meaning is its dispersion into

modes. Like the dispersion of light of mixed wave-lengths into a spectrum, “the meaning of linguistic events may be, as it were, dispersed in a spectrum of specialized statements” (Firth 1957: 183). Thus, one of the modes at the social level of analysis is the context of situation, an abstraction that forms the basis of the hierarchy of techniques for the statement of meanings. At the lexical level he places meaning by *collocation*, the ‘habitual company’ of words, and, at the grammatical level, meaning by *colligation*, both of which lay the theoretical framework of Sinclair’s work concerning the methodological steps behind the identification of the unit of meaning (Sinclair 1996) based on corpus data.

A further relevant point in Firth’s model is the notion of “repeated events” that can for example be identified in the verbal behaviour of a “speech fellowship” which “sees itself and hears itself as different from those who do not belong” (Firth 1957: 186). The “bond” among the fellows is enhanced by the “continuity of repetitions in the social process, and the persistence of personal forces” (Firth 1957: 183), hence the need for a text oriented approach, where the observable and the attested are the main concern of linguistic enquiry:

We must take our facts from speech sequences, verbally complete in themselves and operating in contexts of situation which are typical, recurrent and repeatedly observable. Such contexts of situation should themselves be placed in categories of some sort, sociological and linguistic, within the wider context of culture. (Firth 1957: 35)

By stressing the relevance of working on linguistic data, which have to be related to both users and contexts of situation within the broader context

of culture, Firth “laid the theoretical foundation of a contextual theory of meaning which is central to our present-day view of corpus work” (Tognini-Bonelli 2001: 157). The analysis of corpora allows us to investigate actual uses of words in texts along with their frequent behaviour in relation to their contextual environment, as Stubbs (1996: 172) points out: “words occur in characteristic collocations, which show the associations and connotations they have, and therefore the assumptions which they embody”.

Within the neo-Firthian tradition, recent developments in the use of corpora (Stubbs 1996, 2001, Tognini-Bonelli 2001, Baker 2006; Teubert 2004; Mahlberg 2005, 2007) have stressed the potential of corpus linguistic methodologies for the study of social meanings, although the link between corpus findings and social theory still needs further investigation (Stubbs 2006). Sharing the above outlined perspective whereby language and social process are closely intertwined and constitutive of each other, this dissertation explores the contribution that corpus linguistics methodologies can make to the study of social meanings focusing on the linguistic data provided by the AB section of British and Indian websites, within the World Wide Web context of situation. Particular reference is made to the concept of semantic prosody, of local textual functions, and to the theory of lexical priming that are dealt with in the following sections.

### *2.2.1 Semantic prosody*

As shown by Sinclair’s pioneering work, collocation (see Firth 1957), i.e. the property of language whereby two or more words seem to appear

frequently in each other's company, illustrates how combinations of words in texts contribute to the creation of meaning. Meanings are closely related to the ways words are used but also to the semantic environment in which they tend to occur (Sinclair 1991: 112), a phenomenon referred to as semantic prosody by analogy with Firth's view of the sound system as prosodically organized (Firth 1957). The term was first used by Louw (1993) but attributed to Sinclair (1987, 1991) who developed the concept in later work (1996).

Starting from the consideration that words enter into meaningful relation with other words around them and in so doing they give a massive contribution to meaning, Sinclair (1996) points out that semantic prosody is closely related to the function of an item and without it words "just mean", their normal semantic values being not necessarily relevant:

[O]nce noticed among the variety of expression, it is immediately clear that the semantic prosody has a leading role to play in the integration of an item with its surroundings. It expresses something close to the 'function' of an item – it shows how the rest of the item is to be interpreted functionally. (Sinclair 1996: 88)

His model of the lexical item / extended unit of meaning integrates the categories of collocation (lexical choices), colligation (grammatical choices), semantic preference (semantic set of associations) and semantic prosody. In this model both the semantic prosody and the 'core item' are considered obligatory elements, while the other elements are optional. Sinclair's examples include the analysis of the core item *naked eye*, which has a semantic preference of 'visibility' and a semantic prosody of 'difficulty' as

shown by its frequent co-occurrences with sequences such as *barely visible to*, *invisible to*.

The concept has been widely used in the literature as shown by Stewart's (2010) in-depth account of the topic and by Hunston (2007) who focuses on the differences in the way the concept is used, foregrounding its discourse function as a unit of meaning rather than as the property of a word (Sinclair 1996). Among many others the term has also been used by Partington (2004) who highlights the quality and strength of prosody as highly dependent on genre and domain.

Within this view of language as a social phenomenon outlined above, whereby contexts of situation and types of language function are closely related, semantic prosody plays an important role in the creation and attribution of meaning at the textual level, and is therefore the "crucial meeting point between text and context" (Tognini-Bonelli 2001: 159).

### *2.3.3 Local textual functions*

The relationship between the meaning of a word and its actual use is also highlighted by Mahlberg (2005, 2007) who stresses the potential of a corpus theoretical framework for the study of language as a social phenomenon. A bottom-up description of language as it is documented in a corpus, that is naturally occurring instances of language used by people in real life, seems therefore particularly useful in this respect, since it entails a functional perspective that is concerned with meaning (Mahlberg 2005: 32-3). Foregrounding this view of language as the social behaviour of a discourse

community, she introduces a descriptive category defined as “local textual function”:

Local textual functions are ‘textual’ as they describe the meaning of lexical items in texts. They pay close attention to similarities between lexical items and/or meanings in specific groups of texts. The functions are ‘local’ in that they do not claim to capture general functions, but functions specific to a (group of) text(s) and/or specific to a (group of) lexical item(s). (Mahlberg 2007: 193)

The concept is graphically represented in Figure 2.2 which shows the different facets of meaning that can be described, where the two ends of the continuum are identified as residual meaning and text meaning. The term ‘residual meaning’ is referred to by Sinclair as the meaning that can be associated with a word when cited: “[w]ithout any support from a cotext, each individual word still yields one or more meanings when cited” (Sinclair 2005a: 21 quoted in Mahlberg 2007: 194).

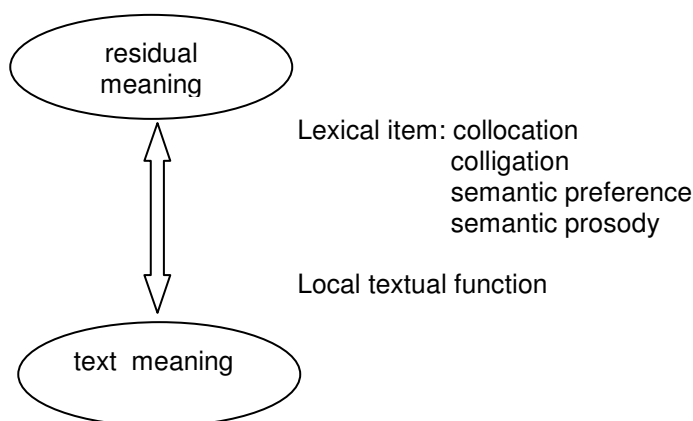


Figure 2.2. Levels of description for the meanings of a lexical core (Mahlberg 2007: 194)

The text meaning refers to the meaning words take on when they are actually used in texts, since meaning may vary depending on the cotext and on the interpretation by an individual reader / listener. Thus, local textual functions are closely related to the textual components of meanings associated with lexical items as shown by the analysis of the phrase *sustainable development* in *The Guardian* 2002 corpus (see also Mahlberg 2005 on the local textual function of English general nouns).

Local textual functions, as a descriptive category, further stress the notion of genre- and domain-dependency of meaning (Sinclair 1996, Partington 2004, Hoey 2005, Nelson 2006) and the link between text and context (Firth 1957, Stubbs 2001, Tognini-Bonelli 2001, Teubert 2004; 2010), which makes them a useful descriptive tool given the texts analysed in this dissertation.

### 2.2.3 *Lexical priming*

The theory of lexical priming (Hoey 2005) also takes into account the relationship between human agency and social structure, however, emphasis is laid on individual experiences. According to Hoey (2005: 8) every word is primed for collocational use since it “becomes cumulatively loaded with the contexts and cotexts in which it is encountered”.

In lexical priming theory collocation is considered a key factor, since it determines what is natural, as opposed to what is possible, in a language, and is mainly considered a psycholinguistic phenomenon, whereby every word is mentally primed for collocational use. However, collocational priming is not a permanent feature of the word:

As a word is acquired through encounters with it in speech and writing, it becomes cumulatively loaded with the contexts and co-texts in which it is encountered and our knowledge of it includes the fact that it co-occurs with certain other words in certain kinds of context. The same applies to word sequences built out of these words. (Hoey 2005: 8)

Whenever we encounter a word we note subconsciously the words it occurs with (its collocations), the meanings with which it is associated (its semantic associations), the pragmatics it is associated with (its pragmatic associations), the grammatical patterns it is associated with (its colligations), the text type it is used in (its textual collocations / colligations) and the social situation it is used in. Thus, when speakers communicate with one another they are “free, but only within constraints” (Stubbs 1996: 56) in that they reproduce the language they hear and in so doing in turn they prime hearers. This process has implications for both social and individual levels of language knowledge and use, therefore if on the one hand some general features of the language can be said to be ‘socially shared’, on the other each individual’s grammar is different because every speaker’s experience and knowledge of routines is different.

Although the theory of lexical priming foregrounds the meaning of a word as depending on the experience of the speaker of a language and on the encounters he/she has had with the word — “words are never primed *per se*; they are only primed for someone” (Hoey 2005: 15) — it also emphasises the social dimension of language by outlining that the claims behind the priming hypotheses are constrained by domain and / or genre (Hoey 2005: 13). Thus, given the hybrid nature of the World Wide Web



context, where space-time compression enhances interconnectedness between distant localities, the collocations found in the texts analysed, along with the different meanings conveyed by the surrounding verbal environment, are likely to bring forth discursive trends related to genre and domain as well as to mirror both local and global dimensions.

### **2.3 *We* in corporate and business discourse: an overview**

This section provides a short overview of the use of the personal pronoun *we* in business and corporate discourse. This feature of the discursive construction of corporate identity has been referred to in relation to whether traces of entrepreneurial stance can be found in the way universities mediate their institutional identity (see chapter 7).

Given the contemporary emphasis on strategy in business and management discourse, organizational identity has been widely dealt with within and across organizational domains spanning multiple levels of analysis<sup>5</sup>. Within the above outlined view of language as part of the social process, communication strategies also play a relevant role in the way organizations position themselves. Thus, the discursive construction of identity in business and corporate discourse has received much attention, as shown by the analysis carried out on a variety of written and spoken corporate and business genres (Cheney 1983, Bhatia 1993, Swales and Rogers 1995, Hyland 1998, Garzone 2005, Coupland 2003, Medina *et al.*

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<sup>5</sup> See Cornelissen *et al.* 2007 who bring together different strands of identity-related scholarship advocating the need for interdisciplinary cross-fertilization in the study of identity.

2005, Salvi and Turnbull 2007, Bamford 2008, Crawford Camiciottoli 2010).

As far as the personal pronoun *we* is concerned, the scope of its use varies depending on the communicative purpose of the speaker / writer, and is therefore one of the most useful tools of persuasion and identification (Burke 1969, Billig 1995). Although stance can be expressed to differing extents through grammatical devices, value-laden word choice, and paralinguistic devices (Biber *et al* 1999: 966–969), “stance structures with a 1st person subject are the most overt expressions of speaker/author stance” (Biber 2006: 99), thus playing an important role in constructing social identities.

Dealing with identification strategies in organizational communication Cheney (1983) focuses on the link between organization and rhetoric. In particular his study draws on Burke’s (1969) theory of identification as the “function of sociality”, with an interest in the “workings of identification as *the* symbolic process underlying basic tendencies in social relations” (Cheney 1983: 143). One of the identification strategies he identifies is the use of the first person pronoun *we*, defined as *assumed or transcendent “we”* (Cheney 1983: 148), which can be found in corporate discourse to suggest that the sharing of interests by the corporation and the employee can be taken for granted.

Although there has been a lot of work done on organizational identities, there has been little focus on identities created via company websites which are now one of the main tools of corporate communication (Melewar and Aker 2005: 48). Corporate websites have a directive communicative function, but they are also informative and mostly consist

of information and advertisements about the company's products or services (Medina *et al.* 2005: 125). In their analysis of corporate websites Medina *et al.* (2005: 135-138) have found out that, in spite of a general tendency to avoid the use of pronouns, the first person plural *we* and *us* are the most widely used to introduce corporate statements or to describe company services.

The first person pronoun *we* is also widely employed in sales promotion letters (Bhatia 1993: 49) where writers “often use a ‘we’ orientation” not only to capture the attention of the prospective customers, but also to suggest that they represent a well established company. In oral business presentations *we* performs a similar function, aimed at convincing the audience of the “effectiveness of the company and its ability to perform and maintain its promises” (Bamford 2008: 285).

The findings related to the use of *we* in corporate and business discourse have been deemed a useful point of reference to observe whether similarities can be found in the way it is used in the AB section of university websites.

## Chapter III

### Data and methods

The contents of a corpus should be selected without regard for the language they contain, but according to their communicative function in the community in which they arise.

(Sinclair 2005: 1)

This chapter provides the rationale behind the choice of British and Indian university websites as an object of enquiry (3.1), and the selection criteria adopted for the texts collected (3.1.1). Moreover, it gives a general account of the AB section (3.2) and an outline of the methods used (3.3).

#### 3.1 The corpus

The choice of British and Indian UWs is related to the role played by the British linguistic and cultural legacy in contemporary Indian universities, and by the current (2006-2011) educational relations between India and the United Kingdom fostered by the programme UKIERI (UK-India Education and Research Initiative).

As far as language is concerned, in India, English is still the predominant, almost exclusive, language of instruction in higher education,

in spite of the Education Commission's (1964-1966) emphasis on the need "to move energetically in the direction of adopting the regional languages as media of education at the university stage" (Jayaram 2004: 107). The present situation is mirrored by the fact that only 20 out of 311 Indian UWs accessed have a local language version.

In terms of cultural legacy, although India, like most Asian countries, had pre-western academic institutions, namely the traditional *pathashalas* or *madrasahs* (Altbach 2004b: 15), the foundation of the present system of higher education was laid by the British colonial regime in the mid-nineteenth century (Ashby and Andersen 1966: 54-146, quoted in Jayaram 2007: 72). Furthermore, since the British educational implantation was conceived "to serve the economic, political, administrative interests of the British and, in particular, to consolidate and maintain their dominance in the country" (Jayaram 2007: 72), research was not a key issue in the colonial era. The colonial legacy of universities as "retailers of knowledge" (Jayaram 2007: 73) has therefore had implications on the development of a competitive system.

Present educational relations between India and the United Kingdom in the field of Higher Education have been fostered by a five year programme, the UK-India Education and Research Initiative (UKIERI), which aims to improve educational links between India and the United Kingdom. The objective of both countries is to become in the long term each other's partner of choice in education. An extension of the initiative, which has also relied on the contribution of the private sector (BAE Systems, GlaxoSmithKline and Shell), has been recently announced. The new phase of the programme will start in 2011 and will be funded by both

Governments. Throughout the first phase 200 UK researchers worked in India and 200 UK undergraduate students were supported financially for studying in India, which along with the global scenario outlined in chapter I is likely to make communication between the two countries an increasingly common practice.

### *3.1.1 Data collection*

Data were collected in the period October 2008/ February 2009 from *4International Colleges & Universities*, an international higher education directory and search engine, that reviews accredited higher education institutions in the world. It includes 10,000 Colleges and Universities in 200 countries ranked by web popularity, which satisfy the following requirements:

- are officially recognized, licensed or accredited by national or regional bodies such as ministries of education and/or recognized accreditation organizations;
- are officially entitled to grant four-year undergraduate degrees and/or postgraduate degrees;
- provide traditional face-to-face learning facilities, programs and courses;
- have a working and official website.

The aim of the website is to provide an approximate popularity ranking of the universities based on the popularity of their websites, not on their academic ranking.

The corpus analysed (140,560 running words) consists of the verbal component of the AB sections of 340 British and Indian UWs. The overall number of websites which were actually listed in the above mentioned directory when data were collected was higher (469)<sup>6</sup> and although all them were explored, only the texts that could be accessed directly from the homepage have been collected and included in the two subcorpora. The rationale behind the selection criteria adopted is twofold, on the one hand it meets the need for minimizing the analyst's subjectivity of choice, on the other hand it also likely to reflect the priorities set in the webpage design.

The texts collected have been grouped into two subcorpora, 135 British (UK subcorpus) and 225 Indian UWs (IN subcorpus) representing roughly 80% of the most accessed websites listed in the above-mentioned directory. In both subcorpora each text has been given an identification code consisting of two letters related to the country (UK / IN) and a progressive number. The corpus has been compiled considering that small specialised corpora, such as the one analysed in this research project, can be suitable for the investigation of the specific language features of a particular genre from a particular domain (Bondi 2001, Bowker and Pearson 2002, Nelson 2006, Bamford 2008).

### **3.2 The *About Us* section**

The AB sections analysed mainly consist of informative and descriptive texts which outline a general profile of the university, including either all or

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<sup>6</sup> In 2010 the number of websites listed has increased to 587 (437 Indian UWs and 150 British UWs).

some of the following ‘moves’ (not necessarily in the order presented below):

#### *A. date of inception*

IN 3a - Assam University came into existence through Assam (Central) University Act, 1989 (Act. No. XIII). It was established in 1994, since then the University is steadily becoming an excellent centre of learning.

UK 3a - Founded in 1451, we are the fourth oldest university in the United Kingdom and have nearly 16000 undergraduates, 4000 postgraduates and 4000 adults in continuing education. We welcome students from over 80 countries.

#### *B. location*

IN 3b - The campus, situated in Dargakona, about 20 kms from Silchar, is set amid sprawling hillocks, a typical landscape in the North East. [...]The University is situated in South Assam, bordering Bangladesh, Mizoram, Manipur, Maghalaya, and Nagaland. The Barak river flows across this region known as Barak valley.

UK 3b - Queen Mary's locations span London's diverse districts. Two of our four campuses are in east London, in the Borough of Tower Hamlets between The City and Canary Wharf, a multicultural and socially diverse area that is one of the most rapidly developing parts of London. We have the advantage of being the London research-focused university closest to the site of the 2012 Olympic Games, only two miles from the Mile End site, our main residential campus.



### *C. accreditation / ranking*

IN 3c - The standard of excellence of our courses is reflected in the grades awarded to us by the National Assessment and Accreditation Council and in the success of our students in both industry and academia, in India & abroad.

UK 3c - Our teaching quality has been independently rated as among the top ten in the UK and our medical and veterinary schools are consistently rated amongst the very best in the UK.

### *D. services offered (teaching, campus, sport facilities)*

IN 3d - The syllabi and courseware are designed to be flexible and wide-ranging, incorporating the cutting edge as well as ensuring a firm grasp of core fundamentals. A modular course design, along with several opportunities for industry training, gives students the freedom to tailor their learning experience.

UK 3d - We offer an exceptional breadth of undergraduate student choice across the physical and life sciences, the social sciences and the humanities, together with a rapidly-expanding range of postgraduate courses.

### *E. learning environment*

IN 3e - Education here is an enriching experience in more ways than one. With regular sporting, cultural and other extracurricular activities an IITian has opportunities to develop multiple facets of his personality and achieve excellence in varied fields.

UK 3e - The University of East London is an exciting, diverse learning community. We aim to give our students an enthusiasm for new ideas, new knowledge and new learning, and the opportunities to excel in their chosen careers.

#### *F. mission and vision*

IN 3f - The mission of IIIT, Allahabad is to be a unique and world class nucleating "Apex Center of Excellence" in the area of Information Technology and Allied Sciences, so as to enhance India's Technological strength in IT and for become a pace-setting institution for other similar institutes to be established in the future. IIIT seeks to derive its strength from a linkage with sound Indian traditions of centuries past, and sets out to create knowledge-based resources in regional languages.

UK 3f - Our mission is to undertake leading-edge, internationally-competitive research while offering a challenging student-centred learning environment. Through our status as a leading international university, we aim to sustain and add value to Scottish culture and society, to the natural environment and to the national economy.

A slight degree of diatypic variability was also observed, since a few texts are presented in the form of either welcome messages or letters of the Vice-Chancellor in both subcorpora.

Further features characterizing the texts are related to how the medium of communication has been utilized, in that a high presence of hyperlinks, sidebars and/or drop-down menus suggests that the information has been organized within the website giving the addressee(s) a higher degree of freedom in choosing her/his reading path. In this respect, i.e. use of the

medium, the length of the texts is also relevant, since paragraphs interminably scrolling downwards can betray the paper-based nature of the text, which has presumably been put in the web page without taking into account the problems of *graphic translatability* (Crystal 2001: 47). The length of texts is variable in both subcorpora, however the AB section of the British websites tend to be shorter (Fig. 3.1), as they rely to a larger extent on the use of links to provide further information.

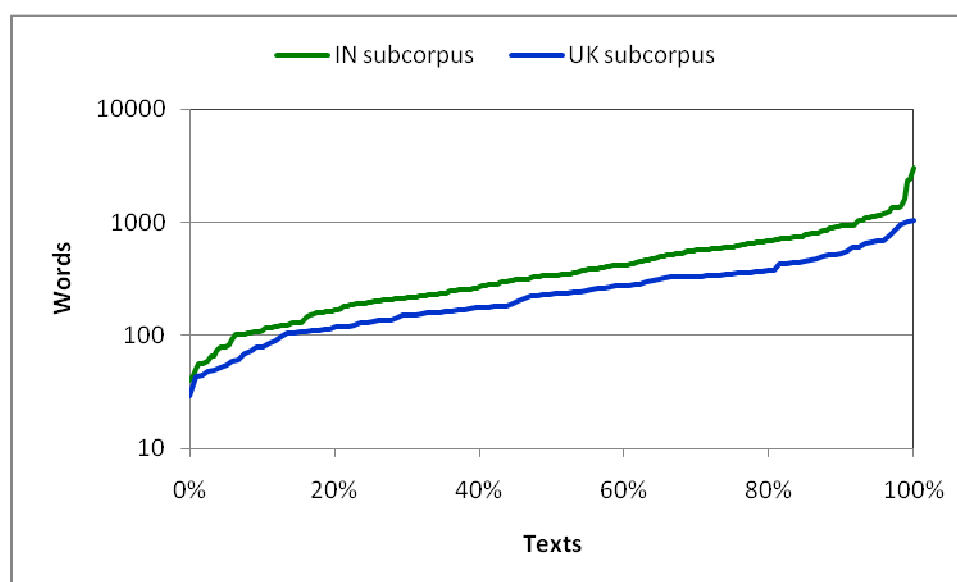


Figure 3.1. Text length (number of words) in the IN and UK subcorpora.

The heading of the AB sections collected is in most cases ‘About us’, however, also when options different from ‘About us’ are chosen, the notion of ‘aboutness’ is privileged (Fig. 3.2). Moreover most headings are common to both subcorpora apart from ‘about’ which occurs only in the UK subcorpus and ‘Introduction’ which is used only in the IN subcorpus.

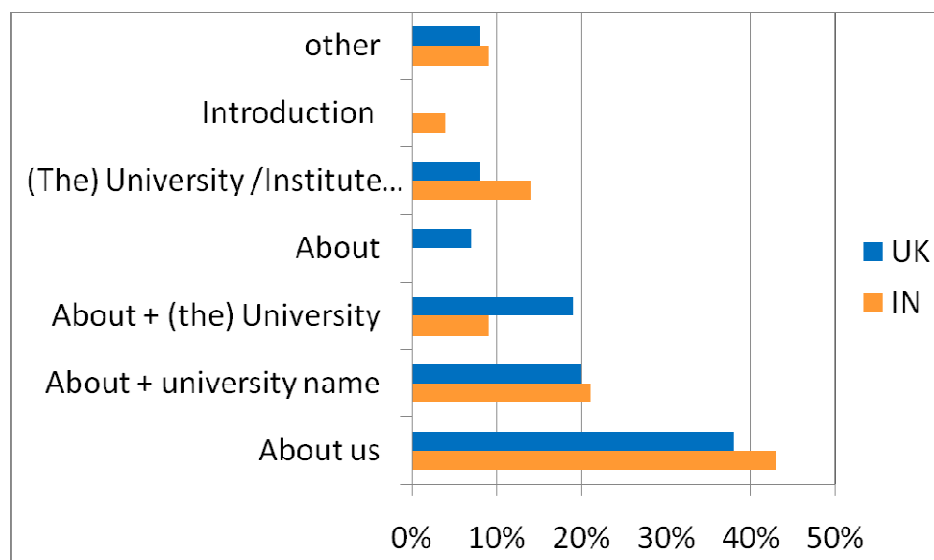


Figure 3.2. Heading of the AB section in the IN and UK subcorpora.

In spite of the expectations possibly raised by the heading, which seems to orient the reader towards an informative piece of writing, the texts that follow are characterized by an overall promotional ‘flavour’ which permeates the representation of the university, showing that the discourse of advertising has influenced many academic, professional and institutional genres (Fairclough 1993, Bhatia 2004) as a result of the highly competitive contemporary environment. One of the typical rhetorical moves of advertising discourse that can be found in the AB sections is what Bhatia (2004: 64) refers to as ‘offering a product description’ that is positive and favourable, a move which is often realized through the generic values of ‘description’ and ‘evaluation’.

### 3.3 Methods

Although the link between language and society has received attention in corpus linguistics studies, social aspects of meaning seem to have been

dealt with mainly with an interest in the variation of linguistic features across different types of texts (Mahlberg 2007: 192).

Considering the social dimension as a key point in a corpus approach to the study of language (see chapter 2), this research work has focused on word meaning and institutional identity expressed by the personal pronoun *we* in the AB section of British and Indian university websites. The choice of a single type of text from a single domain allows us to investigate the relationship between language function and context. The context referred to is the World Wide Web space of communication (see 1.2), which can be thought of as a new kind of hybrid social context:

Material practices transform the spaces of experience from which all knowledge of spatiality is derived. [...] The specialities produced by material practices (be they frameworks for living, for communication, for work, for symbolic activities and rituals, for enjoyment) also constitute the material framework within which social relations, power structures, and discursive practices unfold. (Harvey 1996: 112)

Since word meaning is socially determined, the way social reality is represented through words and their frequent collocations can allow us to “glimpse ... how linguistic categories become social categories” (Stubbs 1996: 194). The framework for communication produced by the material practices of the WWW context is likely to give rise to wor(l)d meanings in that both local and global worlds seem to be involved in the interaction of cotextual and contextual features.

The words investigated — *national*, *international*, *global*, *quality* and *we* — have been chosen because they seem to be closely related to three relevant

features that increasingly characterize the present higher education landscape (see 1.1), namely the international dimension, the evaluation of university performance and the emergence of entrepreneurial attitudes.

Using the corpus analysis software *WordSmith Tools 5.0* (Scott 2007), preliminary information about the frequency of the investigated lexical items has been obtained and a concordance analysis has been carried out focusing on frequent co-occurrences and collocations. Wider context has also been taken into account looking at similarities of meaning in the surrounding verbal environment not necessarily revealed by repeated patterns (Mahlberg 2007: 198-199).

The Indian English component of the International Corpus of English (ICE India)<sup>7</sup> and the British National Corpus<sup>8</sup> (BNC) have been consulted to observe how the kind of ESP analysed here, differs from general language use (chapters 5 and 6). As far as the use of *we* is concerned, the results of the analysis carried out have been set against the findings from business literature (chapter 7).

The chapters that follow are centered on the linguistic analysis of the words investigated and are representative of different steps of the research undertaken. Chapter 4 investigates the potentially evaluative function of the adjectives *national*, *international* and *global*. Although the findings reported in chapter 4 relate to a smaller corpus, they have been confirmed by the analysis of the large set of data referred to in the remaining chapters. Chapter 5 explores the meaning associated with the national and international dimensions, chapter 6 investigates on the issue of university

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<sup>7</sup> The corpus contains approximately one million words (300 spoken and 200 written texts of approximately 2,000 words each).

<sup>8</sup> The BNC contains 100 million words (90 million from written texts and 10 million from spoken texts).

performance analysing the verbal environment around *quality*. The focus in chapter 7 is on how institutional identity is conveyed through the use of the personal pronoun *we* also in relation to business and corporate discourse.

## Chapter IV

### The evaluative meaning of ‘national’, ‘international’ and ‘global’

#### 4.1 Introduction

The World Wide Web has expanded to become the world's largest content delivery system and can be thought of in terms of a global hybrid where glocal identities interact, and where promotion as a communicative function plays a relevant role. ‘Promotional’ culture (Wernick 1991) increasingly permeates contemporary discursive practices, one of these being the marketization<sup>9</sup> of higher education. The ‘commodification’ of the process whereby universities have been induced to adopt a more entrepreneurial approach (Wernick 1991: 158, Becher and Trowler 2005) is mirrored at discourse level by the increasing salience of promotion as a communicative function (Fairclough 1993). In this “educational arms race” (Graddol 2006: 40) the need for international visibility includes creating an appealing image of the institution in the university website.

UWs have been studied in terms of the common features that characterize them as a genre from both the user’s (Astroff 2001) and the designer’s (Zahir and Dobing 2004) standpoint, in terms of their graphic

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<sup>9</sup> Connell and Galasiński (1998) and Jacobs and Pelsmaekers (2006) warn against generalizations about the marketization of higher education.



component (Callahan 2005), and as regards the use of evaluative adjectives for promotional purposes (Caiazzo 2009).

This chapter focuses on how British and Indian universities mediate their identities in the Web global context by analysing the verbal component of the UW section with the heading *About us* (AB), an underinvestigated type of text within the broader domain of university language. The study aims to investigate to what extent the adjectives *national*, *international* and *global* may contribute to a generally positive representation of the institution, although they cannot be considered evaluative in themselves (Thompson and Hunston 2000: 14-15), being commonly used to classify entities into types (Carter and McCarthy 2006: 440). However, the types they refer to can be particularly meaningful in a globalized landscape, since “everyone occupies a space of identification (a body, a room, a home, a shaping community, a nation), and how we individuate ourselves shapes identity” (Harvey 1990: 302). Moreover, in the World Wide Web context, promotional materials can be accessed at once from all over the world, thus deepening and accelerating interconnectedness in contemporary society (Dewey 2007: 333), but also bringing forth the complex relationship between local and global perspectives.

The adjectives *national*, *international* and *global* have therefore been chosen as an object of inquiry not depending on their frequency in the corpus, but with the aim of exploring the contribution they give and are given in terms of attitudinal meaning, in relation to the overall promotional environment in the AB sections (Caiazzo 2009) as well as to the Web global virtual space.

## 4.2 Data and method

The present chapter explores the potential evaluative meaning and the discourse function conveyed by the adjectives *national*, *international* and *global* in relation to both their cotext and the text type in which they are used, under the hypothesis that they may play a role in the construction of favourable meaning and provide insight into the social reality that they contribute to build.

The corpus analysed (65,000 running words) consists of the verbal component of the AB sections of 160 British and Indian UWs. The texts collected at this stage of the research have been grouped into two subcorpora, 74 British (UK subcorpus) and 85 Indian UWs (IN subcorpus) representing roughly 40% of the most accessed websites listed in the directory *4International Colleges & Universities* (see section 3.1.1).

The analysis carried out has taken into account how the effect of semantic prosody (see section 2.2) extends over stretches of text. For each subcorpus, which has been used as a reference corpus for the other, a word list has been obtained using the corpus analysis software *WordSmith Tools 5.0* (Scott 2007). In order to identify patterns of use based on repetition, a search has been carried out using *WordSmith Concord Tool* (Scott 2007) and the concordance lines obtained for each of the three adjectives have been alphabetically sorted one place to the right, thus getting some preliminary information about the classified entities. The concordances have then been analysed both focusing on similar patterning and taking into account the wider cotext (Mahlberg 2007: 198-199) to obtain further information on what is referred to as *national*, *international* and *global*. The groups of concordances identified on this basis have been given labels as an overall

indication of what the adjectives refer to and a fine-grained analysis has been carried out to observe the semantic prosody of the investigated adjectives.

Some of the groups are dealt with in detail in the following sections, others are commented on in section 4.9 where data are discussed. At the beginning of each section a table provides an overview of the groups and their frequencies.

### 4.3 IN subcorpus: *national*

The 113 occurrences of *national* in the IN subcorpus form 10 groups (Table 4.1). Group IN-N10 includes also 22 of the 41 occurrences of *international*, since *national* and *international* form a cluster.

| Group  | Label                             | No. of examples |
|--------|-----------------------------------|-----------------|
| IN- N1 | Accreditation                     | 14              |
| IN-N2  | Level                             | 8               |
| IN-N3  | Initiatives                       | 17              |
| IN-N4  | Institutes of national importance | 7               |
| IN-N5  | The university and the country    | 12              |
| IN-N6  | Name                              | 17              |
| IN-N7  | Education                         | 8               |
| IN-N8  | Location                          | 4               |
| IN-9   | Facilities                        | 4               |
| IN-10  | National and international        | 22              |

Table 4.1. IN subcorpus: *national*

#### 4.3.1 IN-N1: *Accreditation*

In 14 examples *national* occurs in the names of the National Assessment and Accreditation Council and the National Board of Accreditation with

reference to the universities or the programmes that have been accredited. The most common patterns to be found are *accredited at* + number of *Stars* + *level*, and *accredited with* + capital letter + *grade*. Extended context shows that official accreditation is often presented as part of the university description along with facilities, location and programmes offered, thus contributing to the positive representation of the institution:

IN-N1a - Accredited at the 4 Star level by the **National** Assessment and Accreditation Council (NAAC) University Campus, Mangalagangothri, is located on a picturesque hillock, spread over 350 acres of land, 18 kms away from Mangalore city. The University has 25 Post-Graduate Departments on the Campus [...].

#### 4.3.2 IN-N4: *Institutes of national importance*

In seven examples *national* occurs in the phrase *of national importance* (the second most frequent cluster in the IN subcorpus after *national and international*), referring to the special status some institutions are given under the Indian Institute of Technology Act (2007). These are mainly institutes of Technology, which are to a large extent autonomous and entitled by law to design, develop and offer programs which they consider relevant and appropriate for the national needs. Getting the status of ‘institute of national importance’ is therefore regarded as a noteworthy achievement in itself, proof of the pivotal role played by the institution:

IN-N4a - The Indian Institute of Technology - Roorkee is among the foremost of institutes of **national** importance in higher technological

education and in basic and applied research. Since its establishment, the Institute has played a vital role in providing the technical manpower and know-how to the country and in pursuit of research.

#### 4.4.3 IN-N5: *The university and the country*

In the concordances collected in this group no repeated surface pattern can be identified. However, both the nouns that *national* refers to and the wider verbal environment seem to convey a favourable meaning. The universities play a positive role by contributing to the growth of the national economy (line 3), to the building of a national identity (line 6) as well as to the improvement of standards in both teaching and research (line 5); it is an evolving scenario where the universities and the country share aspirations and perspectives (line 1). Extended cotext for lines 2 and 7 is given in the following examples:

IN-N5a - the Institute has, among other thrusts, made a significant contribution to policy, planning, action strategies and human resource development, in several areas, ranging from sustainable rural and urban development to education, health, communal harmony, human rights and industrial relations.

IN-N5b - To create an environment that shall foster the growth of intellectually capable, innovative and entrepreneurial professionals, who shall contribute to the growth of Science and Technology in partnership with industry and develop and harness it for the welfare of the nation and mankind.

|   |                                 |                 |  |
|---|---------------------------------|-----------------|--|
| 1 | built evolve and change with    | <b>national</b> | aspirations, national perspectives         |
| 2 | Professional response to        | <b>national</b> | calamities, through relief, rehabilitation |
| 3 | of frontier problems concerning | <b>national</b> | economy, social development                |
| 4 | this centre of learning to      | <b>national</b> | growth and development.                    |
| 5 | the founding of the University, | <b>national</b> | institution to act as a pace-setter        |
| 6 | objectives embedded in          | <b>national</b> | integration, social justice,               |
| 7 | Attention to issues of          | <b>national</b> | relevance as well as of global             |

Figure 4.1. Sample concordance: group IN-N5

#### 4.4.4 IN–N10: *national and international*

This group includes examples of *national and international*, the most frequent cluster in the IN subcorpus. Occurrences of *national/international* and of *international and national* have been included as well, since they have similar semantic associations with phrases that refer to research-related academic activities such as *journals*, *publications*, *conferences*, *seminars*, *events* or collaborations with both other universities and companies as expressed by the nouns *cooperation*, *links*, *linkages*, *networking*, and the verbs *collaborate*, *involve*, *participate*, and *engage*. The general idea conveyed is one of engagement in creating increasingly wider interactions (lines 2, 6, 7, 8), which is regarded as positive for university growth and visibility abroad. However, this objective can be difficult to achieve, as is suggested by the fact that academics are given *all possible* financial support (IN-N10 (a) / line 3), and seems to be still at an initial stage when mention is made of *at least one national / international* event (line 9) or of *some teachers* who *have been honoured* at national and international level (line 10):

IN-N10a - **National** and International Seminars, Lectures and Workshops are regularly organized and faculty members are given all

possible financial and academic backup to participate in such events  
at both the **National** and International levels. (line 3)

|    |                                       |                 |                                    |
|----|---------------------------------------|-----------------|------------------------------------|
| 1  | research papers in reputed            | <b>national</b> | and international journals.        |
| 2  | links and scientific cooperation with | <b>national</b> | and international institutions     |
| 3  | in such events at both the            | <b>National</b> | and International levels.          |
| 4  | research activities and have attained | <b>national</b> | and international exposure         |
| 5  | solving and innovation. Major         | <b>national</b> | and international IT companies     |
| 6  | the venue for many major              | <b>national</b> | and international academic events. |
| 7  | linkages and networking at            | <b>national</b> | and international levels.          |
| 8  | To develop and promote                | <b>national</b> | and international linkages         |
| 9  | conducts annually at least one        | <b>National</b> | /International Conference/Seminar/ |
| 10 | honoured with international and       | <b>national</b> | awards and citations.              |

Figure 4.2. Sample concordance: group IN-N10

#### 4.4 IN subcorpus: international

The groups in Table 2 include 19 of the 41 occurrences of *international*, the 22 occurrences with *national* have been included in IN-N10 above.

| Group | Label          | No. of examples |
|-------|----------------|-----------------|
| IN-I1 | Collaborations | 7               |
| IN-I2 | Reputation     | 4               |
| IN-I3 | Students       | 3               |
| IN-I4 | Name           | 3               |
| IN-I5 | Other          | 2               |

Table 4.2. IN subcorpus: *international*

##### 4.4.1 IN-I1: Collaborations

In this group *international* mainly occurs with nouns referring to collaborations with universities, companies or corporate partners (IN-I1b).

The attitudinal meaning conveyed seems favourable on the whole, although in some cases the reference is to collaborations as a goal, in others to links already established as shown in the examples below:

IN-I1a - It is strengthening contacts and collaborative tie-ups with **international** universities and institutions and is in the path of growth as a global centre for generation of new knowledge in frontier areas of learning. (line 4)

IN-I1b - The Institute has also been active in initiating as well as becoming a part of **International** ventures and tie-ups. It has collaborative arrangements with Universities in the USA, UK & Canada. It is an active member of the EAGER NETWIC Project of ASIA LINK programme of European Commission for establishing a world class academic network of Higher education in the rapidly growing field of Wireless and Mobile Communication between the five partner Universities.

|   |                               |                      |                                     |
|---|-------------------------------|----------------------|-------------------------------------|
| 1 | The University is having      | <b>International</b> | Collaborations with Universities    |
| 2 | funding from TIFAC and        | <b>international</b> | corporate partners such as MDS      |
| 3 | in the last five years.       | <b>International</b> | linkages and collaborative programs |
| 4 | collaborative tie-ups with    | <b>international</b> | universities and institutions       |
| 5 | as well as becoming a part of | <b>international</b> | ventures and tie-ups.               |

Figure 4.3. Sample concordance: group IN-I1

#### 4.5 IN subcorpus: *global*

*Global* seems to entail a wider scope in comparison with *international* referring to a worldwide scenario in terms of either actors involved (line 1) or large scale issues (IN-G (a), lines 3 and 4). The main idea that emerges in



this group consisting of 12 concordances is one of being *in the path of growth*, meeting *economic challenges being thrown up by the rapid global IT revolution* (line 3) in the effort to keep pace with *the rapid rate of technological advancement*, as shown by the example and the concordances below:

IN-Ga - he **global** economic order, the rapid rate of technological advancement, the information revolution, all have opened new series of challenges as well as opportunities.

- 1 as a leading player in the **global** arena.
- 2 the path of growth as a **global** centre for generation of new
- 3 thrown up by the rapid **global** IT revolution, which is
- 4 so as to measure up to **global** standards.

Figure 4.4. Sample concordance: group IN-G

#### 4.6 UK subcorpus: *national*

The number of occurrences of *national* in the UK subcorpus is quite limited compared to the IN subcorpus. The 32 examples found have been grouped as follows:

| Group | Label   | No. of examples |
|-------|---|-----------------|
| UK-N1 | Ranking   | 15              |
| UK-N2 | The university and the country                  | 8               |
| UK-N3 | Centres for Excellence in Teaching and Learning | 4               |
| UK-N4 | National and international                      | 5               |

Table 4.3. UK subcorpus: *national*

#### 4.6.1 UK-N1: *Ranking*

Almost half of the 32 occurrences in the UK subcorpus are related to the university ranking in a number of national surveys, the most frequent being the National Student Survey, whereby final year undergraduates give feedback on their academic experience. Other reviews referred to are those provided by the Quality Assurance Agency, the Research Assessment Exercise and the League Tables published by *The Times* and several other newspapers. This group illustrates that the rankings are reported to prove high academic standards in a competitive environment where emphasis is laid on the position occupied by the university. Patterns include the verbs *rate* (lines 3, 6, 7, further cotext is given in the examples UK-N1 a, b, c), *vote* (line 5), *rank* (line 8) and *place* (line 10), the adverbs *firmly* (UK-N1b) and *consistently* (UK-N1c), which contribute to strengthening the idea of reliably high performance through time, or patterns like *amongst mainstream universities* (line 1), *number one position* (line 2), *at the highest level* (line 6), *tenth out of 136 institutions* (UK-N1d), *at 28<sup>th</sup>* (UK-N1a), *top 20* (line 4) *top five* (line 5), *in the top 15* (line 9).

UK-N1a - [...]we have jumped 24 places in the Times league table and our students rated us at 28th in the UK for Student Satisfaction in the **National** Student Survey.

UK-N1b - The University of Exeter is rated firmly in the premier league of UK universities according to the latest **national** surveys.

UK-N1c - In 2008 full-time students voted Loughborough one of their top five universities in the **National** Student Survey and is consistently

placed in the top 15 of all UK Universities in **national** league tables, confirming it as one of the country's leading higher education institutions. UK-N1d - In the most recent **national** assessment Essex was ranked tenth out of 136 institutions for the quality of its research while the quality of teaching was ranked eighth in the UK in the 2007 Sunday Times University Guide.

|   |   |                   |                                       |
|---|---|-------------------|---------------------------------------|
| 1 | amongst mainstream universities             | ( <b>National</b> | Student Survey 2007).                 |
| 2 | our number one position in the UK's         | <b>National</b>   | Student Surveys. In 2007,             |
| 3 | for Student Satisfaction in the             | <b>National</b>   | Student Survey.                       |
| 4 | student satisfaction according to the first | <b>National</b>   | Student Survey and in the top 20      |
| 5 | one of their top five universities in the   | <b>National</b>   | Student Survey                        |
| 6 | rated at the highest level by our           | <b>national</b>   | review body, the RAE                  |
| 7 | UK universities according to the latest     | <b>national</b>   | surveys                               |
| 8 | In the most recent                          | <b>national</b>   | assessment Essex was ranked tenth out |
| 9 | in the top 15 of all UK Universities in     | <b>national</b>   | league tables, confirming             |

Figure 4.5. Sample concordance: group UK-N1

#### 4.6.2 UK-N2: *The university and the country*

In this group what is classified as *national* (*average, economy, leadership, level, reputation*) has to do with the significant contribution the universities give to the country in terms of development of the national economy, consultancy provided to executives and professionals and enhancing students' employability. The general idea is one of successful interplay between the institutions and the country's workforce, enterprise and economy, as the following examples show:

UK-N2a - We also have an outstanding reputation for helping our graduates secure good jobs, with 84% finding employment within six months of graduation, compared to a **national** average of 71% (2006).

UK-N2b - The University's Sunley Management Centre enjoys a **national** reputation for training, consultancy and development it provides to executives and professionals.

#### 4.7 UK subcorpus: international

The groups in Table 4 represent 49 of the 54 occurrences of *international*, the 5 occurrences with *national* having been included in UK-N4 above.

| Group | Label                 | No. of examples |
|-------|-----------------------|-----------------|
| UK-I1 | Students              | 13              |
| UK-I2 | Reputation            | 11              |
| UK-I3 | Teaching and research | 9               |
| UK-I4 | Ranking               | 4               |
| UK-I5 | Collaborations        | 8               |
| UK-I6 | Events                | 4               |

Table 4.4. UK subcorpus: *international*

##### 4.7.1 UK-I1: *Students*

Although *students* cannot always be identified as the term occurring immediately one place to the right of the node, the main focus of this group is the presence of international students and its importance. All the concordances are characterized by reference to some kind of quantification to be found either in

the left occurrences or in the wider cotext where it is expressed by numbers, percentages and by patterns such as *growing number* (line 5).

The presence of international students is associated with a positive representation of the institution in relation to the cultural environment, the quality of living and working, as well as the reputation enjoyed by the university within the international community:

|   |                                    |                      |                                       |
|---|------------------------------------|----------------------|---------------------------------------|
| 1 | and working environment. Our       | <b>international</b> | focus creates a very cosmopolitan     |
| 2 | students worldwide studying on our | <b>international</b> | programmes                            |
| 3 | at Greenwich, part of an           | <b>international</b> | student community of 4,000            |
| 4 | We welcome over 700                | <b>international</b> | students from 100 different countries |
| 5 | significant and growing number of  | <b>international</b> | students from over 50 countries.      |
| 6 | value we place on our 2,800        | <b>international</b> | students.                             |

Figure 4.6. Sample concordance: group UK-I1

#### 4.7.2 UK-I2: *Reputation*

In this group *international* occurs mainly with the noun *reputation*, suggesting that being internationally renowned can be equated with being highly reputed. Reasons for high reputation are mainly related to high quality education, teaching and research. The positive prosody of the environment is also given by the adjectives *dynamic*, *modern* (line 4), *outstanding* (line 5) and the nouns *excellence* (line 1), *strengths* (line 2), and *innovation* (line 3).

|   |                                       |                      |  |
|---|---------------------------------------|----------------------|--|
| 1 | University has an                     | <b>international</b> | reputation for excellence in teaching      |
| 2 | strengths Huddersfield has an         | <b>international</b> | reputation for History, Music, Social      |
| 3 | forefront of innovation. Our size and | <b>international</b> | reputation enables us to offer one of the  |
| 4 | dynamic modern University with an     | <b>international</b> | reputation for providing high quality      |
| 5 | System. We have an outstanding        | <b>international</b> | reputation for the quality of the teaching |
| 6 | enhancing our reputation as a truly   | <b>international</b> | university. Learning and teaching          |

Figure 4.7. Sample concordance: group UK-I2

#### 4.8 UK subcorpus: *global*

The seven occurrences of *global* in the UK subcorpus show that the meaning of this adjective may in a few cases overlap with that conveyed by *international*, however it seems to have wider implications (lines 2 and 4) suggesting that the range of high-level features that universities can be proud of is multifaceted and has worldwide resonance. The whole environment is highly favourable and refers to objectives that have already been reached, as highlighted in the example and concordances below:

UK-Ga - We are very much an international player too. We welcome over 700 international students from 100 different countries each year and enjoy a **global** reputation in many of our subject specialisms

|   |  |                |  |
|---|--|----------------|--|
| 1 | excitement and achievement. It is a    | <b>global</b>  | academic base and a crucial resource           |
| 2 | student is prepared for their role as  | <b>'global</b> | citizens' through an international curriculum  |
| 3 | a busy calendar of social events and a | <b>global</b>  | reputation for teaching                        |
| 4 | We are a                               | <b>global</b>  | university with a world-class research profile |

Figure 4.8. Sample concordance: group UK-G

#### 4.9 *National, international and global* across the two subcorpora

The analysis of the concordances shows that the investigated adjectives occur in a verbal environment that conveys a favourable meaning, although the point of view that is expressed varies depending on the context (Hunston 2007).

In the IN subcorpus the positive evaluative meaning that *national* conveys is above all related to the idea of working hard towards higher

standards, economic growth and the building of a national identity. The “persuasive unitary sense” (Williams 1983: 213) seems more explicit in IN-N2 where emphasis is laid on *national* as opposed to *local*. Although these efforts involve the country as a whole, they are enhanced by a number of institutional initiatives as shown in most concordances (IN-N1, IN-N3, IN-N4, IN-N9). The national dimension is moreover mirrored in the university name (IN-N6) and in references to *national education* as the realization of a long-time *dream* (IN-N7). However, this last group is an example of high redundancy, hence a potential source of bias.

Although to a lesser extent, the notion of ‘working towards’ positive aims characterizes also the prosody of *international* in that international contacts and visibility (IN-I1, IN-I2), as well as international students admission and faculty exchange (IN-I3), are regarded as noteworthy objectives that demand active commitment, and in some examples they seem to have been successfully achieved (IN-I2).

The few instances of *global* strengthen this perspective in that they widen the scope covered by *international*, but they also emphasize how challenging it is to keep pace with rapid worldwide changes (IN-G).

On the other hand, most of what is presented as an aim to be achieved in the IN subcorpus seems to be taken for granted in the UK subcorpus and is therefore just to be quantified (UK-N1, UK-I1, UK-I4) in an overall competitive environment where the point of reference of the improvements mentioned is in many cases the degree of excellence. When assessment bodies are mentioned, ranking (UK-N1) rather than accreditation (IN-N1) is foregrounded and is above all referred to in terms of *top* position. The international dimension is much more relevant in the

UK subcorpus, where the notion of quantification is again quite widespread. In the UK subcorpus, UK-I2 and UK-I3 can be regarded as the ‘key’ groups since international reputation (UK-I2), which is closely related to high quality teaching and research programmes (UK-I3), both attracts students from abroad (UK-I1) and enhances partnerships (UK-I5). It is, moreover, the reason why the universities are top-rated (UK-I4) and host internationally relevant events (UK-I6).

As for *global*, the crucial role the university plays is even more in the foreground ranging from high reputation and *intellectual excitement* to the contribution given in preparing *global citizens* (UK-G) which, in comparison with *international*, adds a worldwide dimension.

The perspectives outlined above are also highlighted by the proportions of UWs (Table 4.5) in which the adjectives occur in the two subcorpora, which are significantly different (see also chapter 5).

| node          | IN subcorpus |      |            |           | UK subcorpus |      |            |           |
|---------------|--------------|------|------------|-----------|--------------|------|------------|-----------|
|               | no.          | rank | % (tokens) | % (texts) | no.          | rank | % (tokens) | % (texts) |
| national      | 113          | 44   | 0,25       | 52,94     | 31           | 89   | 0,14       | 33,78     |
| international | 41           | 129  | 0,09       | 29,41     | 54           | 53   | 0,24       | 44,59     |
| global        | 12           | 476  | 0,03       | 10,59     | 7            | 385  | 0,04       | 9,46      |

Table 4.5. Number of occurrences, rank and frequency for *national*, *international* and *global*.

In conclusion both *national* and *international* play a relevant role in conveying a favourable representation of the institution. However what may be regarded as positive is mainly international in the UK subcorpus, whereas it is mainly national in the IN subcorpus, suggesting not only different ways of ‘seeing’, but also different ways of ‘locating’ themselves in the World Wide Web context. In addition the positive assumptions with which the



adjectives are associated entail a different perspective, which might be summed up as follows: goals to be achieved (IN subcorpus) versus goals that have been achieved (UK subcorpus). The behaviour of *global* is similar in the two subcorpora in terms of proportions of websites in which it occurs and of meaning conveyed, although the global dimension is mainly presented as a goal achieved in the UK subcorpus and as a challenge in the IN subcorpus.

#### 4.10 Conclusions

Globalization has many and diverse potential implications for higher education, one of these being a widespread entrepreneurial attitude that is mirrored in the Higher Education Discourse conveyed by the university websites, where the *About us* sections making up the corpus tend to convey a positive representation of the institution.

This paper has focused on the role played by verbal environment, text type and domain in the construction of meaning suggesting that corpus linguistic methodologies can be usefully employed to study cultural issues. Exploring to what extent word meaning and discourse function may be dependent on use, the research has highlighted that the adjectives *national*, *international* and *global* express assumptions that go beyond those associated with their common meaning, when taking into account their semantic prosodies as well as the communicative function of the text type in which they are used. Thus in a global context where the very idea of location may be relevant also in evaluative terms, they seem to contribute to the general ‘promotional prosody’ of the AB sections.

The approach adopted has shown that the study of social meanings and the role language can play in the construction of social reality can be systematically carried out observing both collocational patterns and wider context. Moreover, working on a data set representative of one text type from a single domain allows us to carry out a fine-grained analysis of the variables that may contribute in shaping meaning.

The results suggest that in the interplay between local and global contexts the linguistic data analysed mirror different local realities, in spite of their surface similarities. Universities' ways of promoting themselves – in terms of *national*, *international*, and *global* – can be related to their different perspectives, as shown by the semantic prosodies of the investigated adjectives, which seem to take on topical meanings in their integration with both the verbal and the socio-cultural environment. Thus two main differences seem to emerge, one can be exemplified by the opposition 'achieved (UK) versus not yet / partially achieved (IN) objectives', the other can be identified in what is given prominence to, which is national in the IN subcorpus and international in the UK subcorpus. *Global* is given similar (limited) relevance in both subcorpora and seems to further emphasise the opposition mentioned above, although mainly entailing a worldwide dimension.

Although the main focus of this study has been the potentially evaluative meaning of usually non-evaluative adjectives and their discourse function, some of the context-related features that have emerged from the linguistic analysis carried out may be worth further investigation, in relation to complex issues such as the place of locality in global cultural interactions

(Appadurai 1996) or the striving towards the building of a national identity (Andersen 1991) that seems to be foregrounded in the IN subcorpus.

## Chapter V

### ‘Glocal’ perspectives

#### 5.1 Introduction

The emergence of a global economy, based on increased trade, investment and mobility of people across borders, has led nation states to adapt their systems of higher education to the changed global realities in order to make them more competitive (Agarwal 2006: 2), a process that is part of the historical developments that higher education cannot escape:

Higher education cannot escape history as it moves from serving royalty and the upper classes, the ancient professions and the church, to serve all persons and all institutions in the more democratic and industrialized societies of modern times and in societies based more on new knowledge and higher skills. (Kerr 1994: xvi)

Universities are international institutions, but they are also embedded in national cultures and circumstances (Altbach 1998: 4), which is not new in history since from the very beginning scholars were internationally mobile, even before universities were established (Mauranen 2005: 276-7). What is new is the fact that the development of global flows of information and

resources along networks transcending nation-states enhance the globalization of economy and knowledge as well as the complex relationship between local and global perspectives (Fairclough 2006: 64-96).

The effects of globalization on academic discursive practices have extensively been studied in terms of recontextualization of the discourses of marketing and advertising (Fairclough 1993, 1995; Benwell and Stokoe 2006; Askehave 2007; Osman 2008). This chapter focuses on the adjectives *national* and *international* in the language of university websites, which can be seen to fall into the category that Biber (2006) labels “institutional writing”, with an interest in meaning as a result of the interaction of words with their verbal environment (see chapter 2).

These topical attributive adjectives (Biber 1999: 508-513) are commonly used to classify entities into types; however, they also perform an evaluative function in the overall promotional context of the AB sections as shown in chapter 4. The focus here is on their potential meaning variation in relation to the globalized higher education scenario hinted at above (see also chapter 1). In particular, the study aims at exploring to what extent the adjectives characterize each set of data, whether the meaning they convey is typical of the domain-specific language of the AB sections in which they are used and how they shape the relationship between local and global contexts.

## **5.2 Method and data**

Within the contextual and functional theory of meaning set out by Firth, discourse is seen as intentional and meaningful social action (Stubbs 2007:

145) where texts are the linguistic traces of the process whereby “the resources of the language code are used to engage with the context of beliefs, values, assumptions that constitute the user’s social and individual reality” (Widdowson 2004: 14). Thus meanings are closely related to the ways words are used but also to the semantic environment in which they tend to occur (Sinclair 1991: 112).

Considering the social dimension as a key point in a corpus approach to the study of language (Stubbs 2001, 2006, 2007; Teubert 2004; Mahlberg 2005, 2007) as well as the usefulness of a corpus-driven approach (Tognini-Bonelli 2001) to the study of lexis, this chapter focuses on the meaning conveyed by the adjectives *national* and *international* in the university language of websites.

Using the corpus analysis software *WordSmith Tools 5.0* (Scott 2007), preliminary information about the frequency of the investigated adjectives has been obtained and a concordance analysis has been carried out focusing on their collocates as a starting point. Wider context has then been taken into account looking at similarities of meaning in the surrounding verbal environment not necessarily revealed by repeated patterns (Mahlberg 2007: 198-199).

The Indian English component of the International Corpus of English (ICE India) and the British National Corpus (BNC) have been consulted to observe to what extent the findings could be considered typical of the texts analysed (section 5.6). The interaction between the investigated words and their verbal environment in relation to the assumptions they seem to embody is discussed in Section 5.7.

### 5.3 *National, international* and their verbal environment

The AB sections analysed are, moreover, characterized by an overall promotional ‘flavour’ (see chapter 3) which permeates the representation of the university where reference to national and international dimensions is often made, as shown in the examples below:

IN 5a - The University is now poised for exploring new dimensions of institutional accomplishment, by renovating its academic system, reinforcing and augmenting its teaching, research and residential facilities and pursuing social purposes in a coordinated manner, to keep pace with international standards in these areas and endow human resource with the capabilities to serve the nation in the special context of the challenges and imperatives of globalization.

UK 5a -Today the University has a broad range of expertise [...] students acquire the essential skills they need to develop successful careers in a complex and fast changing world. In an era of globalisation, studying in a community that consists of over 110 different nationalities prepares them to do business with people from around the world. And because our students are taught directly by academics with national and international reputations for their research, they learn in an environment that is rich in creativity and new ideas.

A brief look at the word lists obtained for each subcorpus allows a preliminary consideration of the prominence given to the adjectives *national* and *international* in the texts analysed. The results (Table 5.1) show that the added frequencies of the two investigated words in each subcorpus are almost the same (IN 0.36%, UK 0.39%) but their relative weight is reversed, thus highlighting the different

relevance they are given. Further information is provided by the frequencies per texts (column “% texts” in Table 5.1) which highlight the proportions of UWs in which the adjectives occur in the two subcorpora.

|               | IN subcorpus |      |          |         | UK subcorpus |      |          |         |
|---------------|--------------|------|----------|---------|--------------|------|----------|---------|
|               | f            | rank | % tokens | % texts | f            | rank | % tokens | % texts |
| national      | 267          | 42   | 0.26     | 50.83   | 43           | 98   | 0.13     | 29.17   |
| international | 99           | 123  | 0.10     | 27.92   | 84           | 51   | 0.26     | 39.17   |

Table 5.1. Frequency of *national* and *international* across the IN and UK subcorpora

A concordance has then been obtained for both adjectives and the occurrences have been examined focusing on the collocates occurring in a 4:4 span (four words to left and right) from the node word (Sinclair 1991: 171). The collocates identified have been listed in Table 5.2 by descending log-likelihood value, a statistical association measure which has been proved to be independent of corpus size (Dunning 1993). Proper names and function words have not been included and neither have collocates which combine to form clusters referring to the names of accreditation bodies, higher education institutions and surveys (see chapter 4) along with those occurring in relation to them (i.e. *level*, *stars*):

IN 5b - Accredited at the 4 Star level by the **National** Assessment  
and Accreditation Council. IN122

After obtaining information about what is mainly classified as “national” and “international”, the analysis has focused on the verbal environment as shown in the following sections.



|               | IN   | UK  |
|---------------|--|---|
| national      | international, education, integration, seminars, levels, institution, character, research, development | international   |
| international | national, journals, levels, seminars, conferences, business, research, repute, institutions            | reputation, excellence, students, education, research, national, university |

Table 5.2. Collocates of *national* and *international* in the IN and UK subcorpora

## 5.4 The IN subcorpus

Apart from the naming process hinted at above, the collocational behaviour of *national* unfolds around social relevance and internationalisation (Figure 5.1). As can be seen from Table 5.2, in the IN subcorpus both *national* and *international* have a number of collocates in common and are strongly associated with each other so as to form a cluster (*national* and *international*). For this reason, as a cluster, they have been dealt with separately in 5.4.2 below, where the remaining occurrences of *international* have also been included since they show a similar verbal environment. The collocations with *business* have not been considered particularly relevant for the purpose of the present study because they refer to university programmes delivered.

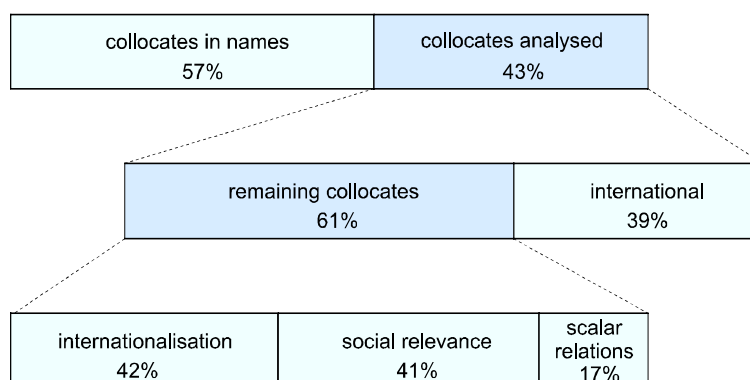


Figure 5.1. Collocates of *national* in the IN subcorpus

### 5.4.1 The national dimension (IN)

The collocates *education*, *integration*, *character* and *development* shape the meaning of *national* around socially relevant issues (Figure 5.2) as also shown by wider cotext in (4), where *all-India perspective* can be said to play a semantic role comparable to *national character*.

IN 5c - Serve as a centre for **national** integration to bring women from all parts of the country and develop an all-India perspective. Disseminate the findings of research amidst the community to facilitate development.

An analysis of the occurrences also reveals a semantic preference for social desirability expressed by *ideals*, *aspirations*, *social justice*, which are in turn related to the idea of dedication and commitment. Besides *integration* and *development*, the cotext conveys a favourable prosody of ‘enhancing’ as highlighted by the verbs *facilitate*, *foster* and *promote*, and the nouns *propagation* and *growth*, which places them in a positive, improvement-oriented framework., although they indicate efforts made to achieve an objective.

|    |                                 |                 |                                  |
|----|---------------------------------|-----------------|----------------------------------|
| 1  | of the ideals of                | <b>national</b> | education and the work           |
| 2  | University being devoted to     | <b>national</b> | education, teachers and students |
| 3  | in the propagation of           | <b>national</b> | education in villages            |
| 4  | as a centre for                 | <b>national</b> | integration to bring women       |
| 5  | fostering the spirit of         | <b>national</b> | integration among the students   |
| 6  | founding of the University,     | <b>national</b> | integration, social justice      |
| 7  | also has a truly                | <b>national</b> | character which transcends the   |
| 8  | centre of learning to           | <b>national</b> | growth and development           |
| 9  | meet the regional to            | <b>national</b> | aspirations and the development  |
| 10 | monitoring and evaluation of    | <b>national</b> | and state-level development      |
| 11 | promote                         | <b>national</b> | integration and the integrated   |
| 12 | of frontier problems concerning | <b>national</b> | economy, social development and  |

Figure 5.2. Sample concordance of *national* in the IN subcorpus

The underlying meaning of *national* appears to be associated with the idea of ‘social glue’ and is connected with imparting education throughout the country, fostering integration, being representative of a national perspective, contributing to personal, cultural and economic development.

#### 5.4.2 The *national and international dimension (IN)*

The cluster *national and international* collocates with words associated with academic activity such as *seminars, conferences, journals, research* (Figure 5.3) pointing to the *levels* at which scholarly work is carried out. The left occurrences show a semantic preference for quantification (*various, many, several, vast collection, a number of*) which by stressing how much is being done and/or possessed, sets quantitative rather than qualitative points of reference for the dimension referred to.

|    |                                   |                                   |                                   |
|----|-----------------------------------|-----------------------------------|-----------------------------------|
| 1  | faculty members participated in   | <b>national and international</b> | conferences and seminars          |
| 2  | collaborates with several premier | <b>national and international</b> | institutions                      |
| 3  | vast collection of books, leading | <b>national and international</b> | journals and magazines            |
| 4  | subscribe to over 236             | <b>national and international</b> | journals                          |
| 5  | research papers in reputed        | <b>national and international</b> | journals. Many faculty members    |
| 6  | are well known at the             | <b>national and international</b> | levels for their quality          |
| 7  | programme formulation at state,   | <b>national and international</b> | levels; and " Professional        |
| 8  | go competitive both at            | <b>national and international</b> | levels.                           |
| 9  | scholars and teachers of          | <b>national and international</b> | repute participated and presented |
| 10 | quality research papers in        | <b>national and international</b> | Research Journals                 |

Figure 5.3. Sample concordance of *national and international* in the IN subcorpus

Moreover, as a component of the cluster *national* seems to be partly ‘affected’ by *international* in that it contributes to setting academic activity within a framework of scalar relations (Fairclough 2006: 65) ranging from

state level to international level, with the national level in between. Thus *national* does no longer convey the 'unifying force' meaning identified in section 5.4.1 above, but rather shares with *international* the notion of scope, of a perspective that is progressively widening from state boundaries towards worldwide relevance (see also example IN 5g below).

As far as the attitudinal meaning conveyed is concerned, a favourable prosody can be found but also one of difficulty in striving to keep pace with the evolving higher education scenario:

IN 5d - In a very short period of time the university has gained name and fame on **National and International** levels.

IN 5e - 'The university has successfully hosted a number of **National and International** conference namely [...]

IN 5f - The faculties of the university are Agriculture, Horticulture and Agricultural Engineering and relentlessly providing modern and high value education to create technocrats and scientist of capability to go competitive both at **national and international** levels.

IN 5g - "Seat of Learning" with a **National** Character and **International** Outlook.

## 5.5 The UK subcorpus

*National* plays a marginal role in the UK subcorpus, where it collocates mainly with *survey* and *student* (National Student Survey)<sup>10</sup>. The remaining

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<sup>10</sup> The National Student Survey forms part of the revised Quality Assurance Framework (QAF) for higher education.

few collocations with *international* are dealt with in 5.5.1 below since they show a similar verbal environment.

### 5.5.1 *The international dimension (UK)*

The collocates which do not occur in proper names (66%) show that the international dimension in the UK subcorpus foregrounds *excellence*, *reputation* and *students*, which are closely related to one another (Figure 5.4), as also shown by the examples UK 5b, UK 5c, UK 5d and UK 5e below which provide wider context.

|    |                              |                      |                                 |
|----|------------------------------|----------------------|---------------------------------|
| 1  | assessed as being of         | <b>international</b> | or national excellence, and     |
| 2  | (RAE) recognised research of | <b>international</b> | excellence in all departments   |
| 3  | to an engagement with        | <b>international</b> | excellence in education and     |
| 4  | of Wales, it has an          | <b>international</b> | reputation for the quality      |
| 5  | innovation. Our size and     | <b>international</b> | reputation enables us to        |
| 6  | academics with national and  | <b>international</b> | reputations for their research  |
| 7  | at the forefront of          | <b>international</b> | research in medical sciences    |
| 8  | We welcome over 700          | <b>international</b> | students from 100 different     |
| 9  | and growing number of        | <b>international</b> | students from over 50 countries |
| 10 | UK for research excellence.  | <b>international</b> | University Each year, over      |

Figure 5.4. Sample concordance of *international* in the UK subcorpus

*Reputation* is often recognized by official bodies and is associated with *education*, *teaching*, *research* and *students*. A ‘quantification’ environment can be also found here, as reference is made either to ranking or to the presence of many students from many countries. Numbers, percentages and patterns such as *growing number* contribute to convey a favourable prosody along with the adjectives *dynamic*, *modern*, *outstanding* and the nouns *strengths*, *innovation* and *distinctiveness*, thus shaping the meaning of *international* in terms of a high-level, factual ‘wide scope’. The international dimension seems to be

represented by a bi-directional movement from the country to the world (high reputation, excellent education, teaching and research) and from the world to the country (international students) suggesting that ‘wide scope’, in the sense of an international rather than national setting, can be equated with home.

UK 5b - We have an outstanding **international** reputation for the quality of the teaching and research at our Colleges and Institutes.

UK 5c - For almost six centuries, we have proudly upheld the tradition of academic excellence, attracting scholars of **international** repute and students from all over the world.

UK 5d - The 2001 Research Assessment Exercise (RAE) recognised research of **international** excellence in all departments and in addition to eleven '5 grade' awards, the University was awarded the top '5 grade' for work in [...].

UK 5e - [...] is a dynamic modern University with an **international** reputation for providing high quality education from Undergraduate to PhD level.

## 5.6 University language vs general corpora

The ICE-India corpus and the BNC have been consulted to see whether meanings of *national* and *international* similar to those identified so far could also be found in general-language corpora. The top 20 lexical words from the lists of collocates in a 4:4 span from the node have been taken into

account and listed by descending log-likelihood value in Table 5.3, where those occurring in proper names have not been included.

|               | ICE India   | BNC   |
|---------------|---|---|
| national      | income, international, development, language, education, awards, life, security, level, state, programme, new                     | local, curriculum, insurance, income  |
| international | national, English, language, day, community, world, market, conference, meet, held, new, level, trade, domestic, bodies, monetary | relations, law, national, trade, conference, community, science, competition, markets |

Table 5.3. Collocates of *national* and *international* in the ICE India and BNC corpora.

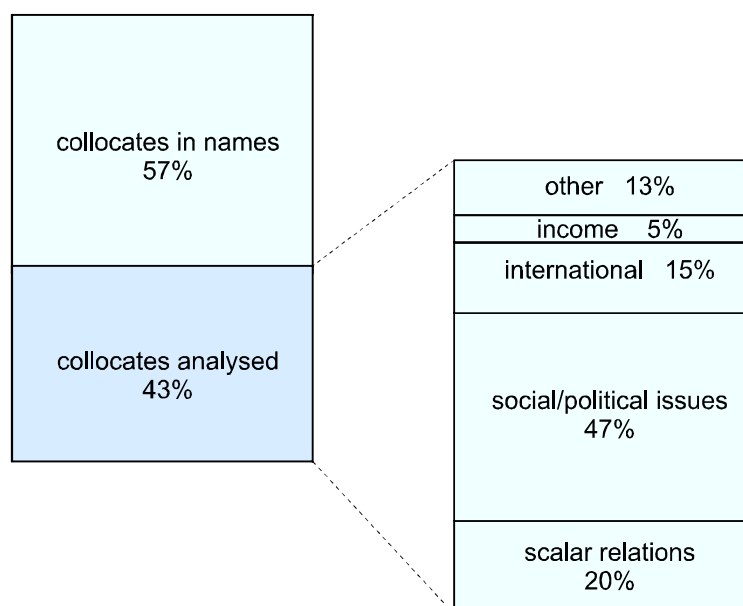


Figure 5.5. Collocates of *national* in the ICE India corpus

As for the number of occurrences, *national* is less frequent in the ICE corpus (0.04%) than in the IN subcorpus (0.26%), whereas the frequency of the collocates occurring in proper names is the same. The collocates

analysed (Figure 5.5) show that *national* is mainly associated with social and political issues and, to a lesser extent, with the idea of scalar relations and of an international dimension. The collocations with *income* are related to economic issues, however most of them are from the same text, hence an example of redundancy.

Most of the collocations related to social and political issues shape the national dimension in terms of ‘complexity’ and ‘instability’ making reference to the problems posed by the linguistic situation (*language*) and the need to overcome external and internal threats (*security, life*). In addition the cotext is characterized to a large extent by a prosody of difficulty as revealed by the presence of the nouns *crisis, endeavour*, and *problem* and of the verbs *endanger, beware, disrupt* and *try*. By contrast, a mainly favourable perspective is conveyed by *development* which is either related to improving the condition of *minorities* and *women* or to *education*:

ICE 5a - [...] education now tends to be viewed as the master determinant of all aspects of growth and change [...] countries of Asia and Africa whose leaders at once turned to education as an effective instrument of modernisation and **national** development.

The cluster *national and international* is much less frequent (15%) than in the IN subcorpus (38%) and refers to political and economic issues, but also to the need for an international language. *International* is also less frequent (ICE 0.02%; IN 0.10%) and is mainly associated with *language, market* and *community*, thus highlighting the problematic linguistic situation (22%), economic issues (20%) and the relationship with the international community (14%). The analysis of the cotext shows that the international



dimension is perceived as important but at the same time difficult and challenging (*compete, fiercely, have to meet differences, not surrender*) to cope with, as also shown by the presence of terms of comparison (*compared to, in comparison with, much higher*).

As far as the BNC is concerned, *national* is less frequent than in the UK subcorpus (BNC 0.04%, UK 0.13%) but shows a similar behaviour in that it mainly occurs in proper names (80%). *International* is also less frequent (BNC 0.02%, UK 0.26%) and the collocates which do not occur in proper names (44%) mainly foreground economic issues (25%), politics (20%), the legal framework (19%) and the national and international dimension (17%). When economic issues are at stake, the international dimension is also associated with *fierce, growing, heavy, increasing, severe, sharpening competition*, whereas the relations among states, are often referred to in terms of the expertise required and as a field of study. As far as the legal issues are concerned, the focus is on acting *in accordance with, in conformity with* shared rules, but also on disapproval of the actions which violate said rules. The national and international dimension spreads over a wide range of issues ranging from economy, business and politics to news, organizations and agencies. Moreover, the most frequent association in the immediate context is with the notion of scalar relations (*level, scale*) which, along with the cluster *national and international*, defines a shared framework in which different spatial, political and economic scales coexist. Although presented as a factual ‘wide scope’ condition, a meaning comparable to the one identified in the UK subcorpus, the international dimension is not necessarily foregrounded in terms of ‘high-level’ performance. Being in the international arena seems to be here rather associated with the idea of being

aware of the rules of a game which can be (high-)risky in economic, political and legal terms.

The meanings of *national* and *international* discussed in 5.4 and 5.5 above seem to be to a large extent a feature of the AB section of UWs where the adjectives, besides being topical classifiers, perform a descriptive function highlighting attributes deemed relevant in the higher education global scenario. However, they enter different chains of semantic reference depending on local contextual variables.

### **5.7 The ‘glocal’ dimension of meaning**

The analysis has shown that *national* and *international* take different routes in each subcorpus starting from their “residual meaning”, that is the meaning a word retains when taken in isolation from any cotextual environment (Sinclair 2005: 21 in Mahlberg 2007: 194). In the Indian UWs *national* is given prominence and takes on a twofold meaning. As far as the verbal environment related to social issues is concerned, it can be equated with ‘social glue’, ‘unifying force’ enhancing personal, cultural and economic growth. When internationalisation is at stake it is associated with widening the scope of action, in the sense of moving from local (state level) / partly local (national level) to outward looking (international level). In the UK subcorpus *international* is a defining feature and conveys the idea of ‘wide scope’, which is represented as a factual condition and related to (assessed) excellent reputation abroad as well as to the presence of students from many countries. Thus, the national perspective seems to have been replaced by the international dimension, suggesting that ‘home’ can be equated with

an international setting. Moreover, both adjectives mainly convey a favourable attitudinal meaning which is spread over different semantic chains of reference.

The meanings identified can be said to be ‘glocal’ in that they mirror the “tensions between national realities and international trends” (Altbach 2004a: 4-5). Although higher education has always played a key role in the development of national cultural identity and nation building (Gürüz: 2008: 141), in India this is even more relevant given the colonial past but also the great ethnic, religious and linguistic variety which spreads over a vast territory. Since post-independence (from the Radhakrishnan Commission of 1948 to the present National Policy of Education, introduced in 1992), emphasis has therefore been laid on the role of national education as one of the main drivers of national integration and economic development (Choudhary 2008). Moreover, the rapid expansion of the higher education system in the last sixty years has occurred at the cost of its quality (Jayaram 2007: 71-78), which, along with the brain drain phenomenon (Gürüz 2008: 167), makes the international dimension a ‘work in progress’. On the other hand, a number of British universities are among the top 200 in world league tables and are therefore powerful universities which dominate the production and distribution of knowledge – “centres” according to Altbach’s (2004a: 6) description of the academic world landscape in terms of “centres and peripheries”. In addition, system-wide research assessment has developed in the United Kingdom over a considerable period dating from 1986 (Morgan 2004: 462), providing recommendations that aim to ensure the quality of education and the standards of the degrees awarded, a major concern in the transnational provision of higher education (Gürüz

2008: 154-159). All this may well contribute to making the international perspective a taken-for-granted dimension as far as the UK subcorpus is concerned.

It is worth adding that also “within countries at the centre of the world academic system in the early 21st century – the United States, Britain, Germany, France and, to some extent, Australia and Canada – there are many peripheral institutions” (Altbach 2004a: 7) and even universities that “dominate in their national education systems now see themselves struggling to improve the quality of their academic activities when compared with their international peers” (Horta 2009: 389). This makes the relationship between the local and global dimensions rather complex, leading to different ‘glocal’ perspectives even within the same countries.

## 5.8 Conclusions

Universities have always been part of a global environment. However, the growing importance of knowledge, research and innovation is changing their social role (Välimaa and Hoffman 2008) as well as their relationship with the globalized world of higher education.

Since language can be considered a social phenomenon, the “ebbs and flows of scientific power worldwide” (Altbach 1998: xiii) are very likely to be mirrored in academic discursive practices. This chapter has highlighted the cotext-context dependency of meaning focusing on the adjectives *national* and *international* which seem to be shaped by the verbal environment around them, by the communicative purposes of the specific texts in which they are used, as well as by the different social contexts to

which they are related. The approach adopted has shown that meanings unfold around the ways words are used and that they can be made visible by a bottom-up description of actual usage as recorded in corpora.

The results suggest that *national* and *international* express assumptions that go beyond those associated with their common function as topical attributive adjectives, taking on different meanings in the AB sections analysed. In the Indian UWs *national* is either permeated by a ‘unifying force’ meaning and a favourable ‘enhancing’ prosody or attracted by *international* in conveying the idea of the ‘widening scope’ of academia. In the UK subcorpus, *international* is foregrounded with a ‘wide scope’ meaning which highlights a condition rather than a process and has a very positive ‘high-level’ prosody. In conclusion, the meanings identified seem to be mainly related to the specific domain of the texts analysed. Moreover, they can be said to be ‘glocal’ in that they are the linguistic traces of the complex relationship between local and global perspectives in the present higher education scenario.

## Chapter VI

### *Quality* and its ‘environment’

#### 6.1 Introduction

Globalization has led to institutional changes in higher education systems, since universities have been required to adapt their character and functions to meet the complex societal demands and expectations related to the fact that “knowledge and people with knowledge are the key factors of development, the main drivers of growth and the major determinants of competitiveness in the global knowledge economy” (Guruz 2008: 6). This adaptation to market pressures and managerial rationales has affected the global academic landscape of public higher education fostering systems that mirror a “world competition society” (Teichler 2004: 8). Most universities worldwide have become therefore more entrepreneurial and managerial “with all the attendant foci on efficiencies, measurable outcomes, competitive markets and commercialisation” (Nagy and Robb 2008: 1415) both in international and global frameworks:

Harvard, MIT, Yale or Cambridge tend to represent the image of the “world class universities” that most universities in the world aspire to be. (These are for higher education, the Real Madrid’s, Liverpool’s, Inter Milan’s and other major teams of the football champion’s

league.) The position of these “world class universities” in the international arena is legitimized by worldwide university league tables that assess mainly performance characteristics associated to research activities, but which nonetheless, fuel the competitive enthusiasm among universities at global level (e.g., Dill and Soo 2005). Also, as in football, all countries want to have a top team competing internationally, or in the case of higher education, a “world class university”. (Horta 2009: 389)

As also stressed by the Organization for Economic Co-operation and Development, the quality of higher education institutions along with their assessment and monitoring is not only key to the social and economic well-being of each country, it is also a determining factor affecting the status of higher education systems at the international level. Quality assurance systems have therefore become a necessity, not only for monitoring quality in higher education delivered within each country, but also for engaging in delivery of higher education internationally. As a consequence, there has been an impressive rise in the number of quality assurance and accreditation bodies (OECD 2005: 10).

The so-called marketization of higher education has led to a historical shift in academic discursive practices characterized by the primary role played by the promotional function (Fairclough 1993) and by the pervasive presence of business-related lexis (Mautner 2005) also associated with the discourse of the knowledge based economy where quality assurance has become prominent (Faircough 2006).

The issue of quality has been extensively dealt with by higher education researchers, and from a critical discourse analysis perspective with reference to higher education reform in Europe and its

operationalization in Romania (Fairclough 2006: 64-86). This chapter concentrates on the language related to the notion of quality in the ‘About us’ (AB) section of 340 British and Indian university websites, exploring the collocational behaviour of the word *quality*, the local meanings that can be identified and how they may be interrelated with global perspectives.

## 6.2 Method and data

Linguistic inquiry has increasingly focused on the role of language as a social practice, whereby discourse can be considered in terms of relationship between texts, processes (production and interpretation) and their social conditions (Fairclough 2001). Word meaning is socially determined as well, therefore the way social reality is represented through words and their frequent collocations can allow us to observe the relationship between linguistic and social categories (Stubbs 1996: 194), but also to what extent they may characterize a particular type of text.

Within the outlined framework the two subcorpora have been investigated focusing on the collocational behaviour of the word *quality* both in relation to each context and to the special language of the AB section of university websites. Larger general corpora — the British National Corpus and the International Corpus of English-India — have also been used for comparative purposes. Wider stretches of text have then been investigated to observe the cotextual environment in which the search word *quality* occurs and draw a more detailed map of the lexical choices with which it is associated in the two subcorpora.



### 6.3 *Quality* in the two subcorpora

In order to explore to what extent the word *quality* is used in the texts analysed a word list has been obtained for each subcorpus. The results show that *quality* is three times more frequent in the UK than in the IN subcorpus and occurs in almost twice the number of texts (Table 6.1).

| search word | rank | occurences |      | texts<br>% |
|-------------|------|------------|------|------------|
|             |      | n          | %    |            |
| quality IN  | 148  | 83         | 0.08 | 24.90      |
| quality UK  | 40   | 99         | 0.30 | 46.47      |

Table 6.1. Frequency of *quality* in the two subcorpora.

In addition the keyword list obtained using one corpus as reference corpus for the other shows that *quality* is the eleventh most frequent lexical keyword in the UK subcorpus.

In order to investigate the collocational behaviour of *quality*, a concordance has been obtained for each subcorpus focusing above all on the typical collocates within a span 4:4 (four words to left and right). Wider cotext has then been taken into account with an interest in the local discursive practices embodied in the language of the AB sections investigated.

#### 6.3.1 *IN subcorpus*

The most frequent collocate of *quality* in the IN subcorpus is *education* which occurs in 40% of the concordance lines obtained (see Fig. 6.1 for a sample selection), with most (35) of its 37 total occurrences in a 0:4 span. Thus, *quality* is mainly used as a premodifier of *education*, and, to a lesser

extent, of *research*. An analysis of the left hand occurrences shows that recurring verbs are the collocates *provide*, *providing*, *impart*, *imparting*, a few examples can be found of the verbs *promote*, *enhance*, *improve* and *spread*. The collocates occurring to the left hand also include the adjective *high* and its superlative *highest* with only three of the 17 occurrences of *high* and two of the 5 occurrences of *highest* related to *education*.

|    |                               |                |                                      |
|----|-------------------------------|----------------|--------------------------------------|
| 1  | by providing the highest      | <b>quality</b> | academic programmes that foster      |
| 2  | Act is to impart              | <b>quality</b> | education and undertake research     |
| 3  | only confined to impart       | <b>quality</b> | education but also to                |
| 4  | skills help to provide        | <b>quality</b> | education but the most               |
| 5  | universities aim to impart    | <b>quality</b> | education for all aspirants          |
| 6  | objective is to provide       | <b>quality</b> | education having research focus      |
| 7  | the University is providing   | <b>quality</b> | education in rural and               |
| 8  | their excellence in imparting | <b>quality</b> | Education in the field               |
| 9  | their excellence in imparting | <b>quality</b> | Education in the field               |
| 10 | University has been imparting | <b>quality</b> | education to its students            |
| 11 | its primary and provide       | <b>quality</b> | education to the Students of         |
| 12 | high reputation for imparting | <b>quality</b> | education to the younger             |
| 13 | by its large high             | <b>quality</b> | human power. The educational         |
| 14 | uniform standards of high     | <b>quality</b> | medical education throughout the     |
| 15 | University is providing high  | <b>quality</b> | of Teaching and Research             |
| 16 | takes pride in imparting      | <b>quality</b> | post-graduate education which brings |
| 17 | actively engaged in high      | <b>quality</b> | research in the emerging             |
| 18 | creativity and produce high   | <b>quality</b> | research. A research journal         |
| 19 | has provided the highest      | <b>quality</b> | technical education to students      |
| 20 | of the highest academic       | <b>quality</b> | This is achieved                     |

Figure 6.1 Sample concordance of *quality* in the IN subcorpus

### 6.3.2 UK subcorpus

In the UK subcorpus *quality* mainly collocates with *teaching*. (47%) – as either pre- or postmodifier, as well as head of the noun phrase *the quality of*

*teaching*. Other typical collocates are the adjectives *high*, *highest*, and *top*, which characterize *quality* as being of remarkable level and the nouns *research* and *reputation*, both related to high-level performance. The concordance also highlights that the verbs that collocate with 'high level' *quality teaching* are *offer* and *provide*. The positive semantic prosody conveyed by the adjectives mainly occurring at N-1 is also emphasised by the lexical surrounding where the following words can be found: *excellence*, *reputation*, *leading*, *exceptional*, *excellent*, *first class*, *outstanding*.

|    |                                  |                |                                     |
|----|----------------------------------|----------------|-------------------------------------|
| 1  | excellent grades for teaching    | <b>quality</b> | and an impressive record            |
| 2  | top ratings for teaching         | <b>quality</b> | and research (5*) and our           |
| 3  | for its world-class teaching     | <b>quality</b> | and strong links to                 |
| 4  | as "Excellent" by the            | <b>quality</b> | Assurance Agency - including 14     |
| 5  | end result is high               | <b>quality</b> | courses that are of                 |
| 6  | offer excellent facilities, high | <b>quality</b> | degree programmes, supportive staff |
| 7  | reputation for providing high    | <b>quality</b> | education from Undergraduate to     |
| 8  | top university for teaching      | <b>quality</b> | in the Times Higher                 |
| 9  | top of the Teaching              | <b>quality</b> | league tables. This was             |
| 10 | offers a very high               | <b>quality</b> | learning experience in a            |
| 11 | Heriot-Watt provides a top       | <b>quality</b> | living and working environment      |
| 12 | Recognised for the outstanding   | <b>quality</b> | of its graduates, the               |
| 13 | positive endorsement of the      | <b>quality</b> | of our programmes and               |
| 14 | reputation rests on the          | <b>quality</b> | of our teaching - both for          |
| 15 | commitment to the highest        | <b>quality</b> | of research, but also               |
| 16 | RAE in 2008. The                 | <b>quality</b> | of teaching at Loughborough         |
| 17 | international reputation for the | <b>quality</b> | of the teaching and                 |
| 18 | the highest quality. The         | <b>quality</b> | of York's teaching has              |
| 19 | of the best teaching             | <b>quality</b> | ratings in the UK                   |
| 20 | studies. We offer top            | <b>quality</b> | teaching and learning facilities    |
| 21 | worldwide reputation for top     | <b>quality</b> | teaching and research. There        |
| 22 | for providing the highest        | <b>quality</b> | teaching that is informed           |
| 23 | traditional ideals of top        | <b>quality</b> | teaching, mutual respect and        |

Figure 6.2: Sample concordance of *quality* in the UK subcorpus

As shown in 6.3.1 and 6.3.2 above, two patterns emerge from the concordance lines analysed in the two subcorpora:

|    |  |
|----|--|
| IN | impart + <b>quality</b> + education                      |
| UK | high/highest/top/outstanding + <b>quality</b> + teaching |

In order to observe to what extent the identified patterns can be considered also representative of the type of texts analysed, the ICE-India corpus and the BNC have been used as reference corpora.

The concordances obtained for *impart* and *education* from the ICE-India corpus show that *impart* is not very common since it occurs only in 7 examples where *education* is mentioned only once (referring to children's reading and writing skills) and *education* (430 occurrences) never occurs with *quality*. *Impart education* can thus be seen as a typical collocation of the AB section in terms of both meaning relations and frequency.

Evidence from the BNC shows that there are only 8 examples of *quality teaching* (some of them premodified by good or poor, none of the 'high level' adjectives can be found), however there are 22 occurrences of *quality education*, which again suggests that *quality teaching* can be considered a feature of the AB texts.

### 6.3.3 Wider cotext around quality

The analysis has further taken into account wider stretches of cotext. As the examples below show, in the IN subcorpus *quality education* is associated with *knowledge, future of the nation, the cause of the nation and its society at large*, and is often referred to as a target to be achieved, as well as with commitment to young people growth in terms of knowledge, skills and citizenship.

*Education* seems to convey a broad meaning since it refers to the overall interconnected development of students and nation. Reference to the global perspective seeps into the higher education discourse of Indian websites as one of the needs to be *kept in view* (IN 6b) also requiring *prompt adaptation to the changing scenario* (IN 6d), which can be viewed as an example of what Fairclough (2006: 74) refers to as “discursive and material re-scaling” of local spatial entities within the knowledge based ‘global market’ where standards of quality are increasingly relevant.

IN 6a - The future of the nation is in the hands of the youth to make this country self-reliant and self-sufficient and the youth has to be trained educationally. The enlightenment of knowledge and **quality** education given to the youth will be helpful to achieve this target.

IN 6b - To provide **quality** in all spheres of higher learning in general and Health Services in particular to all including those in the rural and urban areas of the nation, keeping in view the societal needs in the global context.

IN 6c - It is true that modern knowledge, information and skills help to provide **quality** education but the most important task of education is to produce enlightened citizens, having human touch and dedication to the cause of the nation and its society at large.

IN 6d - The University has been quite prompt in adapting to the changing scenario of higher education. Keeping in view the National and International requirements of **quality** assurance in higher education, the University has completed the assessment and accreditation exercise [...] In respect of management, the University has evolved a system with built-in academic and administrative audit.

In the UK subcorpus *quality teaching* mainly occurs in a ‘competitive’ verbal environment characterized by the presence of the phrases *top university*, *very best*, *highest ratings*. It is thus presented as a service offered, making reference to national assessment bodies as endorsement, that is invoking authority from external sources to add value to the ‘product’ described, as the examples below illustrate:

UK 6a - We offer high **quality** teaching with a strongly vocational emphasis. In fact, we were voted a top university for teaching **quality** in the Times Higher Education Supplement league table in May 2005.

UK 6b - Our teaching **quality** has been independently rated as among the top ten in the UK and our medical and veterinary schools are consistently rated amongst the very best in the UK.

UK 6c - Our teaching **quality** has consistently won the highest ratings possible from the Government's quality control agency.

UK 6d - UEA is an internationally renowned university based in a campus that provides top **quality** academic, social and cultural facilities to over 13,000 students. UEA is ranked amongst the top three for student satisfaction according to the first National Student Survey and in the top 20 in the UK by the Sunday Times.

## 6.4 Conclusions

Within a discourse view of language as a form of social practice the maps of the discursive construction of *quality* that can be drawn from the findings

mirror different local perspectives in relation to the globalising trends of the knowledge based economy discourse hinted at in the introduction. Both closer and wider context suggest that higher education institutions are presented as imparting quality education in IN and as offering ‘certified’ high quality teaching in UK.

In the IN subcorpus *quality education* is mainly associated with national development and young people growth as both students and citizens. Reference to globalising trends can be spotted only in a few examples (IN 6b, IN 6d in section 6.3.3 above) which might be considered as an example of recontextualization at discursive level of the global discourse of quality assurance. As a step towards quality control in 1994 the University Grants Commission set up an autonomous body, the National Assessment and Accreditation Council. Initially the scheme of assessment and accreditation was voluntary, but now it has been made mandatory (Jayaram 2004: 98).

On the other hand in the UK subcorpus *quality teaching* is strongly premodified by ‘high level’ adjectives to highlight remarkable standards of performance. Thus emphasis is laid on *teaching*, rather than on *education*, as one of the services offered. It may be worth noticing that the level of teaching plays a role in university rankings and that questions 1 to 4 of the National Student Survey (NSS) have to do with teaching assessment by the students. The language surrounding *quality* in the UK subcorpus builds an overall competitive environment which mirrors one of the traits of ‘managerialism’ that can be captured in the higher education quality assurance context, that is “central strategic management and monitoring of

the Departments' performance, in order to gain better ratings in RAE (e.g. benchmarking, appointment and promotion)" (Yokoyama 2006: 314).

In the present era of globalization international ties are not only economic, they also include links among institutions which can no doubt be enhanced by a common quality assurance framework. However it should not be neglected that one of the central problems of today's cultural interactions is the tension between cultural homogenisation and cultural heterogenisation (Appidurai 1996: 49), which is particularly relevant as far as higher education institutions are concerned since knowledge and its transmission is an important part of culture (Riley 2007). This triggers some thoughts about the dangerous uniformity and standardization that might be produced by quality assurance systems (Fairclough 2006: 82). As Tierney (2001: 367) argues:

The postmodern challenge is to decide which approach to knowing is appropriate to specific interests and needs. Such a suggestion assumes that organizational forms will differ. Governmental regulations and calls for accountability need to allow for a variety of types and frames, rather than impose universal definitions of standardized curricula and the like.



## Chapter VII

### Institutional identity: exploring *we*

#### 7.1 Introduction

The globalisation of socio-cultural, business and communication issues has been accelerated by the dismantling of cultural, and national barriers, especially as far as international trade and cooperation are concerned (Gotti 2007: 143). The globalisation of business has been embraced also by the higher education sector in which education, one of the main driving forces of the knowledge based economy (Altbach 1998, 2004a, 2004b; Gürüz 2008), is seen as a service that could be marketed worldwide (Melewar and Aker 2005: 41). As Kwong (2000) points out, marketization in education has led to the adoption of free market practices that include abandoning goods not in demand, producing only popular products, and advertising products to increase sales:

Schools of all levels have abandoned the traditional view that advertising is inappropriate and unbecoming to education. Instead, like business firms, they package and advertise their offerings. (Kwong 2000: 89)

The orientation of higher education towards the corporate sector is also mirrored by the increased emphasis universities lay on corporate image (Melewar and Aker 2005, Nagy and Robb 2008), as well as by an increase in the number of universities associating themselves with the practices and values of entrepreneurship. The increasingly entrepreneurial attitude of public universities has had a significant impact on higher education discourse, where the rhetoric of the free market is manifested in business-related lexis. The emergence of the term *educational entrepreneurship*, with reference to behaviours that may lead to commercial activity and innovation (Mautner 2005) can be taken as an example of the interaction of linguistic and social factors in the construction of discourse (Fairclough 1991, 2005, 2006; Gotti 2007), however the discursive practices associated with the marketization of higher education are numerous.

Many genres such as flyers, posters, brochures and home pages on websites have become fully promotional texts (Askehave 2007: 725), mirroring a widespread trend whereby the discourse of management, marketing and entrepreneurship has influenced public institutional discourse as a whole (Chouliaraki and Fairclough 1999; Mautner 2005). After Fairclough's (1993, 1995) thought-provoking analysis of university language, which pointed to a historical shift towards discourses of marketing and advertising, further findings in this direction have been provided by studies on higher education printed material from different countries (Askehave 2007; Osman 2008), and websites (Benwell and Stokoe 2006; Caiazza 2009). Traces of the practices and logics of marketization are revealed by terms like *customers*, *clients*, *markets*, *corporate identity*, *mission statement*, and *strategic plans* which are popping up in higher education

discursive practices (Connell and Galasiński 1998) highlighting the mutual relationship between language and context (Fairclough 1991). As organizational culture becomes a key issue in university management as shown by higher education research about the corporate identity (CI) programmes undertaken by some universities (Melewar and Aker 2005: 50), interdiscursivity is increasingly likely to permeate university language as well.

This chapter is concerned with the use of the first person personal pronoun *we* in the ‘About us’ section (AB) of British and Indian university websites (UWs) focusing on its potential ‘migration’ from the business and corporate world in terms of semantic reference and communicative purpose.

Following an outline of the methodology and a description of the data set, first some attention is paid to corporate and business communication literature with specific reference to the role of first person personal pronouns as an identification and communication strategy. This is followed by the analysis of the data and a discussion of the findings.

## **7.2 Method and data**

Organizational identity has been the subject of a large and burgeoning literature from which one aspect of identity has been selected for the purpose of this study, that is how organizations ‘manage’, in discursive terms, the construction of their identity through the use of the first person personal plural pronoun *we* and to what extent this communicative strategy is recontextualized in the institutional language of UWs.

The approach adopted shares a discourse analytic concern with making visible how facts are worked up in actual uses of language examining how information is presented and positioned persuasively and used to represent institutional identity (Fairclough 1995).

Making also reference to the use of personal pronouns in business discourse literature (section 7.3 below) the chapter investigates, both quantitatively and qualitatively, the use of *we* in British and Indian UWs.

For each subcorpus a word list has been obtained using the corpus analysis software *WordSmith Tools 5.0* (Scott 2007) to get data related to the frequencies of the item under scrutiny. A keyword list has then been generated using one corpus as a reference corpus for the other, to provide quantitative data for the prominence of the personal pronoun in the two subcorpora. Focusing on the verbs which collocate with *we*, a search has been carried out using *WordSmith Concord Tool* (Scott 2007) and the concordance lines obtained for each subcorpus have been analysed to describe the kind of processes in which *we* is involved. As a further step the use of *we* has been explored with an interest in its semantic reference and communicative purpose and in relation to its use as potential recontextualization (Fairclough 2006: 77) or repurposing (Gotti 2007: 148) of corporate and business discourse.

### **7.3 *We* in corporate and business discourse: an overview**

The whole contemporary emphasis on strategy in business and management discourse highlights the presence of competing and potentially conflicting interests (Jones 2009) in a context where communication

strategies do play a role along with identity issues which have been given growing attention within and across organizational domains spanning multiple levels of analysis<sup>11</sup>.

Recognizing the role of language in achieving strategic corporate goals, several studies have investigated the discursive features of a variety of written and spoken corporate and business genres such as house organs (Cheney 1983), sales promotion letters (Bhatia 1993), mission statements (Swales and Rogers 1995), CEO's letters (Hyland 1998), letters to shareholders (Garzone 2005), corporate websites (Coupland 2003, Medina *et al.* 2005, Salvi and Turnbull 2007), genres of financial disclosure (Crawford Camiciottoli 2010) and oral business presentations (Bamford 2008).

As far as the use of the personal pronoun *we* is concerned, the scope of its use varies depending on the purpose and particular rhetorical point the speaker / writer is making and is therefore one of the most useful tools of persuasion and identification (Burke 1969, Billig 1995). Making reference to Burke (1969), who emphasises that identification arises as a communicative and cooperative response, in that it is compensatory to division, Cheney (1983) considers the role of identification strategies in organizational communication highlighting the link between organization and rhetoric. Although Burke's theory is primarily receiver-oriented, Cheney (1983: 146) points out that "organizations frequently do "help" facilitating identification through their myriad means of communication" and one of the strategies and tactics he refers to is the use of the 'assumed

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<sup>11</sup> See Cornelissen *et al.* 2007 who bring together different strands of identity-related scholarship advocating the need for interdisciplinary cross-fertilization in the study of identity.

we’ whereby a “common bond among members of the organization is taken for granted, but the nature of the relationship is not well defined” (Cheney 1983: 154). The ‘assumed we’ along with its object form *us* is also frequently used in Mission Statements with the aim of “fostering employee ‘buy-in’ and of fostering identification with the company” (Swales and Rogers 1995: 227).

Although there has been a lot of work done on organisational identities, there has been little focus on identities created via company websites which are now, along with newsletters, the main tools of corporate communication (Melewar and Aker 2005: 48). Corporate websites have a directive communicative function, but they are also informative and consist mostly of information and advertisements about the company’s products or services (Medina *et al.* 2005: 125). Analysing 27 corporate websites of computer hardware companies Medina *et al.* (2005: 135-138) have found out that in spite of a general tendency to avoid the use of pronouns, the first person plural *we* and *us* are the most widely used (57.53%) to introduce corporate statements or descriptions of the company services.

As for sales promotion letters Bhatia (1993: 49) points out that writers “often use a ‘we’ orientation” to capture the attention of the prospective customers and convey the idea that they represent a company which has a well established reputation. Similarly in oral business presentations *we* has the function of convincing the audience of the “effectiveness of the company and its ability to perform and maintain its promises” (Bamford 2008: 285).

Referring to the use of deictic expressions such as *we* in corporate and business discourse can therefore be enlightening to observe whether

similarities can be found in the way it is used in the AB section of university websites. As Riggins (1997: 8) suggests inclusive (including both speaker-writer) and exclusive (excluding hearer–reader) pronouns are “most revealing of the boundaries separating Self and Other” and it is against this background that the use of *we* in the language of university websites has been analysed in the following sections.

#### **7.4 About *we* in the ‘About us’ section**

The AB sections of UWs are often characterized by the recurrence of one the most important moves of promotional genres ‘offering a product description’ that is good, positive and favourable (Bhatia 2004: 64) as shown by the examples below:

UK 7a - We pride ourselves on the support and care we give our 2,200 students, each of whom is guaranteed the full attention and commitment of our dedicated teaching and support staff. [...] first place for its teaching quality in The Sunday Times University Guide in 2007 and 2008 with 100% excellence in both years, beating more than 140 British universities. As a result our graduates can claim to be amongst the best in their field and this is reflected by our high employability record, and our excellent links with agricultural, food and rural industries and businesses.

IN 7b - We feel proud of the fact that [...] our University organized a number of National Level Seminars and National Workshops. The scholars and teachers of national and international repute participated and presented their research papers. It was intellectually exciting experience for our students. The University is committed to pursue such academic and

intellectual explorations and innovations with invigorated vigor and force  
so that it becomes a centre of academic excellence in the year to come.

In order to explore to what extent the institution is represented as *we* in the texts analysed a preliminary survey has been carried out generating a word list for each subcorpus. Given the substantial difference in the use of *we* (Table 7.1) a keyword list has been obtained using one corpus as reference corpus for the other which has shown that *we* is a defining feature of the UK subcorpus being the second most frequent keyword.

| node         | rank | occurrences |      | texts |
|--------------|------|-------------|------|-------|
|              |      | n           | %    | %     |
| <i>we</i> IN | 228  | 59          | 0.05 | 12.97 |
| <i>we</i> UK | 12   | 375         | 1.12 | 71.67 |

Table 7.1. Frequency of *we* in the two subcorpora.

Focusing on the verbs with which *we* typically collocates within a span 0:4 (Sinclair 1991: 171), a concordance has been obtained for each subcorpus. Concordance lines have first been analysed looking at the processes (Hallyday and Mathiessen 2004) realized by the verbs thus getting a preliminary map of the way the institution is represented (section 7.4.1) and then focusing on semantic reference and communicative purpose of the investigated personal pronoun (section 7.4.2).

#### 7.4.1 *Verbs collocating with we*

In the UK subcorpus existence or relationship verbs (*are/’re, have, remain*) represent about 60% of all the collocates. In most occurrences *we* collocates



with *are*, which is mainly used in relational clauses of the attributive type relating the university to its characteristics and is one of the components of the second and third most frequent clusters in the UK subcorpus: *we are proud* and *we are committed*. The former associates the institution with its reputation and achievements whereas the latter emphasises objectives and ethical concerns, thus highlighting the role the university plays within society.

Cotextual features similar to those found in the verbal environment around *we are proud* characterize the lines in which *are* is followed by the adjectives *recognized*, *acknowledged*, *renowned*, *known*, *ranked* as the following examples show:

UK 7b - **we** are recognised internationally as a centre for high calibre research

UK 7c - **We** are renowned for our teaching and research excellence

The clauses in which *we* collocates with *have* are of the relational possessive type where a relationship of possession is construed between the institution, the ‘possessor’, and the things possessed, i.e ‘the possessed’ (students, reputation, courses, ambitions, vision, employment rate) according to the pattern: *we have* + quantity / quality + ‘possessed’:

UK 7d - **We** have a wide range of innovative and challenging programmes

UK 7e - **We** have an outstanding international reputation for the quality of the teaching and research

When collocating with activity verbs (*offer, provide, give, deliver*) *we* participates as Actor in material processes of the type ‘extending possession’ where emphasis is laid on the ‘goods’ offered, that is a wide range of courses and programmes as well as high quality learning / teaching and facilities as shown by the example below:

UK 7f - **we** provide stimulating and challenging programmes of study that are informed by scholarship and research, and that engender a spirit of academic enquiry; and we also provide an environment conducive to the personal development of our students.

Most of the lines with mental and communication verbs explicitly call students into action and can in part be found in the few AB sections that are presented as letters by the Vice Chancellor. These verbs serve as processes in mental clauses of the desiderative type which are mainly geared toward the future in that they either solicit students’s response (UKg; UKh) or refer to some objectives set by the institution (UKi).

UK 7g - **we** look forward to welcoming you to our campuses [...].

UK 7h - Students who are successful in securing a place with us will join our exciting and developing community and will in turn, **we** hope, become influential members of the creative industries.

UK 7i - **We** aim to give our students an enthusiasm for new ideas, new knowledge and new learning, and the opportunities to excel in their chosen careers.

As far as the IN subcorpus is concerned *are* and *have* are the only collocates. *Are* is mainly used in relational clauses of the attributive type describing the institution in relation to its distinctive features (*different*), commitment to *enrich traditions*, and official recognition as in the example below:

IN 7a - **We** are very happy to inform you that, the Ministry of Human Resource Development Government of India has accorded the University status to our Institution. The institute is accredited with “B++” grade by the National Board of Accreditation.

The relational possessive clauses represent the university as possessing ‘goods’, which however are not so wide in range. They mainly include premises, but also courses and *teacher-students ratio* or, setting a rather different scenario, *Internet connectivity*:

IN 7b - **We** now have Internet connectivity through our own VSAT to which all the departments located on the campus are linked.

In the remaining examples *we* often occurs with activity or aspectual verbs suggesting the idea of a transformation taking place:

- 1 **We** are providing the facilities of Internet, Teleconferencing, online library
- 2 **We** are making all out efforts to make this University a pioneer University
- 3 **we** have introduced new courses in the areas of emerging importance like
- 4 **we** will be starting new academic departments

Figure 7.1: Sample concordance of *we* in the IN subcorpus

To sum up we can say that in the British websites the institution is characterized as having a high reputation, being committed to relevant

social issues and possessing a remarkable range of highly positive features. The material processes represent the university as extending possession of what it has, whereas the mental processes mainly project the institution toward the future either in relation to its goals or to a positive feed-back from the students. Indian universities are given a positive description and presented as possessing ‘goods’ to offer as well. However highly evaluative language is less present, and when potentially negative features are mentioned, they are turned into favourable ones by what follows as shown by the following example (*small number/successfully completed*):

IN 7c - In spite of the fact that **we** have small number of faculty members in our Academic Schools/Departments, our faculty on the campus has till date successfully completed many Research Projects funded by various funding agencies

As this first step of the analysis undertaken shows in both subcorpora relational processes are widely represented (Table 7.2) thus giving a strong connotation of factuality (Benwell and Stokoe: 119)

#### *7.4.2 Communicative purpose, semantic reference and interdiscursivity*

Since the way we position ourselves (Bronwyn and Harrè 1990) can be considered as an outcome of social processes and in turn of language as constitutive of the social context (Fairclough 1995: 131), the way pronouns are used reveals identity construction, in particular first person pronouns are the most overt expression of speaker/author stance (Biber 1999: 976; 2006: 90), however ambiguity may arise in the case of the first person plural

pronoun since it can have either inclusive or exclusive semantic reference. The concordances described so far in relation to the type of process realized by the verbs, are analysed here focusing specifically on the communicative purpose of the ‘we-clauses’ and the institutional identity which is construed through them also in terms of interdiscursive features. A synthetic representation of the concordance lines is given in Tables 7.2 and 7.3 below where in the left column sample occurrences are reported from each subcorpus with the communicative purpose they convey in the right column.

The main objective in Table 7.2 (A) is to give an account of the endeavours being made to satisfy societal needs at large. This is realized through a mix of the language of corporate social responsibility (Coupland 2003) and of what Fairclough (2006: 47) refers to as ‘clusters’ around the ‘nodal’ global knowledge based economy discourse, that is ‘lifelong learning’, ‘learning society’ and ‘social inclusion’. Apart from a few cases (for example (A)1) where explicit mention is made of staff, *we* is inclusive of staff and exclusive of readership.

The examples in Table 7.2 (B) show similarities with self promotional claims from the genre of prestige of corporate advertising. Here *we* aims at establishing credibility in that the reputation of the institution, positioned as a whole body, is foregrounded and authority from external sources is often invoked in order to persuade the receivers of the market value of the university.

Market value is equally crucial in relation to the services provided where *we* stands for all the employees engaged in offering a quantity of high quality ‘goods’ ranging from challenging courses to excellent facilities. The

examples in Table 7.2 (D) thus echo descriptions of the company services “we offer high performance hardware platform” (Medina *et al* 2005: 135) as well as a central move in sales promotion letters, that of ‘introducing the offer’ which consists of three important aspects: “(a) offering the product or service; (b) essential detailing of the product or service; (c) indicating value of the product or service” (Bhatia 1993: 50-51). The examples in Table 7.2 (C) show similar characteristics to those in (A), (B) and (D) making also reference, as further credentials the university can rely on, to graduates’ employability rate and long standing tradition.

A few occurrences in Table 7.2 (E) and (F) show the presence of a conversational tone (Fairclough 1996: 7; 2000) where the personalized university directly addresses the students as potential members of the attractive community represented so far.

In the IN subcorpus group (A) in Table 7.3 aims at establishing credibility with reference to reliability of performance, quality, as well as commitment to enriching tradition. Like some of the examples in Table 7.2 (E, F), A1 shows a conversational tone simulating the construction of a personal relationship, moreover it echoes oral business presentations, in that *we* represents the institution and has the function of convincing the audience of the ability of the company to perform and maintain its promises (Bamford 2008: 285). Traces of the corporate sector discourse can be found in Table 7.3 (A)3 where *we* (meaning ‘all of us working here’) *are different* can be compared with one of the most favoured strategies in corporate advertising, known as ‘product differentiation’, whereby the generic values of ‘description’ and ‘evaluation’ are subtly used to claim that the product offered is superior to an ordinary one (Bathia 2004: 63-64). The

personal pronoun in Table 7.3 (B) is inclusive of staff (apart from (B) 3, 4) performing the main purpose of describing the ‘goods’ possessed.

| Examples (UK)  | communicative purpose  |
|--|--|
| (A) we are committed to<br>enabling all our students and staff to profit from a culture of learning, aligned with our research ethos<br>giving our students the best foundations for a successful future<br>promoting equality, diversity and a supportive environment for everyone in our community<br>providing lifelong learning opportunities through our Summer School, short courses and personal interest programmes<br>widening access to higher education for all<br>your needs : our course recruitment is kept to a level which allows a good student:tutor ratio | - being socially committed   |
| (B) we are proud<br>to be runner up for University of the Year in the Times Higher Education Supplement Awards<br>of our achievements / our growing strong reputation  | - establishing credibility   |
| (C) we have<br>one of the best teaching quality ratings in the UK<br>a strong reputation both nationally and overseas<br>a clear vision for the University’s future<br>outstanding record for graduate recruitment<br>close working relationships<br>a proud and distinguished history   | - establishing credibility<br>- fostering students’ employability<br>- ensuring job experience<br>- relying on long-standing tradition |
| (D) we offer / provide / deliver / give<br>a full and challenging range of courses<br>a rich portfolio of masters and non-masters programmes<br>high quality courses at foundation, undergraduate and postgraduate level<br>virtually every subject covered in any university curriculum<br>a range of excellent facilities<br>a wide range of sporting and recreational opportunities   | - offering services and indicating their value   |
| (E) we hope / aim<br>we hope that your website visit will be fruitful<br>we aim to give our students a competitive edge  | - establishing interpersonal relation<br>- setting goals   |
| (F) we look forward / encourage<br>we look forward to receiving your application<br>we encourage students to become thoughtful, ethical people   | - soliciting response<br>- caring about students   |

Table 7.2. *We* in the UK subcorpus: communicative purpose.

| Examples (IN)  | communicative purpose                                  |
|--|--|
| (A) we are happy to state that we are able to practice the state of art with respect to this Super Speciality. a relatively young but already well-known multidisciplinary research institute different, JBS is different from most business schools committed to uphold and enrich the glorious traditions of the Media World | - establishing credibility<br>- describing the product |
| (B) we have a Directorate of Distance Education with an enrolment of 45000 students the prestigious Post-Graduate Institute of Medical Sciences at Rohtak one of the best teacher-students ratio more than 125 quarters for teachers and officials of the University two off-campus units                                      | - describing services                                  |

Table 7.3. *We* in the IN subcorpus: communicative purpose.

## 7.5 An ‘enticing we’ versus a ‘seeping we’

In almost all the examples examined *we* is inclusive of all ‘employees’, thus construing a ‘corporate’ identity for the university. In terms of communication strategy it can be associated with the ‘assumed we’ to which Cheney (1983: 148-149) refers as one of the types of identification devices used in corporate discourse (section 7.3 above). Although its purpose here is not so much that of conveying a message from the organization to the employees in order to foster their identification, it works as an ‘assumed we’ for ‘those out there’ in that it communicates the taken-for-granted sense of unity of a body speaking as one. However the surrounding verbal environment in the two subcorpora builds a different scenario in spite of the presence of common features (section 7.4.2 above).



In the UK subcorpus *we* suggests an organizational culture where sense of belonging and shared values are rooted in a rich and fertile ground. Consistent objectives to be pursued, high reputation, a wide range of services, links with *world of work* and commitment to the students' needs are intertwined with one another in a synergic endeavour, thus contributing to construe a 'corporate' identity for the university in terms of an 'enticing we'. Whoever is not yet a member of the community has just to join:

UK 7h - The University provides an extensive range of courses [...]. It has a proven track record for achieving excellence in teaching quality, developing innovative courses and for providing opportunities to study in challenging and exciting ways. We are committed to ensuring our courses have a strong employment focus, giving graduates the knowledge and skills needed. The atmosphere [...] is friendly and the facilities are some of the best in the university sector.

In the IN subcorpus the university-as-company seems to be less straightforward suggesting the idea of a 'work in progress' corporate culture. Thus *we* can rather be taken as a 'seeping we' in terms of business-like communicative strategy because of its very limited use, but also because of the emphasis laid on the educational role of the institution:

IN 7d - One of the primary objectives of the University education is to produce trained manpower, which can accelerate sustained economic growth by harnessing science and technology.

We are providing the facilities of Internet, Teleconferencing, online library facilities etc. and we have introduced new courses in the areas of emerging importance like Biotechnology, Biochemistry, Sales

Management, [...] However, the avowed goal of the University Education still remains character building. It is true that modern knowledge, information and skills help to provide quality education but the most important task of education is to produce enlightened citizens, having human touch and dedication to the cause of the nation and its society at large.

The discursive strategies dealt with so far seem to be on the move from the corporate and business world as well as from the knowledge based economy discourse, but take on different features in the texts analysed which shape and are shaped by different localities, that is what Altbach (1998) refers to as ‘centres’ and ‘peripheries’ of the present world of higher education. India has partly moved into the realm of postindustrial information-based societies recognizing the role of higher education in this transformation (Altbach 2004b: 21). However the rapid expansion of the higher education system (the third largest in the world after China and the United States) has occurred at the cost of its quality (Jayaram 2007: 71-78). As Fairclough (2005: 79) argues

Discourses include representations of how things are and have been, as well as imaginaries – representations of how things might or could or should be. The “knowledge” of the knowledge-based economy includes imaginaries in this sense – projections of possible states of affairs, “possible worlds”. In terms of the concept of social practice, they imagine possible social practices and networks of social practices.

## 7.6 Conclusions

The global economy and the realization that ideas have as much international currency as products and services are having a tremendous impact on Higher Education (Altbach 1998), thus the role of the marketization of the universities as a strategic tool in higher education is increasingly evident from the way universities worldwide adopt market practices from the corporate sector and develop a competitive advantage based on a set of unique characteristics (Melewar and Aker 2005).

Considering the mutual relationship between social change and social practices, the present study has focused on the role played by the use of *we* in the construction of the institutional identity of British and Indian universities in the AB section of their websites. The analysis has been carried out using corpus methodologies and making reference to corporate and business communication literature (section 7.3), to the knowledge based economy discourse as well as to higher education research. The findings suggest that the discursive construction of the institution via the first personal plural pronoun *we* shares features from a variety of discursive worlds. Both closer and wider context show that the universities tend to be presented as a corporate body mainly inclusive of staff and exclusive of readership and aim at communicating their identity along the three main lines of what the institution is – has – offers. However the texts also mirror different local perspectives in spite of the higher education global(ising) trends hinted at in the introduction.

In the UK subcorpus *we* is a defining feature and can be thought of as an ‘enticing we’ since it represents the university as a unitary body which mainly relies on high reputation (as legitimized by external sources),

is committed to issues of social relevance such as providing lifelong learning opportunities, widening access to higher education for all, ensuring employability and offers a wide range of services. The deixis of corporate identity seems therefore to be embedded in the very fabric of the texts enticing the readership into joining. Addressee are not (yet) members of the sharing, caring, attractive community represented, but they might if they wanted to.

In the IN subcorpus *we* could be defined as a ‘seeping we’, in that it plays a marginal role in the representation of the university and might thus be considered as the discoursal side of changes in other non discoursal elements of social life (Harvey 1996, Fairclough 2001), that is the ongoing process whereby the Indian academic system is adjusting to the new realities. *We* is no doubt related to a favourable description of the university, however relevant issues such as facing global challenges and trying to balance traditional values with emerging needs are not left unspoken.

This chapter has explored the university language of websites with an interest in the discursive practices related to the construction of the universities’ institutional identity. Given the substantial difference in the use of *we* in the two subcorpora, it would be interesting to focus on the verbal environment surrounding the representation of the institution as *the university* as well as on the role played by other personal pronouns also with reference to cultural dimensions (Hofstede 2001).

## Chapter VIII

### General conclusions

An approach to the meaning of words, pieces and sentences by the statement of characteristic collocations ensures that the isolate word or piece as such is attested in established texts. The characteristic collocations of 'key' or 'pivotal' words may be supported by reference to contexts of situation and may constitute the material for syntactical analysis and provide citations in support of dictionary definitions. Words and texts representing current usage can be taken as institutionalized and studied in the situation, when necessary in connection with other social institutions and structures.

(Firth 1957: xi)

This dissertation has been primarily concerned with the linguistic facet of some of the worldwide changes which are taking place in the higher education sector. In particular it has focused on the meaning that words may take on in relation to other words around them, to the interaction between local and global perspectives, and to the construction of institutional identity through the use of the personal pronoun *we*.

The research has taken into account the wider global context making reference to contributions from higher education and social research, and it

has drawn from two strands of linguistic enquiry, namely discourse analysis and corpus linguistics.

The following sections summarize the general conclusions that can be drawn from the analysis presented in the previous chapters (8.1) and consider further developments of the research (8.2).

### **8.1 World(s) and meanings: concluding remarks**

The growing importance of knowledge, research and innovation is changing universities' social role (Välimaa and Hoffman 2008) as well as their relationship with the globalized world of higher education. Among the diverse implications that globalization is having for higher education, the ones taken into account here have been the increasing relevance of the international dimension of higher education and how it relates to the national contexts represented in the two subcorpora, the need for quality frameworks against which universities' performance has to be evaluated, and the widespread entrepreneurial attitude of universities.

The analysis has focused on the role played by verbal environment, text type, domain and social context in the construction of meaning within the twofold global dimension set by the knowledge based economy and by the World Wide Web space of communication. The approach adopted has explored the potential of corpus linguistics methodologies to investigate social meanings (Sinclair 1991, 1996, 2004; Stubbs 1996, 2001, 2006, Teubert 2004; Mahlberg 2005, 2007) showing that the study of the role that language can play in the construction of social reality can be carried out observing both concordances and wider cotext. The frequencies of the

words analysed are represented in Figure 8 in relation to both total number of words and total number of texts in the two subcorpora.

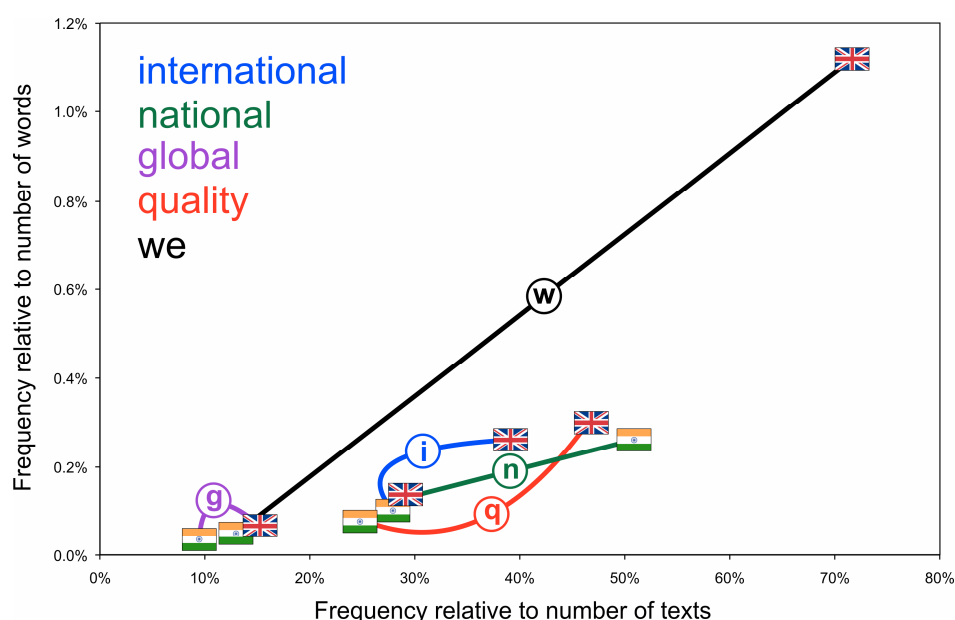


Figure 8.1. *International, national, global, quality* and *we* across the IN and UK subcorpora

Chapter 4 has highlighted the fact that universities' ways of locating themselves in terms of *national*, *international*, and *global* seem to be related to the general 'promotional prosody' of the AB sections in a global context where the very idea of location may be relevant in evaluative terms. The way universities present themselves also conveys different perspectives, as shown by the analysis of the verbal environment of the investigated adjectives. Two main differences seem to emerge, one can be exemplified by the opposition 'achieved (UK) versus not yet / partially achieved (IN) objectives', the other can be identified in what is given prominence to, which is 'national' in the IN subcorpus and 'international' in the UK subcorpus. *Global* is given similar (limited) relevance in both subcorpora

and seems to further emphasize the above mentioned opposition, although mainly entailing a worldwide dimension.

The results reported in chapter 5 show that *national* and *international* express assumptions that go beyond those associated with their common function as topical attributive adjectives. In the Indian UWs *national* is either permeated by a “persuasive unitary sense” (Williams 1983: 213), a ‘unifying force’ meaning and a favourable ‘enhancing’ prosody, or attracted by *international* in conveying the idea of the ‘widening scope’ of academia. In the UK subcorpus, *international* is foregrounded with a ‘wide scope’ meaning which highlights a condition rather than a process and has a very positive ‘high-level’ prosody.

Moreover, the meanings identified seem to be mainly related to the specific domain of the texts analysed as suggested by the investigation of general corpora (ICE India and BNC). In the ICE India corpus *national* is mostly associated with social and political issues, shaping the national dimension in terms of ‘complexity’ and ‘instability’. Moreover, *international* is less frequent in the ICE India than in the IN subcorpus and is mainly associated with *language*, *market* and *community*, thus highlighting the problematic linguistic situation, economic issues, and the relationship with the international community. In addition, the analysis of the cotext has shown that the international dimension is perceived as important but at the same time difficult and challenging to cope with. As far as the BNC is concerned, both *national* and *international* are less frequent than in the UK subcorpus. However, *national* shows a similar behaviour in that it mainly occurs in proper names, whereas *international* collocates with words which mainly foreground economic issues, politics, the legal framework, and the



national and international dimension. Although *international* seems to represent a factual ‘wide scope’ condition, a meaning comparable to the one identified in the UK subcorpus, the idea of ‘high-level’ performance does not play a primary role. Being in the international arena seems to be here rather associated with the idea of being aware of the rules of a game which can be (high-) risky in economic, political and legal terms.

The maps that can be drawn around *quality* with reference to the findings in chapter 6 mirror different local perspectives in relation to the knowledge based economy globalising trends hinted at in the introduction, suggesting that higher education institutions are presented as imparting quality education in IN and as offering ‘certified’ high quality teaching in UK. In the IN subcorpus *quality education* is mainly associated with national development and young people’s growth as both students and citizens. On the other hand in the UK subcorpus *quality teaching* is strongly premodified by ‘high level’ adjectives to highlight remarkable standards of performance. Thus emphasis is laid on *teaching*, rather than on *education*, as one of the services offered. The language surrounding *quality* in the UK subcorpus shapes a verbal environment which is mainly competitive, mirroring one of the traits of ‘managerialism’ that can be captured in the higher education quality assurance context, that is “central strategic management and monitoring of the Departments’ performance, in order to gain better ratings in RAE (e.g. benchmarking, appointment and promotion)” (Yokoyama 2006: 314).

Also in this case the concordances obtained for *impart* and *education* from the ICE-India corpus display a different behavior, in that *impart* is not very common and *education* never occurs with *quality*. *Impart education* may

thus be seen as a typical collocation of the AB section in terms of both meaning relations and frequency. The data collected from the BNC show that there are only 8 examples of *quality teaching* where none of the ‘high level’ adjectives can be found, suggesting that *quality teaching* can be considered a feature of the AB texts.

As far as managerial practices are concerned, chapter 7 has highlighted that the discursive construction of the institution via the first personal plural pronoun *we* shares features from corporate and business discourse. The findings show that the universities tend to present themselves as a corporate body mainly inclusive of staff and exclusive of readership and aim at communicating their identity along the three main lines of what the institution is – has – offers.

In particular in the UK subcorpus *we* is a defining feature and can be thought of as an ‘enticing we’, since it represents the university as a unitary body which mainly relies on high reputation (as legitimized by external sources), is committed to issues of social relevance such as providing lifelong learning opportunities, widening access to higher education for all, ensuring employability and offers a wide range of services. The deixis of corporate identity seems therefore to be embedded in the very fabric of the texts enticing the readership into joining. Addressee are not (yet) members of the sharing, caring, attractive community represented, but they might if they wanted to.

In the IN subcorpus *we* could be defined as a ‘sleeping we’, in that it plays a marginal role in the representation of the university and might thus be considered as the discoursal side of changes in other non discoursal elements of social life (Fairclough 2001), that is the ongoing process

whereby the Indian academic system is adjusting to the new realities. *We* is undoubtedly related to a favourable description of the university, however relevant issues such as facing global challenges and trying to balance traditional values with emerging needs are not left unspoken.

### *8.1.1 Language as a moment of 'glocal' social life*

With reference to the general analytical framework outlined in chapter 2, the approach adopted has shown that meanings unfold depending on the ways words are used and that they can be made visible by a bottom-up description of actual usage as recorded in corpora. The research has highlighted the cotext-context dependency of meaning which is shaped by the verbal environment of the texts collected and by contextual variables. The main focus has been on exploring how local and global social contexts are internalized in the 'moment' of language in the present 'academiascape' as it is represented and interacts in the World Wide Web space. The wor(l)d meanings referred to in the previous chapters seem therefore to be the language moment of a complex context of social life which is shaped at the same time by global frameworks and local realities. As a result it 'fuels' what might be defined, in Appadurai's words, a "globally variable synaesthesia" (Appadurai 1996: 36-37), that is the semantic and pragmatic problems posed by the use of words in different social contexts. In this respect the analytical tools adopted seem to be particularly useful in relation to the World Wide Web context where, in particular in the case of websites, communication between distant others takes place in different varieties of English with all the implications also related to local contexts of culture.

The analysis carried out suggests that the different facets of meaning (see chapter 2) may include a further component related to the local and global dimension of meaning (Figure 8.2). Beyond the surface similarities found in the texts collected, differences arise depending on where the universities place themselves along the local/global continuum, which may be representative of the ‘re-scaling’ process (Jessop 2002, Fairclough 2006) which is taking place in many countries.

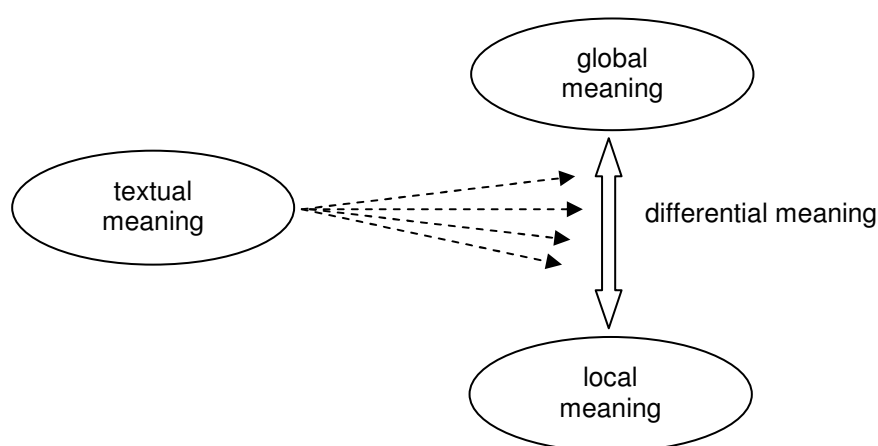


Figure 8.2. Textual meaning along the local/global dimension.

The words analysed convey their textual meaning in relation to the university language of the texts analysed and the communicative function they perform. However, within this specific domain they also ‘flow’ along the local/global continuum, thus internalizing from what may be thought of in terms of ‘glocal’ social life. While on the one hand the words analysed perform a similar function in both subcorpora, being affected by what is considered relevant in the present higher education global scenario, on the other hand they enter different chains of semantic reference depending on local contextual variables. The place of higher education institutions seems

therefore to defined by the still unstable balance between local heritage and global(ising) demands and expectations.

## 8.2 Further developments

The research carried out so far has focused on the verbal component of the ‘About us’ section, however, university websites can be considered a rich field of enquiry from many points of view.

The contribution that the analysis of the cotextual environment can make to this “differential diaspora” (Appadurai 1996: 36-37) is worth further exploration in relation to words such as *knowledge* and *education*, since they refer to key issues in relation to both local cultural tradition and to the global agenda set and represented by supranational agencies’ politics and documents.

As far as the discursive practices related to the construction of the universities’ institutional identity are concerned, it would be interesting to focus on the verbal environment surrounding the representation of the institution as *the university* versus the discursive function performed by the personal pronoun *we*, as well as on the role played by the personal pronoun *you* and the possessives *our* / *your* also with reference to cultural dimensions (Hofstede 2001).

Besides verbal communication, a wide range of different semiotic codes are used in a web page to communicate the institutional identity. These include, for example, the university logo, the layout of the page and the choice of graphics, all of them resulting in a fertile ground for a multimodal analysis.

Further investigation might be related to the study of university websites as a genre also in relation to local cultural dimensions. One of the issues of interest might be the westernization of websites (Havisher and Selfe 2000), or the construction of identity in the Web global space (Castells 2004). In addition, as pointed out in chapter 3, some of the texts analysed are rather long to be effectively communicative in relation to the medium utilized, and seem to betray their paper-based nature. Thus, a diachronic analysis of university language ranging from the university prospectus to the university website would allow us to focus on the relationship between medium and communicative practices.

Ultimately the very meaning of the word ‘university’ seems to be challenging to identify in the complex global context outlined throughout the research work carried out. As Tierney (2001: 367) points out:

What one means by the “university” needs a more heterogenous definition than what currently exists. Rather than investigate Western notions of knowledge and research and assume that all universities must aspire to a similar, singular goal of excellence, a postmodern framework explores multiple ways that universities might change and evolve. In part, I am suggesting that localized and regional interpretations of different facets of knowledge, rather than supra-national definitions, become organizing frameworks for comparative higher education. Further, Zygmunt Bauman has argued that in a global marketplace universities are becoming more and more akin to businesses. In such an environment universities, he suggests, “are obliged to cede the right to set the norms, and perhaps most seminally the ethical norms, to its newly embraced prototype and spiritual inspiration” (1997: 20).

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<http://www.knowledgecommission.gov.in/>
- UK-India Education and Research Initiative (UKIERI),  
<http://www.ukieri.org/>



## Appendix A

### Indian university websites (India subcorpus)

| code  | university   | URL   |
|-------|--|---|
| IN001 | Indian Institute of Technology, Madras                     | <a href="http://www.iitm.ac.in/">http://www.iitm.ac.in/</a>   |
| IN002 | Indian Institute of Technology Bombay                      | <a href="http://www.iitb.ac.in/">http://www.iitb.ac.in/</a>   |
| IN003 | Indian Institute of Technology, Kanpur                     | <a href="http://www.iitk.ac.in/">http://www.iitk.ac.in/</a>   |
| IN004 | Indian Institute of Technology, Roorkee                    | <a href="http://www.iitr.ernet.in/">http://www.iitr.ernet.in/</a>   |
| IN005 | Anna University  | <a href="http://www.annauniv.edu/">http://www.annauniv.edu/</a>   |
| IN007 | Indian Institute of Science                                | <a href="http://www.iisc.ernet.in/">http://www.iisc.ernet.in/</a>   |
| IN010 | Jawaharlal Nehru University                                | <a href="http://www.jnu.ac.in/">http://www.jnu.ac.in/</a>   |
| IN011 | Jawaharlal Nehru Centre for Advanced Scientific Research   | <a href="http://www.jncasr.ac.in/">http://www.jncasr.ac.in/</a>   |
| IN014 | Indian Institute of Technology, Guwahati                   | <a href="http://www.iitg.ernet.in/">http://www.iitg.ernet.in/</a>   |
| IN015 | Bengal Engineering and Science University                  | <a href="http://www.becs.ac.in/">http://www.becs.ac.in/</a>   |
| IN015 | Bengal Engineering and Science University                  |   |
| IN016 | Jawaharlal Nehru Technological University                  | <a href="http://www.jntu.ac.in/">http://www.jntu.ac.in/</a>   |
| IN017 | University of Mumbai                                       | <a href="http://www.mu.ac.in/">http://www.mu.ac.in/</a>   |
| IN018 | Visveswaraiah Technological University                     | <a href="http://www.vtu.ac.in/">http://www.vtu.ac.in/</a>   |
| IN019 | Annamalai University                                       | <a href="http://www.annamalaiuniversity.ac.in/">http://www.annamalaiuniversity.ac.in/</a>                 |
| IN020 | University of Madras                                       | <a href="http://www.unom.ac.in/">http://www.unom.ac.in/</a>   |
| IN021 | Birla Institute of Technology and Science                  | <a href="http://discovery.bits-pilani.ac.in/index.html">http://discovery.bits-pilani.ac.in/index.html</a> |
| IN023 | Cochin University of Science & Technology                  | <a href="http://www.cusat.ac.in/">http://www.cusat.ac.in/</a>   |
| IN024 | All India Institute of Medical Sciences                    | <a href="http://www.aiims.ac.in/">http://www.aiims.ac.in/</a>   |
| IN025 | University of Kerala                                       | <a href="http://www.keralauniversity.edu/">http://www.keralauniversity.edu/</a>                           |
| IN029 | National Institute of Technology Calicut                   | <a href="http://www.nitc.ac.in/nitc/index.jsp">http://www.nitc.ac.in/nitc/index.jsp</a>                   |
| IN031 | Tamil Nadu Dr.M.G.R.Medical University                     | <a href="http://www.tnmmu.ac.in/">http://www.tnmmu.ac.in/</a>   |
| IN033 | Indian Institute of Information Technology                 | <a href="http://www.iiita.ac.in/">http://www.iiita.ac.in/</a>   |
| IN034 | Indian Statistical Institute                               | <a href="http://www.isical.ac.in/">http://www.isical.ac.in/</a>   |
| IN035 | International Institute of Information Technology          | <a href="http://www.iiit.net/">http://www.iiit.net/</a>   |
| IN036 | Banaras Hindu University                                   | <a href="http://www.bhu.ac.in/">http://www.bhu.ac.in/</a>   |
| IN037 | Motilal Nehru National Institute of Technology             | <a href="http://www.mnnit.ac.in/">http://www.mnnit.ac.in/</a>   |
| IN038 | Pondicherry University                                     | <a href="http://www.pondiuni.edu.in/">http://www.pondiuni.edu.in/</a>                                     |
| IN039 | National Law School of India University                    | <a href="http://www.nls.ac.in/">http://www.nls.ac.in/</a>   |
| IN040 | Tata Institute of Social Sciences                          | <a href="http://www.tiss.edu/">http://www.tiss.edu/</a>   |
| IN041 | National Institute of Technology, Hamirpur                 | <a href="http://www.nitham.ac.in/">http://www.nitham.ac.in/</a>   |
| IN042 | Indian Institute of Foreign Trade                          | <a href="http://www.iift.edu/iift/index.asp">http://www.iift.edu/iift/index.asp</a>                       |
| IN046 | National Institute of Technology Rourkela                  | <a href="http://www.nitrkl.ac.in/default.asp">http://www.nitrkl.ac.in/default.asp</a>                     |
| IN048 | Sri Venkateswara University                                | <a href="http://www.svuniversity.in/">http://www.svuniversity.in/</a>                                     |
| IN049 | Govind Ballabh Pant Krishi Evam Praudyogik Vishwavidyalaya | <a href="http://www.gbpuat.ac.in/">http://www.gbpuat.ac.in/</a>   |
| IN050 | Tezpur University  | <a href="http://www.tezu.ernet.in/">http://www.tezu.ernet.in/</a>   |
| IN051 | Indian School of Mines                                     | <a href="http://www.ismdhanbad.ac.in/">http://www.ismdhanbad.ac.in/</a>                                   |
| IN053 | North Eastern Hill University                              | <a href="http://www.nehu.ac.in/">http://www.nehu.ac.in/</a>   |

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|-------|--|---|
| IN055 | International Institute for Population Sciences          | <a href="http://www.iipsindia.org/">http://www.iipsindia.org/</a>   |
| IN056 | Visvesvaraya National Institute of Technology            | <a href="http://www.vnit.ac.in/">http://www.vnit.ac.in/</a>   |
| IN057 | NALSAR University of Law                                 | <a href="http://www.nalsar.ac.in/">http://www.nalsar.ac.in/</a>   |
| IN058 | Fakir Mohan University                                   | <a href="http://www.fmuniversity.nic.in/">http://www.fmuniversity.nic.in/</a>   |
| IN059 | National Institute of Mental Health and Neuro Sciences   | <a href="http://www.nimhans.kar.nic.in/aboutnimhans.htm">http://www.nimhans.kar.nic.in/aboutnimhans.htm</a>                       |
| IN060 | Manipal University                                       | <a href="http://www.manipal.edu/manipalsite/Users/manipalhome.aspx">http://www.manipal.edu/manipalsite/Users/manipalhome.aspx</a> |
| IN062 | Punjab Technical University                              | <a href="http://www.ptu.ac.in/">http://www.ptu.ac.in/</a>   |
| IN064 | Guru Gobind Singh Indraprastha University                | <a href="http://www.ggsipu.nic.in/">http://www.ggsipu.nic.in/</a>   |
| IN065 | SASTRA University  | <a href="http://www.sastra.edu/">http://www.sastra.edu/</a>   |
| IN066 | Bharathidasan University                                 | <a href="http://www.bdu.ac.in/">http://www.bdu.ac.in/</a>   |
| IN067 | Amrita Vishwa Vidyapeetham                               | <a href="http://www.amrita.edu/">http://www.amrita.edu/</a>   |
| IN069 | West Bengal University of Technology                     | <a href="http://www.wbut.net/">http://www.wbut.net/</a>   |
| IN070 | Maharshi Dayanand University                             | <a href="http://www.mdurohtak.com/index.aspx">http://www.mdurohtak.com/index.aspx</a>   |
| IN072 | Andhra University  | <a href="http://www.andhrauniversity.info/">http://www.andhrauniversity.info/</a>   |
| IN073 | University of Rajasthan                                  | <a href="http://www.uniraj.ernet.in/">http://www.uniraj.ernet.in/</a>   |
| IN074 | PEC University of Technology                             | <a href="http://www.pec.ac.in/Home.asp">http://www.pec.ac.in/Home.asp</a>   |
| IN075 | Chhatrapati Shahu Ji Maharaj University                  | <a href="http://www.kanpuruniversity.org/">http://www.kanpuruniversity.org/</a>   |
| IN076 | Devi Ahilya University of Indore                         | <a href="http://www.dauniv.ac.in/">http://www.dauniv.ac.in/</a>   |
| IN077 | Kurukshetra University                                   | <a href="http://www.kukinfo.com/">http://www.kukinfo.com/</a>   |
| IN078 | Shreemati Nathibai Damodar Thackersey Women's University | <a href="http://sndt.digitaluniversity.ac/">http://sndt.digitaluniversity.ac/</a>   |
| IN079 | Mahatma Phule Krishi Vidyapeeth                          | <a href="http://mpkv.mah.nic.in/">http://mpkv.mah.nic.in/</a>   |
| IN080 | Maulana Azad National Institute of Technology            | <a href="http://www.manit.ac.in/">http://www.manit.ac.in/</a>   |
| IN083 | Bangalore University                                     | <a href="http://www.bub.ernet.in/">http://www.bub.ernet.in/</a>   |
| IN084 | Birla Institute of Technology, Ranchi                    | <a href="http://www.bitmesra.ac.in/default.asp">http://www.bitmesra.ac.in/default.asp</a>   |
| IN085 | Mahatma Gandhi University                                | <a href="http://www.mguniversity.edu/">http://www.mguniversity.edu/</a>   |
| IN087 | Jamia Hamdard  | <a href="http://www.jamiahamdard.edu/home.asp">http://www.jamiahamdard.edu/home.asp</a>   |
| IN088 | Sri Ramachandra University                               | <a href="http://www.srmc.edu/">http://www.srmc.edu/</a>   |
| IN089 | Karnatak University                                      | <a href="http://www.kud.ernet.in/">http://www.kud.ernet.in/</a>   |
| IN090 | Himachal Pradesh University                              | <a href="http://www.hpuniv.nic.in/">http://www.hpuniv.nic.in/</a>   |
| IN093 | University of Mysore                                     | <a href="http://www.uni-mysore.ac.in/">http://www.uni-mysore.ac.in/</a>   |
| IN094 | University of Lucknow                                    | <a href="http://www.lkouniv.ac.in/">http://www.lkouniv.ac.in/</a>   |
| INO95 | University of Calcutta                                   | <a href="http://www.caluniv.ac.in/">http://www.caluniv.ac.in/</a>   |
| IN096 | Tamil Nadu Agricultural University                       | <a href="http://www.tnau.ac.in/">http://www.tnau.ac.in/</a>   |
| IN097 | Pravara Rural University                                 | <a href="http://www.pravara.com/">http://www.pravara.com/</a>   |
| IN100 | Jaypee University of Information Technology              | <a href="http://www.juit.ac.in/">http://www.juit.ac.in/</a>   |
| IN103 | Rabindra Bharati University                              | <a href="http://www.rabindrabharatiuniversity.net/load.html">http://www.rabindrabharatiuniversity.net/load.html</a>               |
| IN104 | Shivaji University                                       | <a href="http://www.unishivaji.ac.in/">http://www.unishivaji.ac.in/</a>   |
| IN105 | Guru Jambheshwar University                              | <a href="http://www.gju.ernet.in/">http://www.gju.ernet.in/</a>   |
| IN110 | University of Jammu                                      | <a href="http://www.jammuuniversity.in/">http://www.jammuuniversity.in/</a>   |
| IN112 | Indian Agricultural Research Institute                   | <a href="http://www.iari.res.in/">http://www.iari.res.in/</a>   |
| IN114 | Allahabad Agricultural Institute                         | <a href="http://www.aaidu.org/">http://www.aaidu.org/</a>   |
| IN115 | University of Kashmir                                    | <a href="http://www.kashmiruniversity.net/">http://www.kashmiruniversity.net/</a>   |
| IN116 | Chhatrapati Shahuji Maharaj Medical University           | <a href="http://www.kgmcindia.edu/">http://www.kgmcindia.edu/</a>   |
| IN117 | National Institute of Pharmaceutical Education           | <a href="http://www.niper.nic.in/">http://www.niper.nic.in/</a>   |

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|-------|--|---|
|       | and Research   |   |
| IN119 | Kerala Agricultural University   | <a href="http://www.kau.edu/">http://www.kau.edu/</a>   |
| IN120 | Goa University   | <a href="http://www.unigoa.ac.in/index0.php">http://www.unigoa.ac.in/index0.php</a>                   |
| IN121 | Sree Chitra Tirunal Institute for Medical Sciences and Technology            | <a href="http://www.sctimst.ac.in/">http://www.sctimst.ac.in/</a>                                     |
| IN122 | Mangalore University   | <a href="http://www.mangaloreuniversity.ac.in/xampp/">http://www.mangaloreuniversity.ac.in/xampp/</a> |
| IN123 | National Law University  | <a href="http://www.nljodhpur.ac.in/">http://www.nljodhpur.ac.in/</a>                                 |
| IN124 | Tamil University   | <a href="http://www.tamiluniversity.ac.in/">http://www.tamiluniversity.ac.in/</a>                     |
| IN125 | Kuvempu University   | <a href="http://www.kuvempu.ac.in/">http://www.kuvempu.ac.in/</a>                                     |
| IN127 | Punjab Agricultural University   | <a href="http://www.pau.edu/">http://www.pau.edu/</a>   |
| IN128 | Dr. Hari Singh Gour University   | <a href="http://www.sagaruniversity.nic.in/">http://www.sagaruniversity.nic.in/</a>                   |
| IN130 | Mohan Lal Sukhadia University  | <a href="http://www.mlsu.ac.in/">http://www.mlsu.ac.in/</a>   |
| IN131 | National Law Institute University  | <a href="http://www.nliu.com/">http://www.nliu.com/</a>   |
| IN132 | Hidayatullah National Law University   | <a href="http://www.hnlu.ac.in/home/">http://www.hnlu.ac.in/home/</a>                                 |
| IN133 | Utkal University   | <a href="http://utkal.utkal-university.org/">http://utkal.utkal-university.org/</a>                   |
| IN135 | Guru Ghasidas University   | <a href="http://www.ggu.ac.in/">http://www.ggu.ac.in/</a>   |
| IN136 | Assam University   | <a href="http://www.assamuniversity.nic.in/">http://www.assamuniversity.nic.in/</a>                   |
| IN138 | Maulana Azad National Urdu University  | <a href="http://www.manuu.ac.in/">http://www.manuu.ac.in/</a>   |
| IN139 | Acharya N.G. Ranga Agricultural University                                   | <a href="http://www.angrau.net/">http://www.angrau.net/</a>   |
| IN140 | Tripura University   | <a href="http://www.tripurauniversity.in/Index4.html">http://www.tripurauniversity.in/Index4.html</a> |
| IN141 | Gujarat Ayurved University   | <a href="http://www.ayurveduniversity.com/">http://www.ayurveduniversity.com/</a>                     |
| IN143 | University of Agricultural Sciences, Dharwad                                 | <a href="http://www.uasd.edu/">http://www.uasd.edu/</a>   |
| IN144 | University of North Bengal   | <a href="http://www.nbu.ac.in/">http://www.nbu.ac.in/</a>   |
| IN145 | West Bengal National University of Juridical Sciences                        | <a href="http://www.nujs.edu/">http://www.nujs.edu/</a>   |
| IN146 | Dr. YS Parmar University of Horticulture and Forestry                        | <a href="http://www.yspuniversity.ac.in/">http://www.yspuniversity.ac.in/</a>                         |
| IN147 | CSK Himachal Pradesh Agricultural University                                 | <a href="http://www.hillagric.ernet.in/">http://www.hillagric.ernet.in/</a>                           |
| IN148 | Sambalpur University   | <a href="http://www.sambalpuruniversitypgc.in/">http://www.sambalpuruniversitypgc.in/</a>             |
| IN149 | Potti Sreeramulu Telugu University   | <a href="http://www.teluguuniversity.ac.in/">http://www.teluguuniversity.ac.in/</a>                   |
| IN151 | Assam Agricultural University  | <a href="http://www.aau.ac.in/">http://www.aau.ac.in/</a>   |
| IN153 | Sher-e-Kashmir University of Agricultural Sciences and Technology of Kashmir | <a href="http://www.skustkashmir.ac.in/">http://www.skustkashmir.ac.in/</a>                           |
| IN154 | Jawaharlal Nehru Krishi Vishwavidyalaya                                      | <a href="http://www.jnkvv.nic.in/">http://www.jnkvv.nic.in/</a>                                       |
| IN155 | National Institute of Technology Kurukshetra                                 | <a href="http://www.reck.nic.in/">http://www.reck.nic.in/</a>   |
| IN156 | Manipur University   | <a href="http://www.manipuruniv.ac.in/">http://www.manipuruniv.ac.in/</a>                             |
| IN157 | Tamil Nadu Veterinary and Animal Sciences University                         | <a href="http://www.tanuvass.tn.nic.in/">http://www.tanuvass.tn.nic.in/</a>                           |
| IN158 | University of Agricultural Sciences, Bangalore                               | <a href="http://www.uasbangalore.edu.in/">http://www.uasbangalore.edu.in/</a>                         |
| IN159 | Mizoram University   |   |
| IN160 | Gulbarga University  | <a href="http://www.gulbargauniversity.kar.nic.in/">http://www.gulbargauniversity.kar.nic.in/</a>     |
| IN161 | Jai Prakash Vishwavidyalaya  | <a href="http://jpv.bih.nic.in/">http://jpv.bih.nic.in/</a>   |
| IN164 | Alagappa University  | <a href="http://www.alagappauniversity.ac.in/">http://www.alagappauniversity.ac.in/</a>               |
| IN165 | Bharathiar University  | <a href="http://www.b-u.ac.in/">http://www.b-u.ac.in/</a>   |
| IN166 | Biju Patnaik University of Technology  | <a href="http://www.bput.org/">http://www.bput.org/</a>   |
| IN167 | University of Calicut  | <a href="http://www.universityofcalicut.info/">http://www.universityofcalicut.info/</a>               |
| IN169 | Sathyabama University  | <a href="http://www.sathyabamauniv.ac.in/">http://www.sathyabamauniv.ac.in/</a>                       |

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| IN170 | Gandhi Institute of Technology and Management                            | <a href="http://www.gitam.edu/">http://www.gitam.edu/</a>                                     |
| IN171 | Acharya Nagarjuna University   | <a href="http://www.nagarjunauniversity.ac.in/">http://www.nagarjunauniversity.ac.in/</a>     |
| IN175 | Nirma University of Science and Technology                               | <a href="http://www.nirmauni.ac.in/">http://www.nirmauni.ac.in/</a>                           |
| IN176 | Vinayaka Missions University   | <a href="http://210.212.238.200/">http://210.212.238.200/</a>                                 |
| IN177 | Barkatullah Vishwavidyalaya  | <a href="http://www.bubhopal.nic.in/">http://www.bubhopal.nic.in/</a>                         |
| IN178 | Jaypee Institute of Information Technology                               | <a href="http://www.jiit.ac.in/">http://www.jiit.ac.in/</a>                                   |
| IN180 | Punjabi University Patiala   | <a href="http://www.punjabiuniversity.ac.in/">http://www.punjabiuniversity.ac.in/</a>         |
| IN181 | Baba Farid University of Health Sciences                                 | <a href="http://www.babafariduniv.com/">http://www.babafariduniv.com/</a>                     |
| IN182 | Periyar University   | <a href="http://www.periyaruniversity.ac.in/">http://www.periyaruniversity.ac.in/</a>         |
| IN183 | Panjab University  | <a href="http://www.pu.ac.in/">http://www.pu.ac.in/</a>                                       |
| IN184 | University of Petroleum and Energy Studies                               | <a href="http://www.upesindia.org/">http://www.upesindia.org/</a>                             |
| IN187 | Kannur University  | <a href="http://www.kannuruniversity.ac.in/">http://www.kannuruniversity.ac.in/</a>           |
| IN188 | North Maharashtra University   | <a href="http://www.nmu.ac.in/">http://www.nmu.ac.in/</a>                                     |
| IN189 | Rashtrasant Tukadoji Maharaj Nagpur University                           | <a href="http://www.nagpuruniversity.org/">http://www.nagpuruniversity.org/</a>               |
| IN190 | Integral University  | <a href="http://www.integraluniversity.ac.in/">http://www.integraluniversity.ac.in/</a>       |
| IN191 | Rani Durgavati Vishwavidyalaya   | <a href="http://www.rdunijbp.in.org/">http://www.rdunijbp.in.org/</a>                         |
| IN192 | The LNM Institute of Information Technology                              | <a href="http://www.lnmiit.ac.in/">http://www.lnmiit.ac.in/</a>                               |
| IN193 | Sri Krishnadevaraya  | <a href="http://www.skuniversity.org/">http://www.skuniversity.org/</a>                       |
| IN195 | National Institute of Technology, Jamshedpur                             | <a href="http://www.nitjsr.ac.in/">http://www.nitjsr.ac.in/</a>                               |
| IN196 | Allahabad University   | <a href="http://www.allduniv.ac.in/">http://www.allduniv.ac.in/</a>                           |
| IN197 | Tamil Nadu Dr Ambedkar Law University                                    | <a href="http://www.tndalu.org/">http://www.tndalu.org/</a>                                   |
| IN199 | Avinashilingam Institute for Home Science and Higher Education for Women | <a href="http://www.avinashilingam.edu/index.htm">http://www.avinashilingam.edu/index.htm</a> |
| IN200 | The Indian Law Institute   | <a href="http://www.ilidelhi.org/">http://www.ilidelhi.org/</a>                               |
| IN201 | Dr. Babasaheb Ambedkar Marathwada University                             | <a href="http://www.bamu.net/">http://www.bamu.net/</a>                                       |
| IN203 | Sant Gadge Baba Amravati University                                      | <a href="http://www.sgbau.ac.in/">http://www.sgbau.ac.in/</a>                                 |
| IN204 | Babasaheb Bhimrao Ambedkar University                                    | <a href="http://www.bbauindia.org/">http://www.bbauindia.org/</a>                             |
| IN205 | Veer Bahadur Singh Purvanchal University                                 | <a href="http://www.vbspu.ac.in/">http://www.vbspu.ac.in/</a>                                 |
| IN206 | Sardar Patel University  | <a href="http://www.spuvvn.edu/">http://www.spuvvn.edu/</a>                                   |
| IN207 | Gandhigram Rural University  | <a href="http://www.ruraluniv.ac.in/">http://www.ruraluniv.ac.in/</a>                         |
| IN209 | University of Kalyani  | <a href="http://www.klyuniv.ac.in/">http://www.klyuniv.ac.in/</a>                             |
| IN212 | School of Planning and Architecture                                      | <a href="http://www.spa.ac.in/">http://www.spa.ac.in/</a>                                     |
| IN213 | National Dairy Research Institute  | <a href="http://www.ndri.res.in/">http://www.ndri.res.in/</a>                                 |
| IN214 | Mahatma Jyotiba Phule Rohilkhand University                              | <a href="http://www.mjpru.ac.in/">http://www.mjpru.ac.in/</a>                                 |
| IN215 | Sikkim-Manipal University of Health Medical & Technological Sciences     | <a href="http://www.smu.edu.in/smu_home.aspx">http://www.smu.edu.in/smu_home.aspx</a>         |
| IN217 | Indian Veterinary Research Institute                                     | <a href="http://www.ivri.nic.in/">http://www.ivri.nic.in/</a>                                 |
| IN218 | Vidyasagar University  | <a href="http://www.vidyasagar.ac.in/">http://www.vidyasagar.ac.in/</a>                       |
| IN219 | Gurukula Kangri Vishwavidyalaya  | <a href="http://www.gkvharidwar.org/">http://www.gkvharidwar.org/</a>                         |
| IN220 | Rashtriya Sanskrit Sansthan  | <a href="http://www.sanskrit.nic.in/">http://www.sanskrit.nic.in/</a>                         |
| IN221 | Junagadh Agricultural University   | <a href="http://www.jau.in/">http://www.jau.in/</a>   |
| IN222 | Bhavnagar University   | <a href="http://www.bhavuni.edu/">http://www.bhavuni.edu/</a>                                 |
| IN223 | Shri Mata Vaishno Devi University  | <a href="http://www.smvdu.ac.in/">http://www.smvdu.ac.in/</a>                                 |
| IN224 | Rajiv Gandhi University  | <a href="http://www.rgu.ac.in/">http://www.rgu.ac.in/</a>                                     |
| IN225 | Mahatma Gandhi Kashi Vidyapith, Varanasi                                 | <a href="http://www.mgkvp.ac.in/">http://www.mgkvp.ac.in/</a>                                 |
| IN226 | Veer Narmad South Gujarat University                                     | <a href="http://www.sgu.ernet.in/">http://www.sgu.ernet.in/</a>                               |
| IN228 | Patna University   | <a href="http://www.patnauniversity.ac.in/">http://www.patnauniversity.ac.in/</a>             |

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|-------|---|---|
| IN229 | Gujarat Vidyapith   | <a href="http://www.gujaratvidyapith.org/">http://www.gujaratvidyapith.org/</a>                                       |
| IN230 | Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya         | <a href="http://www.hindivishwa.org/">http://www.hindivishwa.org/</a>   |
| IN231 | Chandra Shekhar Azad University of Agriculture & Technology | <a href="http://www.csauk.ac.in/">http://www.csauk.ac.in/</a>   |
| IN233 | Mother Teresa Women's University                            |   |
| IN235 | Dr. Babasaheb Ambedkar Technological University             | <a href="http://www.dbatechuni.org/">http://www.dbatechuni.org/</a>   |
| IN236 | Baldev Ram Mirdha Institute of Technology                   | <a href="http://www.bmitjaipur.org/">http://www.bmitjaipur.org/</a>   |
| IN237 | Dev Sanskriti Vishwavidyalaya                               | <a href="http://www.dsvv.org/">http://www.dsvv.org/</a>   |
| IN240 | Birsa Agricultural University                               | <a href="http://www.baujharkhand.org/">http://www.baujharkhand.org/</a>   |
| IN242 | Dharmsinh Desai University                                  | <a href="http://www.ddu.ac.in/">http://www.ddu.ac.in/</a>   |
| IN243 | Utkal University of Culture                                 | <a href="http://uuc.ac.in/home.aspx">http://uuc.ac.in/home.aspx</a>   |
| IN244 | NTR University of Health Sciences                           | <a href="http://203.199.178.93/">http://203.199.178.93/</a>   |
| IN246 | Lakshmibai National Institute of Physical Education         | <a href="http://www.lnipe.gov.in/">http://www.lnipe.gov.in/</a>   |
| IN247 | Rajasthan Agricultural University                           | <a href="http://www.raubikaner.org/">http://www.raubikaner.org/</a>   |
| IN248 | Bharati Vidyapeeth  | <a href="http://www.bvuniversity.edu.in/">http://www.bvuniversity.edu.in/</a>   |
| IN249 | Bidhan Chandra Krishi Vishwavidyalaya                       | <a href="http://www.bckv.edu.in/">http://www.bckv.edu.in/</a>   |
| IN250 | Jai Narain Vyas University                                  | <a href="http://www.jnvu.edu.in/">http://www.jnvu.edu.in/</a>   |
| IN252 | Sri Venkateswara Institute of Medical Sciences              | <a href="http://svimstpt.ap.nic.in/">http://svimstpt.ap.nic.in/</a>   |
| IN253 | Dr. Bhim Rao Ambedkar University                            | <a href="http://search.dbrau.ac.in/">http://search.dbrau.ac.in/</a>   |
| IN254 | ICFAI University, Tripura                                   | <a href="http://www.iutripura.edu.in/">http://www.iutripura.edu.in/</a>   |
| IN255 | ICFAI University, Dehradun                                  | <a href="http://www.iuuttarakhand.edu.in/icfaiuniversity.asp">http://www.iuuttarakhand.edu.in/icfaiuniversity.asp</a> |
| IN256 | Dakshina Bharat Hindi Prachar Sabha                         | <a href="http://www.dbhps-chennai.com/">http://www.dbhps-chennai.com/</a>   |
| IN260 | Saveetha University   | <a href="http://www.saveetha.com/">http://www.saveetha.com/</a>   |
| IN261 | West Bengal University of Health Sciences                   | <a href="http://www.thewbuhs.org/">http://www.thewbuhs.org/</a>   |
| IN262 | Dravidian University  | <a href="http://www.dravidianuniversity.ac.in/">http://www.dravidianuniversity.ac.in/</a>                             |
| IN265 | North Orissa University                                     | <a href="http://www.nou.nic.in/">http://www.nou.nic.in/</a>   |
| IN268 | Kumaun University   | <a href="http://www.kumaununiversity.org/">http://www.kumaununiversity.org/</a>                                       |
| IN269 | Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth               | <a href="http://www.dbskkv.org/">http://www.dbskkv.org/</a>   |
| IN270 | Baba Ghulam Shah Badshah University                         | <a href="http://www.bgsbuniversity.org/index.htm">http://www.bgsbuniversity.org/index.htm</a>                         |
| IN272 | Indira Kala Sangeet Vishwavidyalaya                         | <a href="http://www.iksvv.com/">http://www.iksvv.com/</a>   |
| IN273 | Shri Guru Ram Rai Education Mission                         | <a href="http://www.sgrrmission.org/">http://www.sgrrmission.org/</a>   |
| IN275 | Chaudhary Devi Lal University                               | <a href="http://new.cdlu.edu.in/">http://new.cdlu.edu.in/</a>   |
| IN276 | Deen Dayal Upadhyay Gorakhpur University                    | <a href="http://www.ddugu.edu.in/index.php">http://www.ddugu.edu.in/index.php</a>                                     |
| IN277 | Tilak Maharashtra Vidyapith                                 | <a href="http://www.tmv.edu.in/">http://www.tmv.edu.in/</a>   |
| IN278 | Maharana Pratap University of Agriculture & Technology      | <a href="http://mpuat.digitaluniversity.ac/">http://mpuat.digitaluniversity.ac/</a>                                   |
| IN279 | Dr. Panjabrao Deshmukh Krishi Vidyapeeth                    | <a href="http://pdkv.mah.nic.in/">http://pdkv.mah.nic.in/</a>   |
| IN280 | Lalit Narayan Mithila University                            | <a href="http://lnmu.bih.nic.in/">http://lnmu.bih.nic.in/</a>   |
| IN284 | Maharshi Dayanand University                                | <a href="http://www.mdurohtak.com/Site/index.aspx">http://www.mdurohtak.com/Site/index.aspx</a>                       |
| IN285 | Vinoba Bhave University                                     | <a href="http://www.vbu.co.in/website/index.html">http://www.vbu.co.in/website/index.html</a>                         |
| IN287 | Magadh University   | <a href="http://www.magadhuniversity.ac.in/">http://www.magadhuniversity.ac.in/</a>                                   |
| IN288 | Veer Kunwar Singh University                                | <a href="http://www.vksu-ara.org/">http://www.vksu-ara.org/</a>   |
| IN289 | Ranchi University   | <a href="http://www.ranchiuniversity.org.in/">http://www.ranchiuniversity.org.in/</a>                                 |
| IN290 | Mahatma Gandhi Chitrakoot Gramoday University               | <a href="http://www.ruraluniversity-chitrakoot.org/">http://www.ruraluniversity-chitrakoot.org/</a>                   |

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|--------|---|---|
| IN291  | National Institute of Technology Silchar                | <a href="http://www.nits.ac.in/">http://www.nits.ac.in/</a>                               |
| IN291A | IASE University   | <a href="http://www.iaseuniversity.org.in/">http://www.iaseuniversity.org.in/</a>         |
| IN292  | Padmashree Dr. D.Y. Patil Vidyapith                     | <a href="http://www.dypatil.ac.in/">http://www.dypatil.ac.in/</a>                         |
| IN296  | University of Solapur                                   | <a href="http://www.solapuruniversity.com/">http://www.solapuruniversity.com/</a>         |
| IN297  | Sumandeep Vidyapeeth University                         | <a href="http://www.sumandeepuniversity.co.in/">http://www.sumandeepuniversity.co.in/</a> |
| IN298  | Thiruvalluvar University                                | <a href="http://www.tvuni.in/">http://www.tvuni.in/</a>                                   |
| IN299  | Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya   | <a href="http://www.kanchiuniv.ac.in/">http://www.kanchiuniv.ac.in/</a>                   |
| IN300  | Rajasthan Ayurved University                            | <a href="http://www.raujodhpur.org/">http://www.raujodhpur.org/</a>                       |
| IN302  | Kushabhau Thakre Patrakarita Awam Jansanchar University | <a href="http://www.ktujm.ac.in/">http://www.ktujm.ac.in/</a>                             |
| IN303  | Tumkur University                                       | <a href="http://www.tumkuruniversity.in/">http://www.tumkuruniversity.in/</a>             |
| IN306  | Marathwada Agricultural University                      | <a href="http://mkv2.mah.nic.in/">http://mkv2.mah.nic.in/</a>                             |
| IN307  | Bharat University                                       | <a href="http://www.bharathuniv.com/">http://www.bharathuniv.com/</a>                     |
| IN308  | Krantiguru Shyamji Krishna Verma Kachchh University     | <a href="http://kskvku.digitaluniversity.ac/">http://kskvku.digitaluniversity.ac/</a>     |
| IN309  | Rajasthan University of Health Sciences                 | <a href="http://www.ruhsraj.org/">http://www.ruhsraj.org/</a>                             |
| IN310  | Uttar Banga Krishi Viswavidyalaya                       | <a href="http://www.ubkv.ac.in/">http://www.ubkv.ac.in/</a>                               |
| IN311  | Kavikulguru Kalidas Sanskrit Vishwavidyalaya            | <a href="http://www.sanskrituni.net/">http://www.sanskrituni.net/</a>                     |

## *Appendix B*

### British university websites (UK subcorpus)

| code  | University                                       | URL   |
|-------|--|---|
| UK002 | University of Oxford                             | <a href="http://www.ox.ac.uk/">http://www.ox.ac.uk/</a>                       |
| UK004 | University College London                        | <a href="http://www.ucl.ac.uk/">http://www.ucl.ac.uk/</a>                     |
| UK007 | University of Leeds                              | <a href="http://www.leeds.ac.uk/">http://www.leeds.ac.uk/</a>                 |
| UK008 | The University of Nottingham                     | <a href="http://www.nottingham.ac.uk/">http://www.nottingham.ac.uk/</a>       |
| UK009 | London School of Economics and Political Science | <a href="http://www2.lse.ac.uk/home.aspx">http://www2.lse.ac.uk/home.aspx</a> |
| UK010 | University of Birmingham                         | <a href="http://www.bham.ac.uk/">http://www.bham.ac.uk/</a>                   |
| UK011 | University of Glasgow                            | <a href="http://www.gla.ac.uk/">http://www.gla.ac.uk/</a>                     |
| UK013 | Cardiff University                               | <a href="http://www.cardiff.ac.uk/">http://www.cardiff.ac.uk/</a>             |
| UK014 | Newcastle University                             | <a href="http://www.ncl.ac.uk/">http://www.ncl.ac.uk/</a>                     |
| UK017 | University of Liverpool                          | <a href="http://www.liv.ac.uk/">http://www.liv.ac.uk/</a>                     |
| UK018 | King's College London, University of London      | <a href="http://www.kcl.ac.uk/">http://www.kcl.ac.uk/</a>                     |
| UK019 | University of Strathclyde                        | <a href="http://www.strath.ac.uk/">http://www.strath.ac.uk/</a>               |
| UK020 | Loughborough University                          | <a href="http://www.lboro.ac.uk/">http://www.lboro.ac.uk/</a>                 |
| UK021 | London Metropolitan University                   | <a href="http://www.londonmet.ac.uk/">http://www.londonmet.ac.uk/</a>         |
| UK022 | University of Aberdeen                           | <a href="http://www.abdn.ac.uk/">http://www.abdn.ac.uk/</a>                   |
| UK023 | Queen Mary, University of London                 | <a href="http://www.qmul.ac.uk/">http://www.qmul.ac.uk/</a>                   |
| UK024 | The Queen's University Belfast                   | <a href="http://www.qub.ac.uk/">http://www.qub.ac.uk/</a>                     |
| UK028 | London Business School                           | <a href="http://www.london.edu/">http://www.london.edu/</a>                   |
| UK030 | Oxford Brookes University                        | <a href="http://www.brookes.ac.uk/">http://www.brookes.ac.uk/</a>             |
| UK031 | Cranfield University                             | <a href="http://www.cranfield.ac.uk/">http://www.cranfield.ac.uk/</a>         |
| UK033 | University of Sheffield                          | <a href="http://www.sheffield.ac.uk/">http://www.sheffield.ac.uk/</a>         |
| UK034 | University of London                             | <a href="http://www.london.ac.uk/">http://www.london.ac.uk/</a>               |
| UK035 | University of St. Andrews                        | <a href="http://www.st-andrews.ac.uk/">http://www.st-andrews.ac.uk/</a>       |
| UK036 | University of Leicester                          | <a href="http://www.le.ac.uk/external/">http://www.le.ac.uk/external/</a>     |
| UK037 | University of Surrey                             | <a href="http://www2.surrey.ac.uk/">http://www2.surrey.ac.uk/</a>             |
| UK040 | University of York                               | <a href="http://www.york.ac.uk/">http://www.york.ac.uk/</a>                   |
| UK041 | University of Essex                              | <a href="http://www.essex.ac.uk/">http://www.essex.ac.uk/</a>                 |
| UK042 | University of Bath                               | <a href="http://www.bath.ac.uk/">http://www.bath.ac.uk/</a>                   |
| UK043 | University of Exeter                             | <a href="http://www.exeter.ac.uk/">http://www.exeter.ac.uk/</a>               |
| UK044 | Durham University                                | <a href="http://www.dur.ac.uk/">http://www.dur.ac.uk/</a>                     |
| UK045 | The Manchester Metropolitan University           | <a href="http://www.mmu.ac.uk/">http://www.mmu.ac.uk/</a>                     |
| UK046 | Brunel University                                | <a href="http://www.brunel.ac.uk/">http://www.brunel.ac.uk/</a>               |
| UK047 | The City University, London                      | <a href="http://www.city.ac.uk/">http://www.city.ac.uk/</a>                   |
| UK050 | Heriot-Watt University                           | <a href="http://www.hw.ac.uk/home/">http://www.hw.ac.uk/home/</a>             |
| UK051 | University of the West of England                | <a href="http://www.uwe.ac.uk/">http://www.uwe.ac.uk/</a>                     |
| UK052 | University of Westminster                        | <a href="http://www.wmin.ac.uk/">http://www.wmin.ac.uk/</a>                   |

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|-------|--|---|
| UK053 | University of Hertfordshire                                  | <a href="http://www.herts.ac.uk/">http://www.herts.ac.uk/</a>   |
| UK055 | Sheffield Hallam University                                  | <a href="http://www.shu.ac.uk/">http://www.shu.ac.uk/</a>   |
| UK056 | University of East London                                    | <a href="http://www.uel.ac.uk/">http://www.uel.ac.uk/</a>   |
| UK058 | University of Greenwich                                      | <a href="http://www.gre.ac.uk/">http://www.gre.ac.uk/</a>   |
| UK060 | London South Bank University                                 | <a href="http://www.lsbu.ac.uk/">http://www.lsbu.ac.uk/</a>   |
| UK062 | University of Salford  | <a href="http://www.salford.ac.uk/">http://www.salford.ac.uk/</a>   |
| UK063 | University of East Anglia                                    | <a href="http://www.uea.ac.uk/">http://www.uea.ac.uk/</a>   |
| UK064 | Aston University   | <a href="http://www.aston.ac.uk/">http://www.aston.ac.uk/</a>   |
| UK065 | Birkbeck, University of London                               | <a href="http://www.bbk.ac.uk/">http://www.bbk.ac.uk/</a>   |
| UK066 | The Robert Gordon University                                 | <a href="http://www.rgu.ac.uk/">http://www.rgu.ac.uk/</a>   |
| UK067 | Liverpool John Moores University                             | <a href="http://www.ljmu.ac.uk/">http://www.ljmu.ac.uk/</a>   |
| UK068 | Aberystwyth University                                       | <a href="http://www.aber.ac.uk/">http://www.aber.ac.uk/</a>   |
| UK070 | Swansea University   | <a href="http://www.swan.ac.uk/">http://www.swan.ac.uk/</a>   |
| UK071 | University of Central Lancashire                             | <a href="http://www.uclan.ac.uk/">http://www.uclan.ac.uk/</a>   |
| UK072 | The University of Hull                                       | <a href="http://www.hull.ac.uk/">http://www.hull.ac.uk/</a>   |
| UK073 | University of Dundee   | <a href="http://www.dundee.ac.uk/">http://www.dundee.ac.uk/</a>   |
| UK074 | University of Glamorgan                                      | <a href="http://www.glam.ac.uk/">http://www.glam.ac.uk/</a>   |
| UK076 | University of Sunderland                                     | <a href="http://www.sunderland.ac.uk/">http://www.sunderland.ac.uk/</a>                                       |
| UK078 | Edinburgh Napier University                                  | <a href="http://www.napier.ac.uk/Pages/default.aspx">http://www.napier.ac.uk/Pages/default.aspx</a>           |
| UK080 | Bournemouth University                                       | <a href="http://home.bournemouth.ac.uk/">http://home.bournemouth.ac.uk/</a>                                   |
| UK081 | University of Huddersfield                                   | <a href="http://www.hud.ac.uk/">http://www.hud.ac.uk/</a>   |
| UK083 | De Montfort University                                       | <a href="http://www.dmu.ac.uk/">http://www.dmu.ac.uk/</a>   |
| UK085 | School of Oriental and African Studies, University of London | <a href="http://www.soas.ac.uk/">http://www.soas.ac.uk/</a>   |
| UK086 | Staffordshire University                                     | <a href="http://www.staffs.ac.uk/">http://www.staffs.ac.uk/</a>   |
| UK087 | University of Bedfordshire                                   | <a href="http://www.beds.ac.uk/">http://www.beds.ac.uk/</a>   |
| UK088 | Goldsmiths, University of London                             | <a href="http://www.gold.ac.uk/">http://www.gold.ac.uk/</a>   |
| UK089 | Glasgow Caledonian University                                | <a href="http://www.gcal.ac.uk/">http://www.gcal.ac.uk/</a>   |
| UK090 | University of Teesside                                       | <a href="http://www.tees.ac.uk/">http://www.tees.ac.uk/</a>   |
| UK092 | Canterbury Christ Church University                          | <a href="http://www.canterbury.ac.uk/">http://www.canterbury.ac.uk/</a>                                       |
| UK093 | The University of Northampton                                | <a href="http://www.northampton.ac.uk/">http://www.northampton.ac.uk/</a>                                     |
| UK094 | University of Wales Institute, Cardiff                       | <a href="http://www3.uwic.ac.uk/English/Pages/home2.aspx">http://www3.uwic.ac.uk/English/Pages/home2.aspx</a> |
| UK095 | Roehampton University  | <a href="http://www.roehampton.ac.uk/">http://www.roehampton.ac.uk/</a>                                       |
| UK098 | The University of Bolton                                     | <a href="http://www.bolton.ac.uk/">http://www.bolton.ac.uk/</a>   |
| UK099 | St. George's, University of London                           | <a href="http://www.sgul.ac.uk/">http://www.sgul.ac.uk/</a>   |
| UK100 | University of Abertay Dundee                                 | <a href="http://www.abertay.ac.uk/">http://www.abertay.ac.uk/</a>   |
| UK101 | University of the West of Scotland                           | <a href="http://www.uws.ac.uk/">http://www.uws.ac.uk/</a>   |
| UK102 | Royal College of Art   | <a href="http://www.rca.ac.uk/">http://www.rca.ac.uk/</a>   |
| UK104 | Institute of Education, University of London                 | <a href="http://www.ioe.ac.uk/">http://www.ioe.ac.uk/</a>   |
| UK105 | University of Bradford                                       | <a href="http://www.bradford.ac.uk/external/">http://www.bradford.ac.uk/external/</a>                         |
| UK106 | School of Advanced Study, University of London               | <a href="http://www.sas.ac.uk/">http://www.sas.ac.uk/</a>   |
| UK107 | Queen Margaret University                                    | <a href="http://www.qmu.ac.uk/">http://www.qmu.ac.uk/</a>   |
| UK108 | Royal College of Music                                       | <a href="http://www.rcm.ac.uk/">http://www.rcm.ac.uk/</a>   |



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| UK109 | Central School of Speech and Drama                                     | <a href="http://www.cssd.ac.uk/">http://www.cssd.ac.uk/</a>   |
| UK110 | Scottish Agricultural College  | <a href="http://www.sac.ac.uk/">http://www.sac.ac.uk/</a>   |
| UK111 | Courtauld Institute of Art, University of London                       | <a href="http://www.courtauld.ac.uk/index.html">http://www.courtauld.ac.uk/index.html</a>                 |
| UK112 | Glasgow School of Art  | <a href="http://www.gsa.ac.uk/">http://www.gsa.ac.uk/</a>   |
| UK113 | School of Pharmacy, University of London                               | <a href="http://www.pharmacy.ac.uk/">http://www.pharmacy.ac.uk/</a>                                       |
| UK114 | Royal Academy of Music, University of London                           | <a href="http://www.ram.ac.uk/Pages/default.aspx">http://www.ram.ac.uk/Pages/default.aspx</a>             |
| UK115 | Royal Scottish Academy of Music and Drama                              | <a href="http://www.rsamd.ac.uk/">http://www.rsamd.ac.uk/</a>   |
| UK116 | Heythrop College, University of London                                 | <a href="http://www.heythrop.ac.uk/">http://www.heythrop.ac.uk/</a>                                       |
| UK119 | University of Derby  | <a href="http://www.derby.ac.uk/">http://www.derby.ac.uk/</a>   |
| UK120 | Thames Valley University   | <a href="http://www.tvu.ac.uk/">http://www.tvu.ac.uk/</a>   |
| UK121 | Southampton Solent University  | <a href="http://www.solent.ac.uk/Homepage.aspx">http://www.solent.ac.uk/Homepage.aspx</a>                 |
| UK123 | University of Chester  | <a href="http://www.chester.ac.uk/">http://www.chester.ac.uk/</a>   |
| UK124 | The University of Buckingham   | <a href="http://www.buckingham.ac.uk/">http://www.buckingham.ac.uk/</a>                                   |
| UK126 | University College for the Creative Arts                               | <a href="http://www.ucreative.ac.uk/">http://www.ucreative.ac.uk/</a>                                     |
| UK127 | University College Falmouth  | <a href="http://www.falmouth.ac.uk/">http://www.falmouth.ac.uk/</a>                                       |
| UK128 | Buckinghamshire New University   | <a href="http://www.bucks.ac.uk/">http://www.bucks.ac.uk/</a>   |
| UK129 | University of Wales, Lampeter  | <a href="http://www.lamp.ac.uk/">http://www.lamp.ac.uk/</a>   |
| UK131 | European School of Economics   | <a href="http://www.eselondon.ac.uk/">http://www.eselondon.ac.uk/</a>                                     |
| UK134 | University College Birmingham  | <a href="http://www.ucb.ac.uk/asp/home.asp">http://www.ucb.ac.uk/asp/home.asp</a>                         |
| UK135 | Richmond The American International University in London               | <a href="http://www.richmond.ac.uk/">http://www.richmond.ac.uk/</a>                                       |
| UK136 | The University of Winchester   | <a href="http://www.winchester.ac.uk/">http://www.winchester.ac.uk/</a>                                   |
| UK137 | University of Chichester   | <a href="http://www.chi.ac.uk/">http://www.chi.ac.uk/</a>   |
| UK138 | Harper Adams University College  | <a href="http://www.harper-adams.ac.uk/">http://www.harper-adams.ac.uk/</a>                               |
| UK140 | University of Worcester  | <a href="http://www.worcester.ac.uk/">http://www.worcester.ac.uk/</a>                                     |
| UK141 | Bishop Grosseteste University College                                  | <a href="http://www.bishopg.ac.uk/">http://www.bishopg.ac.uk/</a>   |
| UK142 | The Arts University College at Bournemouth                             | <a href="http://www.aucb.ac.uk/">http://www.aucb.ac.uk/</a>   |
| UK143 | Trinity University College   | <a href="http://www.trinity-cm.ac.uk/en/">http://www.trinity-cm.ac.uk/en/</a>                             |
| UK144 | University of Brighton   | <a href="http://www.brighton.ac.uk/">http://www.brighton.ac.uk/</a>                                       |
| UK145 | American InterContinental University                                   | <a href="http://www.aiulondon.ac.uk/">http://www.aiulondon.ac.uk/</a>                                     |
| UK146 | Huron University USA in London   | <a href="http://www.hult.edu/undergraduate/index">http://www.hult.edu/undergraduate/index</a>             |
| UK147 | Royal Veterinary College University of London                          | <a href="http://www.rvc.ac.uk/">http://www.rvc.ac.uk/</a>   |
| UK149 | University of Cumbria  | <a href="http://www.cumbria.ac.uk/home.aspx">http://www.cumbria.ac.uk/home.aspx</a>                       |
| UK150 | Glyndwr University   | <a href="http://www.glyndwr.ac.uk/">http://www.glyndwr.ac.uk/</a>   |
| UK151 | Trinity College of Music   | <a href="http://www.trinitycollege.co.uk/site/?id=55">http://www.trinitycollege.co.uk/site/?id=55</a>     |
| UK152 | London Camberwell College of Arts                                      | <a href="http://www.camberwell.arts.ac.uk/">http://www.camberwell.arts.ac.uk/</a>                         |
| UK153 | London Chelsea College of Art and Design                               | <a href="http://www.chelsea.arts.ac.uk/">http://www.chelsea.arts.ac.uk/</a>                               |
| UK154 | Royal Free and University College Medical School, University of London | <a href="http://www.ucl.ac.uk/medicalschoo/index.shtml">http://www.ucl.ac.uk/medicalschoo/index.shtml</a> |
| UK157 | London Central Saint Martins College of Art & Design                   | <a href="http://www.csm.arts.ac.uk/">http://www.csm.arts.ac.uk/</a>                                       |
| UK158 | Lancaster University   | <a href="http://www.lancs.ac.uk/">http://www.lancs.ac.uk/</a>   |