

Using annotation and specialised electronic corpora to facilitate the reading of journal articles in the field of Law

Pascual Pérez-Paredes¹ (pascualf@um.es) María Sánchez-Tornel¹ (mstornel@um.es) José M. Alcaraz Calero² (jose.alcaraz-calero@hp.com)

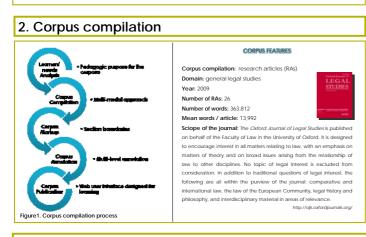
1:Universidad de Murcia 2: Cloud and Security Lab. Hewlett-Packard Research Laboratories

Abstract

tering specialised languages is increasingly becoming a pressing need for protections in the academic is an effort to belance their training in specialised vocabulary acquisition and rea that many practice. The experience we report involves students seeking a PAD in Low of UA. Within their andiscitanting of the complexities of the students students students and reas ting. Hase learners need to go beyond maindmans English learning for general communication, their takes the development of learner shells of students students students and reas tang, index learners need to go beyond maindmans. English learning for general communication, their takes the development of learner shells of students. The copus candidad of 25 MAs p tang, contempleting reading and understanding research for their academic, scholar purposes. In this Ocdent Journal of Legal Studies and the total amound of words was 343,812. This poster to lear, scening to grips with the released students at academic (EAA) is of generic minimum for the students of the two of the two of the two of the students and the state students and the state students and the state students and the state students and the students and the total amound of words was 343,812. This poster to tell, scening to grips with the released students at reasons (EAA) is of generic minimum for the students of the two other expensions at the students attractions of the students and the total amound of words was 343,812. This poster to tell scenes (inguistic research stills.

1. Legal English for research purposes

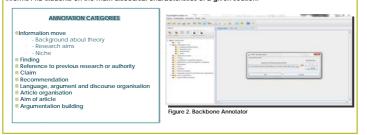
A comprehensive analysis of any professional genre must consider and integrate text-internal as well as text-external aspects of language use (Bhatia, 2004). Beyond the well-known difficulties of legal language (Bhatia, 1982) and its main features (Alcaraz Varó, 2002), the rhetorical structure of a RA is a reflection of the professional practices of scholars in the field of law. Linguists consider that a genre is an instance of a sociolinguistic activity through which members of certain discourse community achieve their communicative purposes (Swales, 1990). A genre is defined then by its shared communicative purpose and manifested by its particular structural and linguistic features. The Research Article (RA) is the main channel of scientific or scholarly communication, which turns it into the target genre for PhD candidates in law.



3. Corpus annotation

The corpus was marked and annotated using Backbone Annotator (3.8). BACKBONE Annotator is a tool that assists annotators in the process of manual annotation of corpora (Pérez-Paredes & Alcaraz, 2009). BACKBONE Annotator allows for the management of multiple corpus files and corpora. Annotators can create import or select different corpora and perform the same or different annotation schemes on each of them. Our annotation relies on three key aspects: (1) Annotation is unit-bound, not text bound. Our RAs are divided into paragraphs and then rhetoric moves

Annotation is unit-bound, not text bound. Our RAs are divided into paragraphs and then rhetoric moves are identified and annotated.
Annotation is based on the Text Encoding Initiative (TEI)-compliant XML. This gives our XML files the processing and structuring power of XML plus the uniformity and standardisation of TEI.
Our annotation approach has a multipurpose nature, in this case RAs rhetorical moves. The annotation informs PhD students on the main discoursal characteristics of a given section.



Corpus availability

Once annotated, the resulting corpus was published on a server and learners (n=15) were provided with scaffolded guided-activities that sought to promote a problem-solving, data-driven learning approach. Learners were presented with activities that required using the annotated corpus and navigating the rhetorical moves therein.

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5. Learners' evaluation & conclusion

Students (n=7) completed a questionnaire once they submitted their answers. Learners found the resource useful (Q1) and said that reading concordances (Q2) and having access to annotated resources facilitates their understanding of hetorical moves in RAs (Q3). The evaluation of the learners seems to be in line with line previous findings on using corpora for the teaching of specialised languages (Fan & Xunfeng, 2002; Yoon & Hirvela, 2004).

Q1. I found this resource very useful as an aid for reading and comprehension
Q2. Concordance lines helped me to better understand the use of lexis
Q3. Concordance lines helped me to better understand the different moves in research articles
Q4.This type of resource is very useful for the study of Legal English
Q5. If you had the chance of using this resource for free, would you use it again?

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