

Tsapro G. Yu.

Borys Grinchenko Kyiv University

Denysova N. B.

Borys Grinchenko Kyiv University

A CORPUS BASED PORTRAIT OF *TEACHER* IN AMERICAN AND BRITISH MEDIA DISCOURSE

The article addresses key areas in a contrastive corpus based analysis showing how The Guardian and The New York Times latest issues present the verbal portrayal of TEACHER, reflecting current educational problems and depicting community awareness of quality education matters.

Two corpora of The Guardian and The New York Times issues (30 from each newspaper) have been created and collocational patterns with the TEACHER lexeme have been extracted for the further detailed study and comparative analysis with the help of Sketch Engine and LancsBox.

The Critical Discourse analysis together with contextual interpretation one have revealed main issues raised in the two newspapers: working in the time of pandemic; workloads, tension at work which results in stress, anxiety and depression; teachers and students well-being; remote learning; vaccination; schools reopening; shortages; Ofsted visits.

Despite the fact that different topics have been considered by the newspapers representing two countries, the teacher still remains the key figure in the educational process. The newspaper concentrates on teachers of different subjects, teaching in a secondary school (The Guardian) or in a high school (The New York Times).

The latest New York Times' issues inform their readers about safety measures taken in order to reopen school, readiness of both teachers and students to continue offline education; while The Guardian mostly concentrates on teachers' well-being and common school problems.

Collocations TEACHER+AND demonstrate teachers' cooperation with other agents in the educational process: school heads, leaders, parents, pupils, (pupils') families (The Guardian) and administrators, students, staff, principals (The New York Times)

Collocational patterns including verbs with TEACHER as subject and as object describe teachers' actions in the present challenging situation, which outlines problems in both countries teachers have to deal with.

The lemma TEACHER is on the 18th position in The New York Times' corpus while in The Guardian's it is on the 35th. Lemmas SCHOOL/SCHOOLS appear to be used more frequently in both newspapers compared to the lemma TEACHER, so the further research will be devoted to the corpus-based investigation of the lemma SCHOOL.

Key words: *Corpus Linguistics, collocations, TEACHER, media discourse, The Guardian, The New York Times.*

Introduction. Nowadays, when the world faces a great many challenges dealing with COVID-19, the process of teaching has undergone some changes, the usual mode of teaching has transformed dramatically. These issues cannot but be reflected in the media.

The aim of the research is to carry out a contrastive corpus based analysis showing how The Guardian and The New York Times latest issues present the verbal portrayal of *TEACHER*, reflecting current educational problems and depicting community awareness of quality education matters.

Considering the aim of the study, the following tasks have been set forward:

1) to create corpora of The Guardian and The New York Times newspaper articles containing the lemma *TEACHER*;

2) to process the two corpora and to single out collocations containing the lexeme *TEACHER* in the two newspapers;

3) to interpret the obtained results;

4) to compare two corpora analyzing the collocations containing the lemma *TEACHER* in The Guardian and The New York Times determining their similarities and peculiarities.

The object of the study is newspaper discourse containing the lemma *TEACHER*.

The subject of the study is the collocations with *TEACHER* in the newspaper discourse.

The material of the research is 60 articles from The Guardian and The New York Times newspapers.

Theoretical background. As individuals we are all influenced by different sources of information, our opinions are shaped, reinforced and altered by our

exposure to the media [10, p. 13]. Nowadays you will hardly ever find people who are unaffected by media discourse. The significance of the media discourse in the modern society is undeniable.

Media discourse is seen as a broad term which can refer to how reality is represented by broadcasting companies [8]. Media discourse is a multidisciplinary field as it is the subject not only of linguistics but other sciences as well, such as cultural geography, psychology, sociology, tourism studies and pedagogics, as it is deeply embedded in the daily life and interaction of almost everyone [12]. Everyday media discourse has been looked at by a number of researchers [10; 12], who have underlined the importance of images that are created in the media products and how customers' views upon the ongoing events are formed.

Corpus linguistics as “the study of language on the basis of text corpora” [1, p. 1] can contribute to the study of media discourse and provide a whole range of possibilities to investigate how certain verbal portraits are built. Corpus linguistics has developed rapidly since the 1960s due to the advent of computers and especially their capacity to store and process a huge quantity of textual data. Corpus-based studies are “are empirical, analyzing the actual patterns of use in natural texts” [2, p. 4]. However, corpus linguistics is not only used as a research method, as it can urge researchers to look at texts from different prospects, enabling them to easy process huge amount of information and analyze the obtained results using quantitative methods [7].

Collocations are essential while studying texts as they “provide important insights into meaning relationships in language” [3, p. 139] and demonstrate connections between words helping identify multi-word units as basic building blocks of language.

Methods. First, two corpora of The Guardian's 30 articles and The New York Times' 30 issues have been created. The corpus analysis with the help of Sketch Engine and LancsBox has been used to process and investigate the both corpora. Collocational patterns with the *TEACHER* lexeme have been extracted for the further detailed study and comparative analysis. Second, the Critical Discourse Analysis has been applied to study passages with the lemma *TEACHER* in order to outline social aspects connected with teachers and other urgent issues raised in the newspaper articles. Third, the contextual interpretation analysis together with comparative one have proven to be useful to interpret and compare verbal portrayals of *TEACHER* in the two newspapers.

Results and Discussion. The data proposed by the LancsBox demonstrate the position of the lemma *TEACHER* among mostly frequently used words. The table below illustrates the obtained results. Thus, the lemma *TEACHER* is on the 18th position in The New York Times corpus while in The Guardian's it is on the 35th. Interestingly, in both newspaper articles lemmas *SCHOOL/SCHOOLS* turn out be more frequently used compared to *TEACHER*.

Table 1

Word List from The New York Times and The Guardian corpora

The New York Times			The Guardian			
	Type	▼ Frequency_01 - Freq	Dispersion_01_CV	teacher		
	▼ Frequency_01 - Freq	Dispersion_01_CV	▼ Corpus	Corpus 1	▼ Frequency	▼ Dispersion
the	2670.000000	0.179569	the	1666.000000	0.226698	▼ T
to	1675.000000	0.161452	to	1082.000000	0.231882	
in	1130.000000	0.218371	and	942.000000	0.278282	
and	1107.000000	0.347667	of	862.000000	0.288347	
of	1101.000000	0.232206	a	724.000000	0.255198	
a	1062.000000	0.202985	in	665.000000	0.309039	
for	674.000000	0.244758	is	387.000000	0.367533	
that	654.000000	0.341795	that	376.000000	0.453000	
school	627.000000	0.327515	for	337.000000	0.441283	
schools	531.000000	0.399697	have	294.000000	0.287083	
students	496.000000	0.454842	i	280.000000	0.968728	
said	426.000000	0.586417	are	279.000000	0.458211	
is	415.000000	0.529500	be	268.000000	0.549478	
have	366.000000	0.416937	on	265.000000	0.416195	
are	362.000000	0.660488	it	255.000000	0.428976	
on	348.000000	0.362711	we	244.000000	0.743895	
at	342.000000	0.489296	with	243.000000	0.436172	
teachers	314.000000	0.539072	schools	240.000000	0.862465	
but	280.000000	0.358194	school	236.000000	0.576609	
with	271.000000	0.341255	as	215.000000	0.375402	
new	268.000000	0.629636	not	208.000000	0.436348	
be	266.000000	0.564869	at	200.000000	0.660872	
not	255.000000	0.501489	their	183.000000	0.575257	
it	249.000000	0.541305	was	171.000000	1.015760	
as	237.000000	0.426143	but	171.000000	0.479140	
their	230.000000	0.490515	they	168.000000	0.672311	
has	222.000000	0.647130	this	155.000000	0.685936	
some	206.000000	0.404079	said	155.000000	1.068562	
they	204.000000	0.486310	he	151.000000	1.041409	
this	200.000000	0.574972	has	149.000000	0.827605	
was	199.000000	0.894456	about	148.000000	0.752970	
york	189.000000	0.729513	more	142.000000	0.671324	
from	184.000000	0.525694	will	141.000000	0.885832	
city	182.000000	1.158250	from	137.000000	0.813305	
children	180.000000	0.877904	teachers	129.000000	1.099653	
about	177.000000	0.567655	children	125.000000	0.817426	
learning	176.000000	0.742303	who	116.000000	0.800649	
in-person	171.000000	0.913710	by	115.000000	0.600584	
will	170.000000	0.901494	students	113.000000	1.021638	

Left context	KWIC	Right context
occurred between Sept. 8, when	teachers and staff reported to schools, a	
.1 million schoolchildren, 75,000	teachers and 2,500 school buildings an	
million schoolchildren , 75,000	teachers and 2,500 school buildings and	
union chapter leader and music	teacher at P. S. 139, who said school e	
.	</s><s> "Schools, parents and teachers had a false reassurance that th	
l students learn from home , and	teachers check in with them virtually. </s	
' they talked to a large number of	teachers and principals about it, they w	
he compared the commitment of	teachers and administrators to the resc	
navirus tests among students or	teachers , and with the state expected to	
ing events with administrators ,	teachers and parents who say they are €	
lding events with administrators,	teachers and parents who say they are	
' in Central Florida , a fifth-grade	teacher tested positive for the virus, the	
raining sessions for nearly 8,000	teachers and other school employees th	

Fig. 4. The collocations *TEACHER+AND* in The New York Times

Though such results are quite expected, current newspaper articles concentrate more on health and safety issues while describing education process: *We will continue to do all we can to support schools to make the decisions that will safeguard the health and safety of pupils, teachers and their families and ensure children continue to be educated* (The Guardian, Dec. 14, 2020). *The cases occurred between Sept. 8, when teachers and staff reported to schools, and Monday, when the first students entered classrooms. In dozens of cases, the infected individuals got the positive test results and did not report to work, the department said. Others did report to school, and their close contacts in the buildings had to quarantine for two weeks* (The NY Times, Sept. 23, 2020).

The combination of the CDA and contextual interpretation analysis of The Guardian and The New York Times issues have demonstrated the problems teachers experience because of pandemic:

- workloads, tension at work which results in stress, anxiety and depression,
- teachers and students well-being,
- remote learning,
- vaccination,
- schools reopening,
- shortages,
- Ofsted visits.

The burning issue in both newspapers is teaching in the pandemic. Teachers face tremendous strains. Teachers' well-being and mental health have been of particular interest in the media revealing problems which teachers may face at their working places. It is worth pointing out that the role of the teacher is crucial in building emotionally strong and healthy

children, molding the new generation of leaders, scientists and doctors. *As teachers, we have a responsibility and duty to our students to provide them with comprehensive support and guidance to give them the best chances when they leave schools* (The Guardian, Nov.19, 2020)

Psychological well-being has a critical importance in terms of teaching profession [6], which is considered to be the one with high levels of stress and correspondently these problems are reflected in the media. *"Teachers are not OK right now," said Evin Shinn, a literacy coach at a public middle school in Seattle, noting that many teachers were putting students' pandemic needs above their own well-being. "We have to be building in more spaces for mental health"* (The NY Times, Nov. 30, 2020).

Psychological well-being can be defined as a multidimensional model, which comprises the following components: self-acceptance (one's self-acceptance with its positive and negative aspects), positive relationships (developing sincere and trusting relationships with others, and contributing to the peacefulness of people), autonomy (strengthening internal resources, making decisions and shaping life according to one' own criteria), capacity to manage the environment (the individual's ability to regulate his/her environment, adapt to the environment and create an environmental control), a purposeful life (an imposition of meaning on life, the creation of goals and perseverance to achieve goals) and personal development (the ability of the individual to see his or her own capacity, develop talents) [5; 9].

Issues of well-being and mental health are of a great interest and are widely discussed in society together with steps how to prevent possible negative consequences, all these aspects being reflected in the media discourse. As educators' responsibilities continue to grow, it is necessary to support their mental well-being. *I, like many teachers, am already exhausted by frequent 12-hour days and the strain of being on the social care frontline while also delivering high-quality lessons to my 200 students. Teachers have to fully invest both mentally and emotionally to enable students to achieve their aspirations* (The Guardian, Dec. 19, 2020). *Many teachers said they had also become impromptu social workers for their students, directing them to food banks, acting as grief counselors for those who had family members die of Covid-19, and helping pupils work through their feelings of anxiety, depression and isolation. Often, the teachers said, their concern for their students came at a cost to themselves* (The NY Times, Nov.30, 2020).

When teachers experience negative emotions intensively, they find it difficult to demonstrate the expected behaviors in creating and maintaining quality relationships with students, manage their classrooms effectively and support student learning [4]. Furthermore, teachers with positive emotions are sensitive to students' needs. *Being a teacher is not only about teaching; schools actively engage parents, carers and families. Part of your journey to becoming a great teacher is working out how you will manage different parts of the job, and parental engagement is a big part of this* (The Guardian, Aug. 25, 2019).

Articles in the newspapers stress upon the fact that the pace of life is enormous and the duties, responsibilities of teachers are becoming higher. Scientific studies have confirmed that experiencing physical, psychological and emotional wear are related to stress in the classroom. *"We've seen teachers start the school year and then back out because of the workload, or because of the bouncing back and forth" with school openings and closings, said Terry McDaniel, a professor of educational leadership at Indiana State University in Terre Haute*" (The NY Times, Nov.30, 2020). For the majority of teachers, it is impossible to manage their workloads, with demands to work long hours, write and publish more, teach more students. The body's limits must be respected and numerous daily activities cannot be accumulated without becoming overloaded. It is considered that long hours do not necessarily lead to an unmanageable workload if a teacher is well supported and their work feels meaningful. *Teaching is an undervalued profession. A lot of people make the mistake of thinking it's a 9–3 job. It is not! You really have to learn to organise your time. I'm looking forward to being a teacher. I feel it is my calling – though I am apprehensive about the constant changes of policies by government. That causes additional stress for teachers and students* (The Guardian, Sept.15, 2020).

The teaching profession in England and the USA is in the midst of a crisis and one reason is due to pressure in the working places. That is the reason the issue of shortages is of such importance. The governments try to do their best in order to reduce this tendency. Improved starting salaries – the government has promised to raise them to £30,000 a year by 2022 – have made teaching more attractive as businesses fold and unemployment escalates. Teachers in England's school are under enormous pressure to get good test results. This has led to a widespread "teach to the test" culture. In such cases schools are killing curiosity and developing communicative skills. Thus, teachers face countless situations that constantly

wear them down, and school is seen as a heavy burden. *"We teachers are having even longer days than usual, covering for each other on a rota basis and giving up our free time for planning, preparation and assessment but we are all pulling together. If we don't, it's the students who will suffer"* (The Guardian, Dec. 19, 2020).

Another problematic issue raised in the newspaper discourse is gender pay inequality. Women spend fewer hours in paid work than men on average but more hours in unpaid work. In total, women have more work hours per week than man. In some cases, women earn less than men doing jobs of equal value. Such discrimination leads to stress and depression.

Overcrowded classes can make the job of teaching even more challenging than it already is. It becomes difficult to use a lot of approaches and methods. Teachers need to do their best to be sure that what they show or write can be seen and that what they say or play to the whole class. A major issue when dealing with large groups is how to attract the students' attention, get them interacting with each other and quieten everyone down. The teachers should be well organized and do all preparations before the lesson starts in order to reduce stress and anxiety.

The increase of reported problems connected with mental health in the media discourse mirrors the social problem of short-term contracts and their impact on teachers. *A pandemic teacher exodus is not hypothetical. In Minnesota, the number of teachers applying for retirement benefits increased by 35 percent this August and September compared with the same period in 2019. In Pennsylvania, the increase in retirement-benefit applications among school employees, including administrators and bus drivers, was even higher – 60 percent over the same time period* (The NY Times, Nov. 30, 2020).

Remoting learning is the biggest challenge nowadays. And this issue is depicted in many newspapers. *All the while, she tries to keep one eye on the classroom, making sure her in-person students are wearing masks and maintaining social distance, and the other eye online where remote students often need her help troubleshooting computer and connectivity problems* (The NY Times, Nov. 30, 2020).

Teachers in England have described a nightmarish term in schools in which Covid has triggered soaring anxiety levels, exhaustion and fear, driving many to consider quitting and even self-harm. Difficult meetings are held on Zoom with the parents of children who are refusing to come to school, to discuss mental health, self-harm. *We recognise the challenges schools are facing and are enormously grateful to teachers*

and other school staff for the resilience and commitment they have shown in supporting children through the pandemic” (The Guardian, Dec. 14, 2020).

The Covid-19 pandemic has had a devastating effect and many students will find returning to school difficult and many may have been left behind. But teachers are ready to do their best. *But we will ‘adapt and overcome’ and get through it together to make sure these children achieve their potential, whatever it takes* (The Guardian, Dec. 14, 2020).

Speaking about schools reopening at one point more than 50 staff were unavailable and the schools were forced to close for two weeks. Some parents were angry that the school had opened at all; others were angry at the closure. So Schools are stuck in the middle. Vaccination is the main hope. The vaccine provides a light at the end of the tunnel for many parents who are trying to work, do remote school and take care of their families. *Some teachers worry about the vaccine itself. Others worry their districts may force them to take it as a requirement for keeping their jobs* (The NY Times, Dec. 16, 2020). Teachers are near the front of the line to receive vaccines. Some don’t want to go back unless there is a vaccine, and others absolutely don’t believe in it. *Worries among older teachers and those with health problems, especially those working in primary schools,*

have been mounting amid confusion over the Covid-19 rules ahead of the new academic year (The Guardian, Sep. 13, 2020). Schools must reopen, but teachers don’t feel safe as it is shown in the media discourse.

Conclusions. Thus, the analysis of the newspaper discourse of The Guardian and the New York Times articles presenting educational issues unveiled teachers’ problems the British and American society deal with nowadays, among which the most urgent and highly discussed are issues related to teachers’ well-being, mental health, pandemic, remote learning, vaccination and possible ways to improve the current situation.

The corpus-based analysis has demonstrated how educational matters are depicted through the lemma *TEACHER* and collocations with *TEACHER*, while The Guardian concentrates more on urgent problems connected with teachers, The New York Times pays more attention to vaccination and pandemic situation. This can be explained by the fact that newspapers reflect what is vital and essential for their readers, on the one hand, on the other, newspapers mirror what is going on in society.

The further research will be aimed at compiling bigger corpora and studying collocations with *SCHOOL*, comparing results with the obtained ones in this study.

References:

1. Aijmer, K., Altenberg, B. (eds) (1991). *English Corpus Linguistics: Studies in Honour of Jan Svartvik*. London: Longman.
2. Biber, D., Conrad, S., Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
3. Brezina V., McEnery T., Wattam S. (2015). Collocations in Context: A New Perspective on Collocation Networks. *International Journal of Corpus Linguistics*, 20 (2), 139–173.
4. Jennings, P.A., Greenberg, M.T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79 (1), 491–525.
5. Keyes, C.L.M., Shmotkin, D., Ryff, C.D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82 (6), 1007–1022. <https://doi.org/10.1037/0022-3514.82.6.1007>
6. Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review*, 53 (1), 27–35.
7. McEnery, T., Hardie, A. (2011). *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press. 1–25.
8. O’Keeffe, A. (2006). *Investigating Media Discourse*. Routledge.
9. Ryff, C.D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069–1081.
10. Sánchez Macarro, A. (ed.) (2002). *Windows on the World: Media Discourse in English*. Valencia: University of Valencia Press.
11. Sketch Engine. URL: <https://www.sketchengine.eu/>.
12. Talbot, Mary. (2007). *Media Discourse Representation and Interaction*, Edinburg: Edinburg University Press.
13. The Guardian. URL: <https://www.theguardian.com/international>.
14. The New York Times. URL: <https://www.nytimes.com/>.

Цапро Г. Ю., Денисова Н. Б. ВЕРБАЛЬНИЙ ПОРТРЕТ ВЧИТЕЛЯ В АМЕРИКАНСЬКОМУ ТА БРИТАНСЬКОМУ МЕДІАДИСКУРСІ: КОРПУСНИЙ АНАЛІЗ

Стаття спрямована на вивчення вербального портрету *TEACHER*, представленого в останніх виданнях *The Guardian* і *The New York Times*, які висвітлюють поточні освітні проблеми та відображають загальну стурбованість суспільства якістю освітніх питань. Для проведення розвідки було

створено два корпуси на основі статей *The Guardian* і *The New York Times* (30 статей з обох газет) і створено список найуживаніших словосполучень із лексемою *TEACHER* за допомогою комп'ютерних програм *Sketch Engine* і *LanCSBox* з метою подальшого детального вивчення та порівняльного аналізу словосполучень із лемою *TEACHER*.

Критичний дискурс аналіз разом із контекстуально-інтерпретативним виявили основні проблеми, розглянуті у двох газетах, такі як: робота в часи пандемії; навантаження, напруга на роботі, що призводить до стресу, тривоги та депресії; добробут вчителів і студентів; дистанційне навчання; вакцинація; відновлення роботи шкіл; нестача; часті відвідування *Ofsted*. Вчитель все ще залишається ключовою фігурою в навчальному процесі, незважаючи на різні теми, які висвітлюються в газетах обох країн. У центрі уваги у медіатекстах залишаються вчителі з різних предметів, вчителі у середній (*The Guardian*) або вищій школі (*The New York Times*). Словосполучення дієслова+*TEACHER* у значенні підмета та додатка описують дії вчителів у нинішній складній ситуації, яка окреслює проблеми в обох країнах, з якими доводиться мати справу вчителям.

Останні видання *New York Times* інформують своїх читачів про заходи безпеки, вжиті з метою відкриття школи, готовність як вчителів, так і учнів продовжувати офлайн-навчання; тоді як *The Guardian* переважно концентрується на добробуті вчителів і загальних шкільних проблемах.

Колокації *TEACHER+AND* демонструють співпрацю вчителів з іншими агентами в освітньому процесі: керівниками шкіл, керівниками, батьками, учнями, (*school heads, leaders, parents, pupils, (pupils') families* – *The Guardian*) та адміністраторами, студентами, персоналом, директорами (*administrators, students, staff, principals* – *The New York Times*)

Лема *TEACHER* знаходиться на 18 місці в корпусі *The New York Times*, тоді як у *The Guardian* – на 35. Лема *SCHOOL/SCHOOLS* використовуються в обох газетах частіше порівняно з лемою *TEACHER*, тому подальше дослідження буде присвячені корпусному дослідженню лема *SCHOOL*.

Ключові слова: корпусна лінгвістика, словосполучення, *TEACHER*, медіа дискурс, *The Guardian*, *The New York Times*.