Justyna Kendik-Gut

<div align="center">

DOCTORAL DISSERTATION

</div>

<div align="center">

Recurrent patterns of language use in English automotive discourse:
a corpus linguistic study

</div>

SUMMARY

The goal of this doctoral dissertation is to describe register variation within English automotive discourse in terms of the use of recurring lexical patterns, namely keywords, key terms and lexical bundles, extracted from a custom-designed specialised corpus including four text types: car reviews, car brochures, car manuals and transcripts of motoring TV programme *Top Gear*. was Also, we attempted to identify the most pedagogically-useful linguistic items suitable for secondary vocational school students in Poland, who are trained as car mechanics. Overall, the study corpus contains 220 texts, and its size is 1,151,317 word tokens. The study aimed to provide answers to the following research questions:

- Which keywords, key terms and lexical bundles are the most frequent in English automotive discourse?
- What are the discoursal functions do these keywords, key terms and lexical bundles?
- Which keywords, key terms and lexical bundles are the most pedagogically-useful for teaching English for Specific Purposes (ESP)?

The central hypothesis assumed that the four text types, which are used in completely different communicative situations, would prioritise different keywords, key terms and lexical bundles As a result, they would reveal a high degree of register variation within English automotive discourse.

The empirical part of this doctoral study was divided into two parts, descriptive and applied. Both quantitative and qualitative types of analysis were used in the descriptive study. The quantitative analysis involved the extraction of the most salient and frequent keywords, specialised terms and lexical bundles. In the qualitative analysis, observations of concordance lines were conducted to describe discoursal functions of the units of analysis. Consequently, the extracted keywords, key terms and lexical bundles were divided into semantic-functional categories, The findings of the descriptive study showed that the four text types exhibit a high degree of register variation on the lexical layer.

The applied part aimed to identify the most pedagogically-useful keywords, key terms and lexical bundles for ESP classes at Polish secondary vocational schools that train car mechanics. For this purpose, three ESP teachers from one such school in Opole, Poland, were asked to assess the pedagogical value of the vocabulary and phraseology extracted in the descriptive part. The findings provided a pedagogically valuable set of language items and showed that the positively evaluated keywords, key terms and lexical bundles meet the requirements described in the core curriculum for secondary vocational schools.