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## **THE IMAGE OF *SCHOOL* IN DANIELLE STEEL'S "FRIENDS FOREVER"**

The research is devoted to the analysis of the novel "Friends Forever" by Daniella Steel, particularly concentrating on the notion *SCHOOL* in the novel. The corpus analysis has been carried out with the help of Sketch Engine tool revealing typical collocations with *SCHOOL* in the text and CDA has been used to interpret the results obtained to give a discursive image of *SCHOOL* in the novel.

**Key words:** *SCHOOL*; Friends Forever; Danielle Steel; corpus analysis; CDA; Sketch Engine

The aim of the paper is to outline a discursive image of *SCHOOL* in the novel "Friends Forever" by Daniella Steel [1] through the means of corpus-assisted analysis with further interpretation of the results with the help of the CDA. Sketch Engine [2] has been used as a corpus tool to carry out linguistic queries about frequency use of the notion *SCHOOL* in the text and its typical collocations.

Corpus linguistics proves to be useful in investigating various concepts in all types of texts. Nicolas Subtirelu and Paul Baker point out that "*analysis of frequencies, collocates and concordances grew in popularity during the late 1990s and 2000s as ways of identifying discourses or representations of particular identity groups or concepts*" [3, p. 107]. Thus, the corpus analysis enables to study text embodiment of the notion *SCHOOL* in the novel "Friends Forever" emphasising on its role in the development of the plot line. The CDA helps to examine the content of the novel discourse and to interpret passages containing collocations with *SCHOOL* in this way revealing images created by the author.

The novel “Friends Forever” by Danielle Steel is about five friends – Gabby, Billy, Izzie, Andy and Sean. The life stories of two girls and three boys are intertwined from their first meeting at the Atwood school, through years of studying at universities and first years at work, so school is of a rather great attention in the novel, which is shown in the following frequency list.

77	andy	196	...
78	school	195	...
79	if	190	...
80	friend	190	...

Figure 1. The wordlist with *SCHOOL* in D. Steel’s “Friends Forever”

The n-gram of the collocations with *SCHOOL* demonstrates areas associated with *SCHOOL* in the novel.

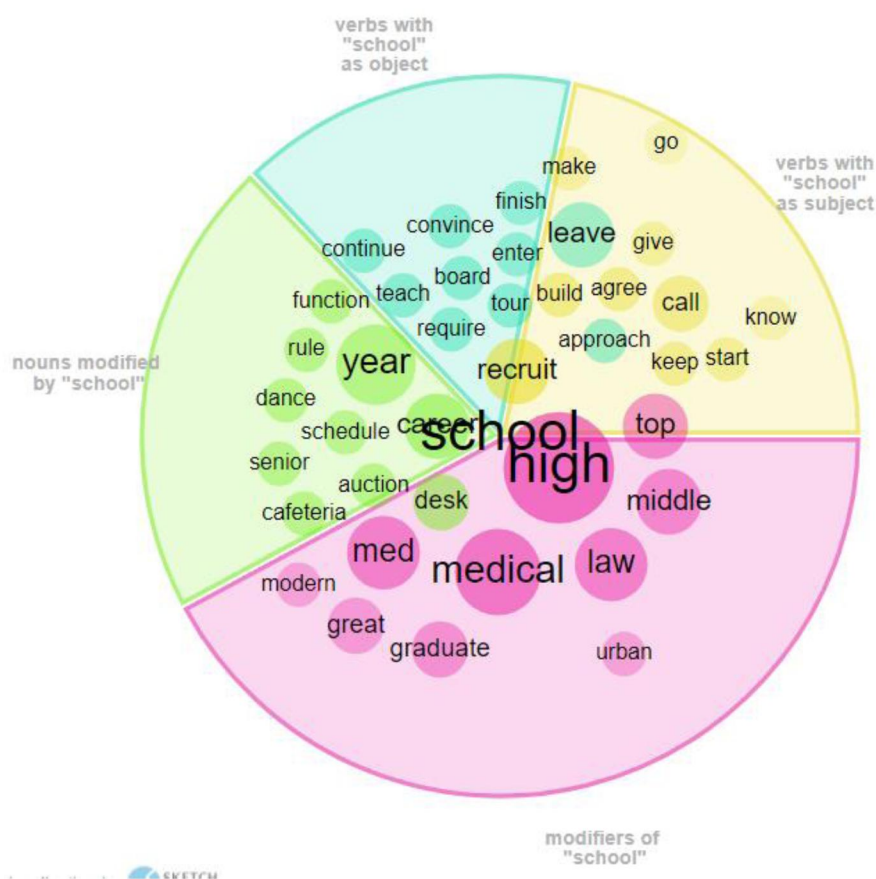


Figure 2. The n-gram of collocations with *SCHOOL*

The analysis of concordance lines with *SCHOOL* as well as the contextual meaning of the collocations in the text has enabled to single out several categories where

*SCHOOL* is embedded in the discourse reflecting either how main characters or their parents are connected with the Atwood School or universities.

Discourse Categories	Collocations	Examples from the text
the Atwood school	coed private schools	<i>Atwood was one of the few coed private schools in San Francisco – most of the old established schools were single sex – and it was the only one that went from kindergarten through twelfth grade, making it highly desirable for families who didn't want to go through the whole process again for either middle school or high school.</i>
	a fabulous school	<i>They said Atwood was a fabulous school, which gave each child the individualized attention they needed, carried enormous social status (which they preferred not to acknowledge), and students who applied themselves in the high school usually went on to great colleges, many of them Ivy League.</i>
	enter the school	<i>When the big day finally came for the new kindergarten class to enter the school , it was one of those rare, hot Indian summer September days in San Francisco, on the Wednesday after Labor Day.</i>
	middle school	<i>And then, on Memorial Day weekend, she was invited to a barbecue some of the teachers in the middle school were giving.</i>
	high school	<i>They would be going to high school at Atwood in a year, which seemed like a major step into adulthood for them.</i>
	school career	<i>And it was even more amazing to realize that the kids' school career, the five best friends, was almost over.</i>
	school plays	<i>Gabby had gotten several more local modeling jobs and</i>

		<i>was in The Nutcracker and two school plays, in the leading roles.</i>
	school rules	<i>Connie O'Hara had taught school herself before she married, so she knew the importance of school rules, and after trying to reason with Sean to leave the gun at home, she had decided to let the teacher deal with it.</i>
parents' help for school	the school auction	<i>And Adam was happy to do whatever he could for the school. He had donated a Range Rover from his car dealership for the school auction. The evening had made the school a fortune, and Adam was the hero of the hour.</i>
	donations to the school	<i>The couple who did the most for Atwood were Adam and Judy, who made big donations to the school, and had both girls there.</i>
university	right school	<i>And Sean had decided on George Washington University in Washington, D.C., because he said he wanted to major in political science and foreign policy, with a minor in Spanish. He had a real gift for languages and had won the Spanish prize in their class. ... He had turned down Georgetown, Columbia, and MIT and insisted that GW was the right school for him.</i>
	medical school	<i>Andy talked about the rigors of medical school but it was obvious that he loved it</i>
	law school	<i>Izzie's mother wanted her to go to law school, but it was the last thing she wanted.</i>
	top schools	<i>And Marilyn knew she couldn't change it now, especially not with all the top schools recruiting him.</i>
	school cafeteria	<i>Billy didn't come back to L.A. for a month, and Izzie was busy with school then, but she checked on him constantly, called him several times a day, met him for dinner at her</i>

		<i>school cafeteria or his.</i>
	finish school	<i>"When do you finish school?" "At the end of January."</i>

Table 1. Discourse categories of *SCHOOL*

The Atwood school is presented in the novel as a school of a high rank for both boys and girls and also this is the school children attend from the kindergarten till high school. The latter factor is one of the most crucial reasons why parents want their children to enter this particular school. Furthermore, Atwood is famous for its quality of education and psychological help for students and parents as well as sports and social activities.

The other case, when collocations with *SCHOOL* are used in the text, is speaking about universities the main characters successfully enter and graduated from.

The further research will focus on analyzing collocations with nouns that are synonymous to the lemma *SCHOOL*.

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