

## Authors' and Editors' profiles

### Authors

**Gianni Onnis** received his MA in Language, Society and Communication from the University of Bologna in 2019. His MA thesis “A corpus-based analysis of the vitality of Sardinian. A comparison with Māori” was published in the Occasional Papers collection of the Centre of Language Studies CeSLiC, University of Bologna. It marked the starting point of his research on borrowing and its relevance for the study of endangered languages. He is interested in language contact and change, language endangerment and the relationship between minority and majority languages in the globalised world.

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**Martina Ronci** is a PhD student in the Department of Linguistics at Université de Paris (Paris, France), currently carrying out a research in the field of Discourse Analysis. She holds a Bachelor's degree in intercultural and linguistic mediation from the University of Bologna (Italy) and a Master's degree in teaching French and modern foreign languages from Paris Descartes University (France). She is also a teacher of French as a foreign language and an assistant lecturer in the department of Linguistics at Université de Paris and Université Sorbonne Nouvelle in France. Her current research interests include textbooks analysis, the relationship between authors and readers, foreign language teaching, the discursive construction of identities, intertextuality, and Japanese culture, language and society.

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**Nadine Charanek** is continuing her PhD research into the visuospatial working memory of serial order in monolinguals and bilinguals at Carleton University in Ottawa, Canada. She expects to complete her thesis in Cognitive Science of Language in 2024. She is interested in the language processes involved in working memory functions, and particularly the influence of verbal coding on cognitive retention of serial order. She strives to take part in research that sheds light on the issue of publication bias especially in the field of bilingualism. Her research interests extend beyond working memory functions and bilingual issues, including exploring possible alignment of reading difficulties in Arabic and English amongst dyslexic children. Currently, she is working as a kindergarten teacher in an all-inclusive curriculum teaching English as a second language learners as well as special needs education children.

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## Editors

**Ekaterina Ignatova** is a part-time PhD student in the Department of Linguistics and English Language at Lancaster University. Her research interests include tourism, multimodality, corpus-assisted discourse studies and corpus-assisted multimodal discourse analysis. Her PhD research project seeks to analyse how online travel reviewers represent people in the verbal and visual modes of TripAdvisor reviews about Moscow, London and Bangkok and the meaning potentials of such representation. Based in Russia, she has over ten years' experience of teaching Translation and Interpreting (English to Russian and Russian to English), Academic English and English for Specific Purposes at undergraduate and postgraduate levels. Currently, she is head of a centre for continuing professional development.

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**Humaira Jehangir** is pursuing her PhD studies at the Department of Linguistics and English Language, Lancaster University. Her research is a corpus-based contrastive study of modal adverbs in English and Urdu. As a continuation of the learning process, she is currently taking Python certification course by Lancaster University. Her research interests also include critical discourse analysis, translation studies, and bilingualism. She has been teaching to diverse levels in Pakistan for the past 24 years. Currently, she is teaching functional English and Linguistics courses at the local universities in Lahore, Pakistan.

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**Shengnan Liu** is a PhD student and associate lecturer in the Department of Linguistics and English Language at Lancaster University. She also taught Semantics and Pragmatics at University of Chester as a visiting lecturer. Her research interests are (im)politeness, CMC especially Danmaku, and corpus linguistics. She is currently investigating mock impoliteness in Chinese public discourse and third-party participants' metapragmatic evaluations of mock impoliteness via the form of Danmaku.

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**Xiujie Huai** is a former lecturer in the Department of Recruitment, Admissions & International Development for the Overseas Programme at Lancaster University College Beijing Jiaotong

University. She has taught 1st and 2nd year students on the English Study Skills modules for one year. She has 5 years' teaching experience in public schools and private institutions, mainly in China, but also in Indonesia and Morocco, which has won her a satisfactory track record of working with international colleagues in diversified environments. She has updated her TEFL qualifications by completing MA in Applied Linguistics and TESOL in Lancaster University with the degree of Merit. Her current post as a middle school English teacher has been contributing to her interest in investigating Chinese middle school students' English learning motivation.

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**Yejin Jung** is a PhD student in the Department of Linguistics and English Language, Lancaster University. Her research interests are corpus linguistics, L2 pragmatics, learner discourse, and second language teaching and learning. She is interested in how L2 speakers express opinions linguistically. Her current research focuses on the relationship between the linguistic features of opinion-giving and learner backgrounds.

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