

## BOOK OF ABSTRACTS

Presenter	Presentation Title	Abstract
Alessandra Avversari	How do bilinguals choose their words in the correct language? An investigation of lexical access in bilingual language processing and an evaluation of its impact on cognition.	How do bilinguals choose their words in the right language? Researchers have extensively investigated this question, concluding that bilingual speakers might select words in the correct language and /or inhibit words in the incorrect language – as also indicated by a compelling body of evidence. The present study aims to prove the inhibitory hypothesis, observing the behaviour of bilingual speakers in a Picture Recognition Task. Furthermore, the present research also investigates the cognitive consequences of bilingualism. More specifically, it aims to verify whether bilingualism leads to enhanced cognitive abilities (aka the bilingual advantage hypothesis). In this newly developed experimental framework, participants are shown a picture and are asked to indicate its name in the correct language, as signalled by a cue. Results show a strong interference caused by the Picture Recognition Task, leading to the only conclusion that participants seem to be selecting the words in the right language, rather than inhibiting those in the wrong one. Thus, while rejecting the first hypothesis, this experiment proves the bilingual advantage hypothesis. Bilinguals, especially those with prolonged exposure to the second language (L2) show enhanced cognitive abilities in the Picture Recognition Task. Further research is needed to investigate how bilinguals choose their words when speaking, even more so the employment of neurophysiological methods alongside behavioural ones.
Sichen Liu	Digital Literacies, Generative AI and Peer Networks: International students' adoption and adaptation of changing academic practices	While political, policy and technology leaders debate the future impacts of emergent AI, learners are quickly integrating new open source tools into their digital repertoires (Han & Reinhardt, 2022; Jones, 2022). However, the speed at which Chat-GPT transformed the digital landscape has left little time for understanding how learners reimagine agentive use of these repertoires to learn (Darvin and Hafner, 2022). Drawing on theories of second language socialization and literacies practices (Bankier, 2022; Barton & Potts, 2015; Zappa-Hollman & Duff, 2015), this paper examines how three international MA students work across multiple platforms, in sequence and concurrently, to complete academic coursework. Data for this paper is drawn from a multiple case-study of international MA students enrolled in data sciences, design studies and linguistics at a research-intensive British university; the dataset includes semi-structured interviews, screen recordings, student assignments and related documents, and open-source materials. In each case, the students relied on personal peer networks formed during their studies for evaluating digital tools' quality and potential uses. Where networks included sophisticated users whose disciplinary practices developed outside the university, networks scaffolded practices that supported community engagement, depth of comprehension and academic success. However, where networked peers were themselves struggling with new academic environments, students' efforts were dominated by a concern for correctness, barriers formed between learners and the larger academic community, and tool use replicated common comprehension errors. The results raise questions regarding the limitations of research focused on a single platform, and the danger of academic assumptions regarding international students' digitalized peer networks. We discuss the value of snapshots of practice during periods of accelerated digital change, methodological considerations of associated rapid-fire research, and its contribution in developing pedagogic responses to students' adoption of academic practices which may further widen the digital divide.
Sophie Pastukhova	Queer Russians' Understanding of "Traditional Family Values" and	The notion of "traditional family values" has been getting more and more prevalent in official Russian discourse since the beginning of the 21st century. The term, clearly highlighting that the only acceptable family model is that created by a man and a woman, is purposefully alienating and exclusionary of same-sex families and of LGBTQ+ individuals more generally. The adoption of "traditional family values" as part of official state policy has culminated in several laws restricting the rights and freedoms of LGBTQ+ people in the country, including 2 so-called "anti-gay"

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	Opposition to Anti-LGBTQ+ Legislation on Twitter	laws (2013 and 2022) and more recently an anti-trans law (2023). The present study focuses on the 2022 anti-gay law and analyses queer Russians' discourse on Twitter regarding the new legislation and the term "traditional family values" more generally. 60 tweets and threads posted around the time when the bill was first proposed, accepted, and then signed into law are analysed using the discourse-historical approach in order to discover how queer Russians conceptualise and discuss the notion of "traditional family values" and how they express disagreement with recently adopted anti-gay legislation. The findings point to several main trends in queer Russians' discourse on "traditional family values" and anti-LGBTQ+ legislation. Firstly, there was a unanimous disagreement with the state's interpretation of the term, with many referring to it as actually "non-traditional". Members of the LGBTQ+ community in Russia have seemingly attempted to re-define it by either equating "traditional family values" to social issues such as domestic violence, addiction, and poverty, or by arguing in favour of queer-inclusive "traditional family values" that allow queer people to have families like heterosexual people do. What is more, their attitudes towards the legislation are also overwhelmingly negative, yet the data analysed does not suggest mobilisation to challenge the law, instead accepting it as the unfortunate reality.
Sayuri Kusama	Representing homelessness on BBC News: A corpus-assisted critical discourse analysis	This study analyses representations of homelessness on BBC News UK, in a time when inclusive language is prevalent, and representations of people living with vulnerabilities are being critically reconsidered. Particularly in the UK, despite the capital London facing 1 in 58 people who are homeless, there are few linguistics studies dealing with this issue in the UK that adopt a comprehensive approach, something offered by discourse analysis. In addition, there are no studies investigating the BBC, the country's most trusted news media. This study seeks to close the research gap by conducting corpus-assisted critical discourse analysis. The specialised corpus comprises 158,105 words taken from 360 news articles published by BBC News UK. The research indicates that the BBC tends to associate homeless issues with structural and economic causes, such as the cost of living and the housing market issues, instead of individual factors. Furthermore, the public media more frequently published the comments of regional governments than charities. These findings disagree with previous studies in North America and Australia. In addition, the research demonstrated that the BBC prefers condition-first language to people-first language, which opposes the preference of other professionals involved in the homeless sector. The collocation analysis provides an implication that the BBC ideologically selected condition-first language for males in negative contexts. A couple of notable collocations including 'limbo' and 'wave' with 'homeless*' were also identified. It should be noted that the BBC homelessness discourse does not frequently mention economic and structural factors such as unemployment, the gig economy, benefit cuts, and austerity. Although the findings need to be confirmed with a larger scale of data, the research will further open the discussion concerning better representations of homelessness in the British news media.
Peter Cormack	Examining the intraparticipant consistency of CEFR level judgements of task difficulty on a multi-level reading proficiency test	Judgements by subject-matter experts on the expected performance of learners on test tasks is used in several areas of language test development. They are commonly used in test-centred approaches to standard setting, in which aggregated expert judgements are used to set cut scores for different levels of achievement or proficiency. The study presented in my dissertation adapted a method commonly used in standard setting to link assessments to the Common European Framework of Reference by assigning CEFR level "baskets" to test tasks based on the predicted performance of test takers on the task. In order to examine the potential for using these basket ratings in conjunction with analysis of test scores as part of the test development process, the study analysed the intraparticipant consistency of the basket ratings provided by ten participants to Aptis Reading tasks, i.e. the extent to which the basket ratings are consistent with the task difficulty values from a Rasch analysis of pretesting scores. The study found evidence of some intraparticipant consistency, with a correlation coefficient of .878

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		present between the average basket ratings of the participants and empirical task difficulty values. However, partial correlation analyses provide evidence that this consistency is, in part, explainable by the Aptis Reading test specifications and the different targeted CEFR levels of tasks, and that after this effect had statistically controlled for, differences in intraparticipant consistency between participants were a lot higher than indicated in the original correlation analysis.
Louise Brereton	An exploration of the experiences of Year 7 secondary school EAL (English as an Additional Language) students as they transition to mainstream provision	Adolescent second language learners' voices are too often omitted in research (Rampton, 2005) and their experiences of transition from EAL provision to mainstream classes are under-represented in studies (Duff, 2001). This study uses a qualitative, narrative semi-structured interview methodology to explore the experiences of year 7 EAL students in a large multi-cultural secondary school in Birmingham. Using the "interview as social practice" perspective (Talmy, 2010) allows the students to be seen as active participants in the interview and eliminates concerns around reliability and validity, since the data is collaboratively co-constructed in the specific context (Holstein & Gubrium, 1995). The dual role of the researcher as teacher of the participants is acknowledged as a positive influence in the interview process, in encouraging openness from the participants and applying personal knowledge of the context in the analysis. Drawing on language socialisation theory (Ochs & Schieffelin, 1986) and Lave and Wenger's (1991) 'community of practice' construct, the study considers how EAL students negotiate their agency and participation in both EAL and mainstream settings, and students' perceptions of the transition experience from EAL to mainstream classes. Relevant research on language socialisation, community of practice and legitimate peripheral participation, agency and the transition into mainstream provision is presented, followed by a discussion of the key findings from the interviews. Thematic analysis is used to identify key topics for discussion, in conjunction with the theoretical framework identified from the literature review. The findings suggest that several factors affect students' experiences including the subject, the teacher and other students, and EAL students demonstrate an overall positive attitude despite some challenging differences between the EAL and mainstream environments. Implications for future research are also included.
Alexandra Terashima	A comparative corpus-based study of degree adverb-adjective collocations across different L2 proficiencies: Evidence from the Trinity Lancaster Corpus and the spoken BNC2014	The use of adverbs to amplify or attenuate the intensity of an utterance is often employed in both speech and writing to add emphasis or nuance to the meaning of one's words. Such adverbs of degree can modify various parts of speech, but in this study the focus is specifically on the use of degree adverbs to modify adjectives. Although many studies have explored the use of intensifying and attenuating adverbs in L1 speech and writing, far fewer have examined how L2 users of English use this approach to adjective modification and fewer still have looked at degree adverbs in L2 spoken production. To bridge this gap, this study examined the use of degree adverb + adjective pairings across several Common European Framework of Reference (CEFR) proficiency levels in L2 spoken language by examining the Trinity Lancaster Corpus and comparing these with the spoken L1 data drawn from the Spoken BNC2014 corpus. The results suggest that while less proficient learners use fewer adverbs and adjectives than more proficient and L1 speakers, they tend to overuse the degree adverb + adjective pairing normalized to the total number of adjectives as well as specific adverbs such as very. Additionally, although L1 and L2 tend to use very similar adjectives most frequently, L2 speakers draw on a narrower selection of degree adverbs to modify these adjectives and almost never use evaluative adverbs such as horribly or splendidly compared to L1 speakers. While limitations of this study should be taken into consideration, such as the differences in the nature of the spoken interactions and interpersonal relationships of the speakers, the findings of this study have pedagogical implications in the EFL context and support the claim that learners of English need more explicit instruction in the use of degree adverbs.
John Potter	See you Monday, factors that influence	The use of days of the week as temporal locatives without the preposition 'on', referred to in this study as the 'see you Monday' construction, is a common feature of spoken British English. Using multivariate logistic regression analysis of data from the spoken 2014 BNC this study

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	the use of days of the week as temporal locatives without the preposition 'on' in spoken British English.	investigates the factors that influence a speaker's choice between see you Monday and the 'standard' PP construction (for example 'I'll see you on Monday'). Particularly it considers whether the omission or retention of 'on' conforms to Rohdenburg's (1996) 'complexity principle', which would suggest that the 'on' is more likely to be retained in cognitively complex contexts. While this does prove to be the case, other factors are a stronger influence. Syntactic priming strongly influences 'on'-dropping, but not 'on'-retention. In some contexts – when the day is an argument of the copula and when the day appears in a pre-clausal position – the 'on' is more likely to be dropped than retained. In these contexts, it is possible that the use of days of the week as temporal locatives without the preposition 'on' has become entrenched as a separate construction.
Yue Hu	A corpus study of Mandarin Chinese impolite constructions: The case of ni zhe(ge)/ge shazi! 'you idiot!'	There exists an ongoing debate regarding whether (im)politeness is just a matter of context or it can be conveyed through (partly) conventionalized linguistic forms. Drawing on corpus data, this study explores the association of three Mandarin Chinese constructions (i.e., ni zhege NP, ni zhe NP and ni ge NP) with impoliteness. It finds, through an in-depth analysis of co-text, that all three constructions are correlated with impoliteness, providing evidence in support of the claim that (im)politeness can be inherent in linguistic form (e.g., Culpeper 2011; Van Olmen et al. 2023). In addition to their association with impoliteness, the relationships between these three constructions are investigated as well, among other things, through distinctive collexeme analysis. Since ni ge NP clearly differs from the other two constructions in terms of associated noun phrases, impoliteness degree and realization of impoliteness, the study argues against earlier literature (e.g., Zhang & Yin 2004; Zhang 2005) that ni ge NP is likely an independent construction rather than a reduced form of ni zhege NP. Finally, potential components contributing to the impoliteness of these constructions (i.e., the second person pronoun, the proximal demonstrative and the classifier) are discussed. They are argued to directly point out or highlight the referent, and thus increase the explicitness of the constructions (e.g., Rao 2016; Zhang 2005).
Kimiya Roohani	'You' and 'We' in #WomanLifeFreedom: A Corpus-based Discourse Analysis of Collective Identities and Speech Acts in the Twitter's Discourse of Iranian Protests	This paper uses corpus linguistics and discourse analysis to study the social media discourse of a recent and expansive political movement in Iran, most well-known as the "Woman Life Freedom" movement and the Mahsa Amini uprising. The Mahsa Amini movement included vast protests in different parts of Iran and went viral on an international level; these facts necessarily entail the global significance of a movement that did not remain unnoticed by social scientists who have contributed from an academic view to study the uprising ever since it took place. Protesters used social media, Twitter specifically, to determine their strategies and offer support to one another in the time of sequential protests and calls all around Iran. For that end, a corpus is compiled out of the Twitter posts, named Mahsa Amini Tweets Corpus or MATC. Using this form of data assists the study in retaining a balance between quantitative and qualitative analyses, something that was mostly missing in discourse studies which favoured a subjective approach but is gaining more attention and popularity. Furthermore, the paper addresses the subject of collective 'you' and 'we' identities through an elaborate analysis of speech acts. In other words, speech acts that represent first- and second-person plural identities are extracted and categorised. Overall, 11 speech act categories specified by a collective 'we' and 'you' identities resurfaced in the data and their functions extracted; for both, a combination of corpus techniques and analysis of the text was employed. Moreover, the specific and general identities that Twitter users who had participated in the discourse of protest referred to are recognised to have inclusive and exclusive tendencies, and the social implications of these identity assertions for protesters and Iranian society are discussed.
Ngoc Bao Tram Pham	HAPPINESS and SADNESS metaphors	In everyday life communication of emotion concepts, metaphors play a significant role. Despite its importance, research on emotion metaphors in everyday Vietnamese language still remains scarce. This study investigates metaphors that Vietnamese, in its normal language, has for the

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	in Vietnamese: A corpus-based approach	emotion concepts of HAPPINESS and SADNESS. The data is collected from 650 random news articles published in three leading e-news in Vietnam (namely Tuoitre, Vietcetera, Vnexpress) between 2020 and 2023, retrieved and analyzed via #Lancsbox, a corpus analysis tool. The analysis is framed within Conceptual Metaphor Theory, addressing the topic of universality and cultural variations of emotion metaphors, with a focus on Vietnamese cultural-specific features. Overall, the study identified 13 conceptual metaphors for HAPPINESS and 17 for SADNESS across the data, resulting in various metaphorical correspondences manifested in linguistic expressions. The results support both the universality of conceptual metaphors and their variations at language-specific level. Besides, there are dominant metaphors in terms of token frequency and type frequency that reveals important aspects of HAPPINESS and SADNESS in the Vietnamese metaphorical conceptualization. For the concept of HAPPINESS, the aspects highlighted through prominent metaphors are intensity and desirability; for SADNESS, these includes intensity and controllability.
Rebecca Harrison	"I don't look at 'em as teenagers": Evasion strategies used by people who have committed sex offences	Evasion has undergone vast amounts of exploration in psychology and politics, yet it is under-researched in forensic linguistics despite it being a common feature in interviews with people who have committed sex offences. This research analysed interview transcripts from five individuals in the Coalinga State Hospital in California by modifying and extending a political framework of evasion strategies. This framework took a more objective and linguistic approach in identifying evasion with 12 categories and 6 subcategories. The findings revealed that the most frequent strategies overall were the more aggressive ones (attacking the question and attacking the interviewer) but on an individual level the use of strategies were much more varied. Individuals one and two frequently attacked the interviewer, one through topic control and the other with face threatening acts, while individual three's responses were more spread out across the entire framework and individual four fulfils the grey area category with self-victimisation throughout the interview. In contrast, very few evasive strategies were identified in individual five's responses as they openly admitted to their anomalous preferences in the interview. This research also attempted to identify triggers for the more frequent strategies in the different interviews, finding that questioning the existence of paraphilia in the individuals has the potential to be the biggest trigger.
Erin Stock	How does the news impact the way we think about rapists?	This talk will present a study which examines the impact of representing a rape defendant using positively appraising case-irrelevant information (e.g. 'First year student athlete', 'university running team star'), compared to representing him as a functionalisation of his crime (e.g. "alleged rapist"). Mock newspapers were created for stimuli texts which mimicked the news reporting of the infamous 'Brock Turner rape case' (People V. Turner), with one condition representing him positively with case-irrelevant information, and the other representing him negatively, only with reference to his alleged crime. The results showed that the language impacted the participants' responses, such that when the perpetrator was referred to positively (with reference to his studentship of a prestigious university and status as a successful athlete) they gave lower prison sentences and were less likely to strongly agree that he was responsible for the crime, compared to when he was referred to as an alleged or accused rapist.
Shurouq Alkabbani	Nonselective Lexical Access in Different Script Bilinguals: Evidence from Cross-lingual Priming with	Research in visual word recognition has long demonstrated that when bilingual language users read a word in one language, words that belong to their other language are activated simultaneously. For one, the Bilingual Interactive Activation Plus (BIA+) model proposes that orthographic, phonological, and semantic representations are shared across languages and activated in a language-nonselective manner. Nonselective lexical access is evident even in languages that differ in orthography. In recent years, a growing body of research examining cross-script bilinguals has presented evidence of facilitatory parallel lexical activation effects. The current study examined the possibility of observing lexical cross-activation with Arabic-English bilinguals by manipulating cross-lingual phonological and semantic overlap. In a masked priming lexical decision

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	Arabic-English Bilinguals	task, 60 participants were briefly presented with Arabic (L1) prime words, masked by symbols, then English (L2) target words, that were either related or unrelated to the primes. As such, faster responses to Arabic-English phonologically related homophones and cognates are taken as evidence that Arabic primes preactivated shared representations, thus, facilitating responses to English targets. Data analysis revealed significant facilitatory priming effects (34 milliseconds) when Arabic primes and English targets shared meaning and phonology and minimal effects (8 milliseconds) when they only shared phonology. Furthermore, the magnitude of cognate priming was influenced by participants' English proficiency but not modulated by cognates' phonological similarity. Meanwhile, no effect of L2 proficiency was found for phonological priming effects, which significantly differed based on the phonological similarity of lexical items. These results suggest that phonological and conceptual representations are shared across Arabic and English and accessed nonselectively despite the orthographic differences and linguistic distance between the two languages. The findings are in line with the current literature and can be accounted for within the BIA+ model.
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