

# BELP Conference Programme

Friday 21<sup>st</sup> April 2023

Westmere House, University of Birmingham

<b>8:30-9:00</b>	In-person registration and zoom (waiting) room opens
<b>9:00-9:15</b>	Welcome from the committee
<b>9:15-10:15</b>	<b>Session 1 – Plenary</b>  <b>Greg Woodin</b> - How people talk and think about numbers: Insights from corpus and cognitive linguistics
<b>10:15-10:30</b>	Break
<b>10:30-12:00</b>	<b>Session 2 – Presentations (3 x 20 mins + Q&amp;A)</b>  <b>Alicia Wickert</b> - Impoliteness in Political Interviews: President Donald Trump’s 20-minute interview for CBS ‘60 Minutes’  <b>Yiqing Chi</b> - Bridging the function-form gap: A multidimensional move analysis of English research article introductions in applied linguistics by L1 and Chinese scholars (ONLINE)  <b>Sophia Butt</b> - The Construction of Terrorism & Radicalisation Risks in UK Higher Education - A Multidisciplinary Approach
<b>12:00-13:00</b>	Lunch
<b>13:00-14:30</b>	<b>Session 3 – Presentations (3 x 20 mins + Q&amp;A)</b>  <b>Jie Liang</b> - A corpus-based study of the grammatical patterns and meanings of multi-word verbs: a case of “look for”  <b>Eloise Parr</b> - Using moving metaphor density to analyse discussions of pregnancy experience online  <b>Bashayer Baissa</b> - Distinguishing False News Through Lexico-Grammatical Features: A Multi-dimensional Analysis (ONLINE)
<b>14:30-14:45</b>	Break
<b>14:45-15:45</b>	<b>Session 4 – Presentations (2 x 10 mins + 1 x 20 mins + Q&amp;A)</b>  <b>Arina Rohmatika</b> - Exploring the Use of Data-Driven Learning in the Context of Indonesian Higher Education  <b>Christina Christou</b> - STORY WRITING FOR REFRAMING TRAUMA - Looking at metaphors people use in the narrative structure of their ‘story’.  <b>Liwen Bing</b> - Developmental trajectory of Syntactic Complexity in Chinese ESL MA Students
<b>15:45-16:00</b>	Closing Remarks
<b>16:00-17:00</b>	Informal (non-alcoholic) drinks reception and networking

# Abstracts

## Session 1 – Plenary

### **How people talk and think about numbers: Insights from corpus and cognitive linguistics**

Greg Woodin

Keywords: conceptual metaphor theory, spatial metaphor, big data, data visualization, prototype theory

Numerical communication takes many forms. While numbers allow people to communicate precisely about quantities (e.g., “133 mile round trip”; COCA: Davies, 2008), numerical communication is often vague, with people opting to discuss numerical magnitudes metaphorically with spatial terms such as “low”, “high”, “tiny”, and “huge”, or using round numbers to indicate ballpark amounts (e.g., “around \$200 million”; COCA: Davies, 2008). In this talk, I will present four studies that demonstrate how the strategies people use to communicate about numbers reflect how they think about such numbers. The first three of these studies explore the idea that expressions such as “high number” and “tiny number” reveal metaphorical conceptualizations of numbers in terms of space. The first (Woodin & Winter, 2018) found that people asked to place words related to quantities in space tend to place the words along vertical and horizontal axes. The second study (Woodin et al., 2022) found that when the x- and y-axes of graphs depicting numerical information are inverted, subverting horizontal and vertical spatial-numerical associations, the graphs are harder to interpret. The third study (Woodin et al., 2020) analysed gestures in the TV News Archive, showing that the gestures people perform often match the size-number metaphors used in their speech. The fourth and final study (Woodin et al., accepted) investigated the British National Corpus (BNC Consortium, 2007), demonstrating that people use smaller numbers more than larger numbers, and round numbers more than unround numbers. People also round larger numbers to a greater extent, and use some round numbers more often than others. These findings pertain to the psychological status of different numbers, and ‘roundness’ as a radial category (Lakoff, 1987; Rosch, 1973), with some numbers being ‘rounder’ than others. Together, these four studies shed light on the connection between numerical communication and numerical cognition.

## Session 2 – Presentations

### **Impoliteness in Political Interviews: President Donald Trump's 20-minute interview for CBS '60 Minutes'**

Alicia Wickert

Key words: impoliteness, interaction, discourse analysis, political interviews

In-depth interviews with a sitting president are often infrequent. When these interviews do occur, it is considered the standard practice that interviewers will aim to be courteous, objective, and fair in their questions, whilst ensuring they fulfil their role of retrieving information. Equally, the political figure will likely want to be personable, amiable, and informative in return. However, there are occasions where political interviews begin or turn into a negative experience.

This study will use discourse analysis methods to offer a comprehensive account of how impoliteness can arise in this genre, contributing to the broader understanding of the workings of conflict, consensus, and interview behaviours. A single case study will examine President Donald Trump's interview with CBS 60 Minutes host Lesley Stahl, focusing on the potential impoliteness events that may occur between a sitting president and an interviewer. The transcript will be manually annotated using UAM CorpusTool. This will include the identification of any instances of impoliteness (strategies by Culpeper 1996) in both the President's and Lesley Stahl's communication.

This data will then be quantified to present how many linguistic types are evident and in what speech event. This will further illustrate the number (if any) of impoliteness acts put forward by one or both parties and determine if there is an inequality in usage. Moreover, a qualitative and interpretive approach will be adopted to discuss the impoliteness strategies used and any patterns that emerge.

The anticipated results are likely to yield several impoliteness strategies adopted by Trump, potentially due to the power imbalance and social rules/roles that govern the event. Strategies such as interruptions, seeking disagreement, and ridiculing are a few of the many features that may arise. Moreover, due to social pressures and expectations, impoliteness that may occur via Trump may not be reciprocated by Lesley Stahl.

**Bridging the function-form gap: A multidimensional move analysis of English research article introductions in applied linguistics by L1 and Chinese scholars**

Yiqing Chi

Key words: academic writing; contrastive study; research article introductions; move analysis; multidimensional analysis

Combining move analysis (Swales, 1990, 2004) with multidimensional analysis (MDA) (Biber, 1988), this study investigates salient linguistic co-occurrence patterns (“dimensions”) as well as linguistic variations in the rhetorical moves of English research article introductions (RAIs) in applied linguistics written by L1 and Chinese scholars. Our MDA of a corpus of move segments of RAIs from 13 applied linguistics journals identifies six functionally interpretable dimensions: grounded evaluation, criticism with caution, stated purposes, author-involved narration of current study vs. existing knowledge, research- vs. non-research-related information density, and stating results/claims vs. raising questions. A comparative analysis reveals systematic variation in the linguistic features of specific moves between the RAIs written by L1 and Chinese scholars. Our findings have useful implications for English for Research Publication Purposes pedagogy.

# **The Construction of Terrorism & Radicalisation Risks in UK Higher Education – A Multidisciplinary Approach**

Sophia Butt

Key words: risk, radicalization, terrorism, Prevent, universities

The UK government first launched CONTEST, its long-term counter-terrorism strategy, in 2003. The Strategy is divided into four main strands, namely Pursue and Prevent – which focus on reducing the threats faced, plus Protect and Prepare – which seek to minimise vulnerabilities whilst maximising interoperability between emergency response teams. Prevent is regarded as the main strand of CONTEST (2018), given that terrorism cannot be eradicated through arrests and prosecutions alone. The primary aim of this strand is anti-radicalisation and anti-recruitment, which involves understanding the risks associated with individuals becoming exposed to terrorist groups and/or extremist ideology.

In 2015, the UK government introduced its Counter-Terrorism & Security Act which enforces devolved responsibility on all specified authorities in public service sectors “to have due regard to the need to prevent people from being drawn into terrorism” (section 26: 1). Part of this mandate necessitates the assessment of risks and the production of action plans to mitigate them. This interdisciplinary PhD, which employs a triangulated methodological approach involving Corpus Linguistics and Critical Policy Discourse Analysis, examines the construction of terrorism and radicalization risks across Russell Group universities and cross-references these with the semantic categorisations of risk in the Prevent Duty Guidance for Higher Education (2021). This presentation seeks to reveal early corpus-informed results of the term ‘risk’ across the sample corpora.

## References:

UK Government (2018) CONTEST: The United Kingdom’s Strategy for Countering Terrorism. UK: Stationery Office Limited.

UK Home Office (2021) Prevent Duty Guidance for Higher Education Institutions in England & Wales. UK: Stationery Office Limited.

UK Government (2015) Counter-Terrorism and Security Act 2015. Available from:

<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted> [Accessed on 15 February 2023]

## Session 3 – Presentations

### **A corpus-based study of the grammatical patterns and meanings of multi-word verbs: a case of “look for”**

Jie Liang

Key words: corpus linguistics, learner language, multi-word verbs, patterns

Sinclair (1991, p.91) observed “there is a strong tendency for sense and syntax to be associated”. By demonstrating the association of meanings and grammatical structures, Hunston and Francis (2000) introduced pattern grammar and they argued that grammatical patterns of a word can help to identify different meanings of it. Hunston and Francis’s approach shed new light on teaching polysemous lexical items to learners via a lexico-grammatical way.

Multi-word verbs (MWVs) are highly frequent in language use, but research has found that they are also notoriously difficult for L2 learners, especially those whose first language does not contain MWVs (Liao and Fukuya, 2004). One of the reasons that prohibits L2 learners from using MWVs frequently is the polysemy feature of this group of verbs (Garnier and Schmitt, 2015).

This study, therefore, uses corpora to investigate different meanings of particular MWVs from the perspective of grammatical patterns and also compares the different patterns and meanings of MWVs used by L1 users and Chinese L2 learners. The particular MWV that the current study selects is “look for”. It relies on the Bank of English corpus (BoE corpus) as the reference corpus to identify patterns and analyse different meanings of “look for”. It also uses a Chinese learner corpus to investigate learners’ use of the target MWV. Results from the reference corpus show that “look for” is frequently used in five different patterns and the meaning of “look for” varies when it is used in different patterns. Moreover, tense forms, especially the present continuous form, also play an important role when interpreting the meaning of “look for”. In terms of Chinese L2 learners, however, there is only one pattern observed in the learner corpus and it is interesting to find that Chinese learners tend to regard “look for” as a synonym for “find”.

#### References:

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- Liao, Y. and Fukuya, J. (2004) Avoidance of phrasal verbs: the case of Chinese learners of English. *Language*

Learning, 54(2), pp. 193-226.

Sinclair, J. (1991) *Corpus Concordance Collocation*. Oxford: Oxford University Press.

# Using moving metaphor density to analyse discussions of pregnancy experience online

Eloise Parr

Key words: corpus linguistics, health communication, gender, metaphor

Analysing metaphor use is an effective way to explore the conceptualisations and attitudes people make about their experiences (Littlemore & Turner, 2019). This is especially important to consider during pregnancy when there is a change in how a person may view their body caused by the new life developing and a conflict within the liminal space between one body and two. By identifying and analysing the metaphors used by those who have experienced pregnancy, those who have not can gain a better understanding of the emotional and physical sensations and feelings associated with pregnancy.

Using a corpus of posts collected from parenting forum, Mumsnet Talk, this research aimed to identify and compare metaphor used by Mumsnet users to describe their experiences of pregnancy. Metaphors were coded by whole phrases using Falck and Okonski's (2022) procedure for identifying metaphorical scenes (PIMS).

Metaphors were further coded for evaluation and metaphor category.

A moving metaphor density analysis, following the method of Littlemore et al. (2014), was used to create graphs that identified where metaphor density was highest and where metaphors were clustering together. These graphs were used for qualitative analysis to determine a) where metaphors cluster in the text, b) what kinds of metaphor cluster together, and c) what topics are being discussed using the metaphor clusters.

The results of the moving metaphor density indicate that metaphors cluster around discussions of shared experiences in pregnancy, such as the symptoms at various stages, fear of complications, and foetal movement. Metaphor often performed negative evaluation, particularly to describe the pain of Braxton Hicks contractions and other physical symptoms, and the stress of the upcoming birth. The findings of this study support previous research into metaphors of health communication by showing metaphor is particularly useful for communicating negative emotional and painful experiences of pregnancy.

## References:

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# Distinguishing False News Through Lexico-Grammatical Features: A Multi-dimensional Analysis

Bashayer Baissa

Key words: false news, register variation, lexico-grammatical features, multi-dimensional analysis

Can false news articles circulating online be distinguished from other news registers through their lexico-grammatical features? Previous research has attempted to answer this question by comparing online false news articles to mainstream news articles, such as broadsheet articles (e.g., Horne & Adali, 2017; Rashkin et al., 2017). However, such research does not control for register variation, which may act as a confounding variable. That is, differences between online false news articles and mainstream news articles may be due to variation across news registers rather than to the content's veracity. This study investigates this question through a multi-dimensional analysis (MDA) (Biber, 1988) of false news and four news registers: broadsheets, tabloids, web-based publications, and news blogs. MDA first identifies dimensions of linguistic variations (i.e., systematic co-occurring patterns of lexico-grammatical features that together serve a communicative function) in registers under investigation, and then these registers are compared along the dimensions. The false news corpus comprised 101 online verifiably false news articles (94983 words) about climate change, vaccination, and COVID-19, and each comparative corpus (total 273,705 words) included 101 articles about the three topics under consideration.

The analysis revealed three dimensions: Dimension 1 represents the opposition between involved and informational reporting; Dimension 2 represents the opposition between narrative and explanatory technical reporting; Dimension 3 presents the opposition between overtly advocating and non-overtly advocating reporting. The study found that false news was similar to traditional news registers, namely broadsheets, tabloids, and web-based publications in that it uses involved reporting. Moreover, false news was similar to broadsheets in using elements of both narrative and explanatory technical reporting. However, false news was distinctive in that it did not overtly advocate for a certain point of view. Limitations and recommendations for future research are discussed.

## References:

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Rashkin, H., Choi, E., Jang, J. Y., Volkova, S., & Choi, Y. (2017). Truth of Varying Shades: Analyzing Language in Fake News and Political Fact-Checking. *Proceedings of the 2017 Conference on Empirical Methods in Natural Language Processing*, 2931–2937. <https://doi.org/10.18653/v1/D17-1317>

## Session 4 – Presentations

### **Exploring the Use of Data-Driven Learning in the Context of Indonesian Higher Education**

Arina Rohmatika

Key words: data-driven learning, English language teaching, English academic writing, higher education, Indonesian context

Despite the use of language corpora in language teaching (Data-Driven Learning) has grown in popularity in recent decades (Thompson, 2006; Flowerdew, 2017; Corino & Onesti, 2019; Vyatkina, 2020), its implementation in non-Western contexts such as Indonesia is still underexplored (Crosthwaite, Luciana, & Schweinberger, 2021; Crosthwaite, Luciana, & Wijaya, 2021). While DDL has been widely researched and is relatively well developed in Western countries (Boulton & Cobb, 2017; Pérez-Paredes, 2019; Vyatkina, 2020; Boulton & Vyatkina, 2021), researching into its implementation in Asian countries, and specifically in an Indonesian context can contribute to the literature on DDL both theoretically and empirically. This paper looks at the implementation of DDL in the Indonesian context. It attempts to shed light on how DDL can be implemented in the teaching practice of Indonesian EFL classrooms and how it fits with current theories about language teaching and learning (O’Keeffe, 2021). This study also aims to identify the factors and challenges important to successful implementation of DDL for the teaching of English Academic writing to undergraduate students of Islamic state universities in Indonesia. Qualitative data will be collected through field notes, semi-structured interviews and questionnaires from 24 participants; 3 teacher collaborators and 21 student participants. Thematic analysis will then be conducted to analyse the data obtained. Firstly, this study offers insights to teachers and researchers about the application of DDL in the Indonesian context (representative of non-western contexts) and provides them with a reference regarding which factors to be aware of for successful practices. Secondly, it will contribute to current theories of DDL by filling a gap in understanding the DDL practice in a non-Western context.

## **STORY WRITING FOR REFRAMING TRAUMA- Looking at metaphors people use in the narrative structure of their 'story'.**

Christina Christou

Key words: metaphor, story, expressive writing, reframing, trauma

Research in writing for wellbeing supports the rationale that people experience benefits from writing.

Background: The study is based on the original expressive writing paradigm by Pennebaker and Beall, (1986), that disclosure in writing has physiological and psychological benefits. The MA component of my 1+3 PhD explored the effectiveness of story writing in helping people make sense of anxiety. I looked at the types of metaphor within stories and where they occurred in the narrative structure. The story-completion method (SC) was piloted, story writing from a story stem about a hypothetical character in the 3rd person. The findings showed embodied metaphor like 'his brain said this but his tummy didn't' and literal language with potential for metaphor interpretation, 'That first journey...' were used to express thoughts and feelings surrounding situational anxiety. Coping strategies and metaphors were used towards a resolution such as, 'ready to face the world and tackle...' PhD Aims: to explore how people use story writing to reframe their trauma narrative and the metaphors they use. Rationale: participants express their trauma through activities in a narrative structure. Beginning; art expressing difficult emotions. Middle; expressive writing, describing the art. Ending; reframing the narrative using SC. Methodology: A qualitative, multimodal, social constructionist approach, Participants: Three groups: 1. Therapists 2. PTSD clients in a therapeutic setting; 3. Psychology undergraduates. Main Research Questions: How do the different activities help participants express, process and reframe the trauma narrative? What kind of metaphors do people use in each writing activity? Analysis: NVivo to code data comparing metaphor use in expressive and story writing. Expected results: MA findings and the literature suggest that embodied metaphors will be clustered where expressing difficult emotions (Gibbs, 1994). Positive story stems in the SC task have the potential for reframing language. Implications: the knowledge to be used in psychological interventions.

## Developmental trajectory of Syntactic Complexity in Chinese ESL MA Students

Liwen Bing

Key words: corpus linguistics, second language writing, longitudinal study, syntactic complexity

This study examined the longitudinal development of syntactic complexity measures in argumentative essays written by a group of Chinese ESL MA students over one academic year at a UK university. The data used in the study was a self-built corpus consisting of 124 academic assignments written by 62 participants (data collected in two terms per learner). The study first identified the optimal number of latent dimensions underlying the 14 syntactic complexity measures. Specifically, an exploratory factor analysis was first conducted using values of 14 measures generated from second language syntactic complexity analyzer (L2SCA) to examine the underlying constructs of those measures. The results from the factor analysis showed that 13 out of the 14 measures can be grouped into two factors. The first factor represents the length of production and included mean length of sentence (MLS), mean length of clause (MLC), mean length of T-unit (MLT), complex nominals per clause (CN/C), complex nominals per T-unit (CN/T), coordinate phrases per clause (CP/C), coordinate phrases per T-unit (CP/T). Moreover, the second factor represents the number of clauses factor and comprised T-unit complexity ratio (C/T), dependent clauses per T-unit (DC/T), dependent clause ratio (DC/C), complex T-unit ratio (CT/T), sentence complexity ratio (C/S) and verb phrases per T-unit (VP/T). These two factors explained more than 80% of the total variability of the 13 syntactic complexity measures. Following this, mixed-effects regression models were used to predict the factor scores as a function of time, controlling for individual variation. The results of the two linear mixed-effects models revealed that participants not only tended to write longer sentences, but also used more clauses in academic writing from term one to term two. This could indicate that students' writing styles exhibited more formal features of academic prose in the second term.