<table>
<thead>
<tr>
<th>Time</th>
<th>Room 1</th>
<th>Room 2</th>
<th>Room 3</th>
<th>Room 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-9.30</td>
<td>Coffee and registration - atrium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.30</td>
<td>Conference opening - Professor Christina Slade, Vice-Chancellor, Bath Spa University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>Plenary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vernacular Voices from the Vaults: historical perspectives on spoken grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr Ivor Timmis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>Writing at the edge of the discipline: corpus-based teaching activities to support student writing in unfamiliar genres</td>
<td>Investigating the processing of collocation using EEG: A pilot study</td>
<td>Introducing the Written BNC2014 project. - Abi Hawtin</td>
<td>A corpus stylistic analysis of agency in pre-crime narratives - Emily Powell</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Presenter/Authors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td><strong>Writer-Reader Communication: Interactional Metadiscourse in MA Theses in English L1 &amp; L2</strong>&lt;br&gt; - Hosam Darwish</td>
<td><strong>Beyond the n-gram: coverage by collocates as a measure of formulaic language.</strong>&lt;br&gt; - Richard Forsyth <strong>“Normal with a brummy twang”: dealing with metadata in the Spoken BNC2014</strong>&lt;br&gt; - Robbie Love <strong>British Press Perspective on the Libyan Revolution: A Corpus-Based Critical Stylistic Analysis</strong>&lt;br&gt; - Manal Abeed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30</td>
<td><strong>Helping students find a voice: Potential pedagogic applications of corpus-based findings on the citation skills of international undergraduate students of English for Academic Purposes.</strong>&lt;br&gt; - Ian Johnson</td>
<td><strong>Lexical bundles from one century to the next: An analysis of language input in English teaching texts</strong>&lt;br&gt; - Rachel Allan <strong>A Historian’s Perspective on Context and Corpora</strong>&lt;br&gt; - Ruth Byrne <strong>‘The dude’s like me – Charmin focking Ultra’: The Development of Taboo Language in Paul Howard’s Fictionalized Irish English.</strong>&lt;br&gt; - Ana María Terrazas-Calero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.00</td>
<td><strong>Building a Large Scale Corpus of Academic Written English in a Brazilian university context</strong>&lt;br&gt; - Bárbara Malveira Orfanò</td>
<td><strong>A criteria-based methodology for analysing learner grammar competence</strong>&lt;br&gt; - Anne O’Keeffe &amp; Geraldine Mark <strong>Crowdsourcing corpus construction: contextualising plans for CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes - The National Corpus of Contemporary Welsh)</strong>&lt;br&gt; - Dawn Knight, Steven Neale, Irena Spasic, Steve Morris, Tess Fitzpatrick &amp; Gareth Watkins <strong>‘Interference of Russia’, ‘misfortunes of France’ and ‘pretensions’ of both: ‘Russia’ and ‘France’ as noun phrase modifiers in the Pall Mall Gazette, Reynold’s Weekly Paper and The Era, 1860-1900.</strong>&lt;br&gt; - Amelia Joulain-Jay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Title</td>
<td>Authors</td>
<td>Authors</td>
<td>Authors</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14.30</td>
<td>Characterising interactional competence in higher education small group talk</td>
<td>Steve Walsh</td>
<td>A Case Study That Examines the Difficulties Encountered by Libyan EFL University Students of English when using Lexical Collocations</td>
<td>CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes – The National Corpus of Contemporary Welsh): Challenges and applications in a minoritised language context</td>
</tr>
<tr>
<td></td>
<td>- Steve Walsh</td>
<td>- Aisha Dukali</td>
<td>- Jennifer Needs, Mair Rees, Steve Morris, Dawn Knight &amp; Tess Fitzpatrick</td>
<td>Language variation in legal English - Aleksandar Trklja</td>
</tr>
<tr>
<td>15.00</td>
<td>Keywords-in-context: A corpus-driven study on disciplinary features of academic talk</td>
<td>Kazuki Hata</td>
<td>A Corpus-Based Study in Exploring the Use of Collocation in Saudi University Students’ Writing</td>
<td>Finding context in less-commonly-studied languages - San San Hnin Tun &amp; Jennifer Lewis-Wong</td>
</tr>
<tr>
<td></td>
<td>- Kazuki Hata</td>
<td>- Huda Khoja</td>
<td>- Huda Khoja</td>
<td>- Xu Xiaoyu</td>
</tr>
<tr>
<td>15.30</td>
<td>coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>The Discursive versus the Expository essay: points of convergence and divergence.</td>
<td>Maria Melissourgou</td>
<td>Insights and outputs from a four-year corpus study of learner grammar</td>
<td>An introduction to the China-Related English Corpus - Lixin Xia</td>
</tr>
<tr>
<td></td>
<td>- Maria Melissourgou</td>
<td></td>
<td>- Geraldine Mark &amp; Anne O’Keeffe</td>
<td></td>
</tr>
<tr>
<td>16.30</td>
<td>The form and function of questions in English and French research articles: a contrastive analysis.</td>
<td></td>
<td>What is so private about private speech?” Self-regulation and shared intentionality in face-to-face L3 discourse.</td>
<td>Design, transcription, and analysis of the Tunisian Lecture Corpus (TLC): Context related issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Representation of Refugees, Migrants and Asylum Seekers in UK and Irish Newspapers: A Corpus-Based Critical Discourse</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.00</td>
<td>- Corpus-based academic phraseology: a plagiarism check</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Madalina Chitez &amp; Brittany Rodriguez</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A Multimodal Assessment of Facial Actions as Listener Perceptions in Human-Computer Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Abdulmalik Yusuf Ofemile, Leigh Clark, Svenja Adolphs &amp; Tom Rodden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Veronica O'Regan &amp; Elaine Riordan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A post-disciplinary approach to discourse analysis using corpus tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Duncan Hunter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.00</td>
<td>Conference dinner at the Pump Rooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Room 1</td>
<td>Room 2</td>
<td>Room 3</td>
<td>Room 4</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10.00</td>
<td>Hotel-speak and pots and pans banging around: a preliminary examination of the shared repertoire in the CLAS corpus. - Margaret Healy</td>
<td>Outcomes of English in contact with Italian: A quantitative corpus-based approach to language change - Lorella Viola</td>
<td>Flood Alert: Using Corpus tools to investigate Professional Flood Risk Discourse. - Beverley Hill</td>
<td>Concordancing to the tune of the exam: Designing a Leaving Certificate preparation course with Antconc - Stéphanie O’Riordan</td>
</tr>
<tr>
<td>10.30</td>
<td>&quot;They seem to be spending money like crazy&quot;: exploring the discourse of professionalising English language teachers - Jane Evison</td>
<td>Causal Conjunctions in Spoken and Written Czech - Anna Čermáková, Zuzana Komrsková, Marie Kopřivová &amp; Petra Poukarová</td>
<td>Clerical Discourse about Divorce in the Christian Church - Valerie Hobbs</td>
<td>Data Driven Learning and Academic Writing - Melissa Larsen-Walker</td>
</tr>
<tr>
<td>Time</td>
<td>Session/Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>Plenary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“If we use ‘human’ in a very loose context it's very dehumanizing” Macro, meso and micro contexts in corpus-assisted discourse analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prof Alison Sealey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.30</td>
<td>Corpus-informed discourse analysis: a methodology for exploring context in spoken corpora</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Michael Handford &amp; Dawn Knight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>On Polish teraz and its relationship with English now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Magdalena Adamczyk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's left to say about Irish English progressives? &quot;I'm not going having any conversation with you.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Aoife Ní Mhurchú</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Want to tell you something: null subjects in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Andrew Caines, Paula Buttery &amp; Michael McCarthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.00</td>
<td>The Hillary emails: a new dataset for corpus linguistics?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rachele De Felice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Antonymy and mind control: a corpus analysis of present-day French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Marie Steffens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corpus-based analysis on gendered items in hip-hop and country song lyrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Jihye Shin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A corpus study of native and non-native teacher talk in the English foreign language classroom. Highlighting linguistic features of native-English teachers’ talk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Eric Nicaise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.30</td>
<td>‘The Representation of Islam and Muslims in the international</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparing the English Grammar Profile to the English Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The co-text and context of research into identity in applied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clams and scallops and mussels and stuff like that’: General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td>coffee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>Conference close</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>