

About the Contributors

RACHEL ALLAN is Associate Professor of English Linguistics at Mid-Sweden University. Her current research focuses on how we can use corpora and digital tools effectively in teaching and learning English: by assessing a range of digital tools, informed by language acquisition theory and evidence from research studies, she aims to provide practical advice for teachers and learners. She is involved in a project to build a database of completed Swedish national tests in English for research and professional development purposes. Rachel is also interested in the history of English language teaching, and is pursuing two strands of research, both using a corpus-informed approach: language manuals from the early 20th century designed to teach English to immigrants to the US, and teaching approaches used in mid-20th century ELT course books. She has published articles in international journals such as the *ICAME Journal*, *System*, the *Journal of Historical Pragmatics*, and *Corpus Pragmatics*.

MATS DEUTSCHMANN is Professor of English at Örebro University, Sweden, and currently also guest Professor at the University of Seychelles. His diverse multidisciplinary research interests include sociolinguistics, the status of minority languages in post-colonial educational contexts, and language didactics and learning designs, with special focus on e-learning and digital humanities. He has recently completed two major projects: Raising Awareness through Virtual Experiencing (RAVE) and A Cross-Cultural Perspective on Raising of Awareness through Virtual Experiencing (C-RAVE), funded by the Swedish Research Council and the Wallenberg Foundation respectively: both projects approached the challenge of finding ways to increase sociolinguistic awareness of issues related to language and stereotyping. He has just received funding from the Swedish Research Council for a major development research project, Understanding, Understanding, which concerns challenges involved with English medium of instruction teaching in multilingual contexts in Sub-Saharan Africa.

DANIEL IHRMARK is a PhD student at the Department of Languages at Linnaeus University, Växjö, Sweden. His dissertation is in Educational Linguistics, and concerns the design, development, and evaluation of a

supporting tool for focus-on-form diagnostics in Swedish upper-secondary English classrooms. Daniel is also active in literary research, with a focus on the Lost Generation of American authors. Recent publications include a special issue of *HumaNetten* (48) on Educational Linguistics (with Sergei Ivanov, Christian Waldmann and Hans Hägerdal; 2022), including ‘Educational linguistics: A short introduction’ (with Sergei Ivanov and Christian Waldmann), and ‘A corpus stylistic analysis of development in Hemingway’s literary production’ in *The Hemingway Review* 40(2) (with Johan Nilsson; 2021). He is currently working on a set of articles exploring low-code platforms as an alternative for linguists interested in methods from data science, together with Jukka Tyrkkö.

TATYANA KARPENKO-SECCOMBE is Senior Lecturer in EAP at the University of Huddersfield, England. She teaches academic writing to international doctoral students and uses corpora and concordances extensively in her teaching. Recent publications include *Academic Writing with Corpora: A Resource Book for Data-Driven Learning* (2020), ‘Practical concordancing for upper-intermediate and advanced academic writing’ in the *Journal of English for Academic Purposes* (2018), and two chapters on using corpora for academic writing in *Teaching English with Corpora* (edited by Vander Viana; 2022). Her other research interests are corpus linguistics and discourse analysis, with publications in journals such as *Corpora* (2021), and in the edited volumes *Language of Conflict: Discourses of the Ukrainian Crisis* (edited by Natalia Knobloch; 2020) and *Stylistic Approaches to Pop Culture* (edited by Christoph Schubert and Valentin Werner; 2022). She also co-authored *Representations of Child Sexual Abuse in Jamaica: A Corpus-Assisted Discourse Study of Popular News Media* (Karpenko-Seccombe et al. 2022).

IDA MARGRETHE RASK KROGH holds an MA in English literature from UiT The Arctic University of Norway. She works as an English and Sociology lecturer at Senja upper secondary school in Northern Norway. Her research interests include literature and didactics and she continues to teach and improve her methods with literature-based digital storytelling.

VIRGINIA LANGUM is Professor of English Literature at Umeå University, where she also serves as coordinator for the Umeå Medical

Humanities Network and Director of the Faculty of Arts Doctoral College. In addition to literary history, she conducts research in higher education, especially, academic writing, interdisciplinarity and online education.

FANNY MEUNIER is full Professor of English language, linguistics and didactics at UCLouvain, Belgium. Her research interests include fundamental, applied and instructed Second Language Acquisition, bi-, multi- and plurilingualism, and multiliteracies (including digital and corpus literacies). She is also active in pre- and in-service teacher training. Recent publications include ‘A case for constructive alignment in DDL: Rethinking outcomes, practices and assessment in (data-driven) language learning (in *Data-Driven Learning for the Next Generation: Corpora and DDL for Pre-tertiary Learners*; 2020), *The Dawn of the Human-Machine Era: A Forecast of New and Emerging Language Technologies* (with Dave Sayers, Rui Sousa-Silva, Sviatlana Höhn et al.; 2021), and ‘Revamping DDL: Affordances of digital technology’ (in *The Routledge Handbook of Corpora and English Language Teaching and Learning*; 2022).

RUBEN MOI is Professor in English and Irish literature at UiT The Arctic University of Norway, where he also leads the Just Literature research group. His most recent books are *The Language of Paul Muldoon's Poetry* (2020) and *The Crossings of Art in Ireland* (2014). He has also published widely in English and Norwegian on literature and justice, on borders and contemporary culture, and on the imaginative arts of writers such as Seamus Heaney, Derek Mahon, Ciaran Carson, T.S. Eliot, Samuel Beckett, Martin MacDonagh, and Irvine Welsh. He holds positions as member of the Norwegian Academic Council for English, board member of the Norwegian Society for English Studies, and treasurer of the Nordic Irish Studies Network. He acted as chairman of Ordkalotten, Tromsø's International Literature Festival, for many years.

ANNE O'KEEFFE is Associate Professor in Applied Linguistics at MIC, University of Limerick, Ireland. Her specialisation is in the use of corpus linguistics to explore areas such as pragmatics, discourse analysis, learner corpora, learner grammar and media discourse. Her publications include Cambridge University Press titles: *From Corpus to Classroom* (2007) and

English Grammar Today (2011) and Routledge titles: *Introducing Pragmatics in Use* (2011; 2nd ed. 2020). She is co-editor of the *Routledge Handbook of Corpus Linguistics* (with Michael McCarthy; 2010; 2nd ed. 2022). She was co-Principal Investigator on the English Grammar Profile project and is co-PI on the Interactional Variation Online project. She is co-editor of two book series, with Michael McCarthy: *Routledge Corpus Linguistics Guides* and *Routledge Applied Corpus Linguistics*.

ERIK SMITTERBERG is a Professor of English Linguistics at Uppsala University. He specializes in the corpus-based study of Late Modern English, focusing on syntactic variation, genre variation, and punctuation, and in corpus compilation. His publications include *The Progressive in 19th-century English: A Process of Integration* (2005), the edited volumes *Nineteenth-century English: Stability and Change* (with Merja Kytö and Mats Rydén; 2006) and *Late Modern English: Novel Encounters* (with Merja Kytö; 2020), and a number of peer-reviewed articles. His latest book is *Syntactic Change in Late Modern English* (2021). Together with Merja Kytö, he is currently editing Volume 2 of the six-volume *New Cambridge History of the English Language*.

ANDERS STEINWALL is Senior Lecturer in English Linguistics at the Department of Language Studies, Umeå University, Sweden. His research interests include sociolinguistics and cognitive linguistics. Recent publications include an edited volume, *A Cultural History of Color in the Modern Age* (with Sarah Street; 2022), and multiple publications in sociolinguistics and psychology with a gender focus with Professor Mats Deutschmann and others in the project Raising Awareness through Virtual Experiencing (RAVE), financed by the Swedish Research Council.

TERRY WALKER is Professor of English Linguistics at Mid-Sweden University. Her research interests are corpus linguistics, corpus compilation (both historical and learner corpora), and historical sociopragmatics. Her work focuses on language variation and change in historical periods, as well as speech representation in particular. Recent publications include the edited volume *Speech Representation in the History of English: Topics and Approaches* (with Peter J. Grund; 2020) and the special issue of the *Nordic Journal of English Studies* 21(2) on The Medical Humanities, Literature and Language (with Virginia Langum;

2022). Terry is currently working with Erik Smitterberg on a book entitled *Corpus Linguistics for Language Change: Studying the History of English*, for the series *Routledge Corpus Linguistics Guides*.