



**Centre for Language and Communication
Research**

Research Seminar Series

Spring 2013-14

ENCAP

Any questions?
Contact Dr Lisa El Refaie
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Introduction

All seminars take place on Wednesdays from 1.10pm to 2pm

Most of the seminars will be in Room 3.58 in the John Percival (Humanities) Building of Cardiff University - Building no 16 on the map at: <http://www.cardiff.ac.uk/locations/maps/index.html>, but please note the two room changes (29 January and 19 February).

Welcome to the 2013-14 CLCR Research Seminar Series!

This abstract booklet is intended to enable you to plan your attendance at seminars. You're welcome to attend every one and we hope that you will, though each is independent.

These seminars are open to all and **everyone is welcome** – undergraduate and postgraduate students and staff from anywhere in the University, visitors, guests from other universities, people who've never been into a university before... If the talk sounds interesting, just come along!

We have a rich programme this semester covering a wide range of topics that link into a variety of research interests in the Centre for Language and Communication Research at Cardiff University.

Each session typically consists of a presentation from the speaker of around 35 minutes with 15 minutes for questions and discussion from the floor.

Summary of the programme

- 12th February **Prof Michael Toolan (Birmingham University)**
Economic superdiversity in Modern Britain: A true story
1.10pm, Room 3.58
- 19th February **Dr June Luchenbroers (Bangor University)**
Measuring 'threat': What people say and do with fantasies
1.10pm, Room 3.62
(Please note this was postponed from 4 December 2013)
- 26th February **Dr Camilla Lindholm (University of Helsinki)**
*Oivalluksia-Insights: Video guidance as interaction and a process
in a work community*
1.10pm, Room 3.58
- 19th March **Dr Andy Buerki (Visiting Scholar, ENCAP)**
*Language shaped by culture (and culture by language) - One way
to get a handle on it*
1.10pm, Room 3.58
- 2nd April **Dr Tereza Spilioti (ENCAP)**
Play and heteroglossia: The case of 'Greekophobia'
1.10pm, Room 3.58

12th February

Prof Michael Toolan (Birmingham University)
1.10pm, Room 3.58

Economic superdiversity in modern Britain: A true story

I assume in a broadly Whorfian way that British citizens habitually understand their social world largely through the terms and narratives which are circulated as normal, or as appeals to what is normal or reasonable, or as cries and alarms about irruptions and scandalous departures from what is normal and expectable. The circulation is in innumerable inter-connecting domains: conversation, institutional discourses and the mass media, including, very influentially, the news media. I therefore hypothesise that by detailed study of, e.g., Britain's news discourses in 1971 and in 2011, we can derive elements of the two stories about itself that Britain lived by in those two different years. On numerous independent counts, notwithstanding reduced inequality in terms of gender, race and sexuality, there was noticeably increased wealth inequality by 2011. How do the overarching stories told about Britain in its news media (as in many other places) perform and ratify the lesser wealth inequality of 1971 and the greater inequality (or 'economic superdiversity') of 2011? This, using corpus linguistic and stylistic analyses, is what I aim to discuss.



Michael Toolan is Professor of English Language at the University of Birmingham, UK, where he convenes the MA programme in Literary Linguistics and is also editor of the *Journal of Literary Semantics*. His books include *Language in Literature* (Hodder/OUP, 1998) and *Narrative: A Critical Linguistic Introduction* (2nd edition, Routledge, 2001) and most recently, *Narrative progression in the short story: a corpus stylistic approach* (Benjamins, 2009)

19th February

Dr June Luchenbroers (Bangor University)
1.10pm, Room 3.62

Measuring ‘threat’: What people say and do with fantasies

A substantial obstacle for convictions in cases dealing with communications between paedophiles, is how to differentiate Plans from Fantasies. The issue is that unless enacted, graphic descriptions of illegal acts can be passed off as fantasies; but if these descriptions could be identified as plans, convictions become possible. Although much is known about the linguistic structure of plans, there is no comprehensive, linguistic study of fantasies, meaning that forensic linguists cannot offer evidence with regard to how these behaviours are typified and what linguistic features might differentiate these two speech acts; or how these speech acts are used by members of specific ‘communities of practice’. The absence of linguistic research into fantasies is presumably because fantasies are essentially private in nature, which makes them very difficult to collect. In this paper we will discuss early findings from a web-based collection of fantasies, as well as the methodological problems encountered.



June Luchjenbroers is a senior lecturer in linguistics at Bangor University. She has a BA in Linguistics and Japanese from the University of Queensland and a Ph.D. in Linguistics from La Trobe University. Upon completion of her PhD, she took a position as Assistant Professor with the Hong Kong Polytechnic University, followed by a Postdoctoral Fellowship with the University of Queensland. She joined Bangor in October 1999. Her research, in collaboration with Michelle Aldridge-Waddon, focuses on *Forensic Linguistics / Language and the Law* (in particular: linguistic analyses of the language used to and by adult (generally women) and child victims of rape and physical assault). Current data also includes email communications between (convicted) paedophiles. She has also collaborated with John Olsson for the book, *Forensic Linguistics, 3rd edition* (available from 5 Dec 2013).

26th February

Dr Camilla Lindholm (University of Helsinki)

Oivalluksia-Insights: Video guidance as interaction and a process in a work community

1.10pm, Room 3.58

Oivalluksia-Insights: Video guidance as interaction and a process in a work community

This presentation deals with a project called *Oivalluksia-Insights: Video guidance as interaction and a process in a work community*, led by Dr. Camilla Lindholm and funded by the Academy of Finland (2013-18). Investigating data from video guidance meetings involving a trained facilitator and several staff members, the project analyzes the interaction of guidance discussions as well as typical patterns of the communication training of a work community.

The targeted video interaction training sessions are based on the OIVA Interaction Model, which was developed at the Finnish Association on Intellectual Disabilities (FAIDD). OIVA is a community based approach which aims at strengthening the interaction between people with complex communication needs, like intellectual disabilities or dementia, and their communication partners.

Earlier studies have used interviews and questionnaires and shown that the staff members change their attitudes towards communication as well as their working habits as a result of OIVA training. There is, however, a need for additional research, focusing on authentic interaction, to measure the outcomes and efficacy of communication training. The *Oivalluksia* project plans to fill this gap.

In its initial phase, the project focuses on analyzing one videotaped training session, targeting the following questions:

1. How does the trained facilitator (OIVA guide) speak about interaction?
2. How do the staff members speak about interaction?
3. Which is the relationship between the underlying OIVA ideology and the patterns of authentic interaction?

The project is strongly data-driven and uses ethnomethodological conversation analysis (CA) as its main method. Alongside CA, the project utilizes ethnographic data.



Dr. Camilla Lindholm is an academy research fellow in Scandinavian Studies at the University of Helsinki. Lindholm uses the methods of conversation analysis and interactional linguistics to investigate interaction in institutional settings and conversations involving participants with communication difficulties. Her current research interests involve communication interventions and multilingual encounters in elderly care. Recent articles appear in *Communication & Medicine*, *Dementia* and *Journal of Pragmatics*.

19th March

Dr Andy Buerki (Visiting Scholar, ENCAP)
1.10pm, Room 3.58

Language shaped by Culture (and Culture by Language) - One way to get a handle on it

That language and culture are subject to mutual influence is not a controversial observation, but widely differing appraisals have been put forward regarding the extent of influence, the worthwhileness of investigating it and not least the methods of investigation. One strand of research has looked at the relationship in terms of linguistic relativity - the relation between language, thought and culture (e.g. Gumperz and Levinson 1996). Other strands have looked at how cultural concepts are encoded in language (e.g. Wierzbicka 2010), or how language is used in society, including how (mainly sound-) change spreads leading to culturally motivated linguistic change (e.g. Labov 2001). In all of these areas, however, it has been consistently difficult to show persuasively and robustly that areas of language outside of lexis are significantly shaped by culture and/or that the influence of culture is not merely a matter of language use, but also relates to the language system itself. It is proposed that while this is in large measure to do with culture being a very difficult-to-pin-down notion and the nature of argumentation needing to take account of this, the use of quantitative linguistic and other data can serve to reach firmer conclusions on how language is shaped by culture. In this talk, a small methodological contribution to that end will be introduced: the use of multi-point diachronic mappings between language data and historical data is presented as a way to find and document instances where language as a system is shaped by culture and to do so in a manner that produces robust results that are falsifiable. The method is illustrated using a sample of formulaic sequences (e.g. common turns of phrase), mainly of 20th century German.

Gumperz, J. and S. Levinson (eds) *Rethinking Linguistic Relativity*. (1996).

Rethinking Linguistic Relativity (Vol. 17). Cambridge University Press.

Labov, W. (2001). *Principles of Linguistic Change: Social Factors* (Vol. 2). Oxford: Blackwell.

Wierzbicka, A. (2010). *Experience, Evidence, and Sense: The hidden cultural legacy of English*. Oxford: Oxford University Press.



Andy Buerki is a post-doctoral research fellow and sole investigator on a project looking into the universality of formulaic sequences, funded by the Swiss National Science Foundation. Currently based at the Centre for Language and Communication Research at Cardiff University, he is also an affiliated postdoc at the Hermann Paul School of Linguistics, Basel - Freiburg. He completed his PhD at the University of Basel last year with a project on formulaic language and its cultural context. Andy has previously held positions at Humboldt-Universität zu Berlin, the University of Basel, Korea University in Seoul and Gwangju University (Republic of Korea).

He is particularly interested in quantitative, corpus-informed approaches to linguistic structure and in the social and cultural nature of language.

2nd April

Dr Tereza Spilioti (ENCAP)
1.10pm, Room 3.58

Play and heteroglossia: The case of 'Greekophrenia'

The Internet is often portrayed as the default 'superdiverse space' (Varis and Wang, 2011: 71) where play, creativity, and mixed-language practices are, among others, key resources for self-expression and community formation online. This study focuses on the website of the daily satirical radio show 'Greekophrenia', where we witness the co-deployment of linguistic and graphic signs which are not normally considered as belonging together but are associated with different languages, writing systems and cultures. Following a 'heteroglossia perspective' (Bailey 2012), the study of simultaneous and often incongruent uses of such resources will attempt to reveal any tensions and conflicts arising by such 'poly-lingual' writing practices (Jørgensen et al 2011).

In order to approach the website as a potential space for heteroglossic tension, the paper will provide a brief overview of digital writing practices and any associations with wider socio-ideological discourses in the Greek context. It will also focus on Greek-Alphabet English (i.e. vernacular transliterations of English into the local script) and consider this new phenomenon in the context of a range of linguistic and graphic resources deployed in (i) the website's logo, (ii) framing devices (e.g. hyperlinks and sub-headings), and (iii) the site's comments section. Such research can provide useful insights into revising criteria for locating heteroglossia in digital discourse and understanding domains of heteroglossic tension in online spaces.

References

- Bailey, B. (2012) Heteroglossia. In M. Martin-Jones, A. Blackledge and A. Creese (eds) *The Routledge Handbook of Multilingualism*. London and New York: Routledge. pp. 499-507.
- Jørgensen, J., Karrebaek, M., Madsen, L. and Moller, J. (2011) Polylinguaging in superdiversity. *Diversities* 13 (2): 23-37. Available online: <http://www.unesco.org/shs/diversities/vol13/issue2/art2>
- Varis, P. and Wang, X. (2011) Superdiversity on the Internet: A case from China. *Diversities* 13 (2): 71-83. Available online: www.unesco.org/shs/diversities/vol13/issue2/art5



Tereza Spilioti is Lecturer at Cardiff University. She joined the Centre for Language and Communication Research in 2012, having previously worked as Senior Lecturer in English Language and Communication at Kingston University. Her research interests focus on aspects of language and new media and, particularly, issues of social presence online, multilingualism and language ideologies. She has published on aspects of newspaper discourse, relationality and (im)politeness online, and she is currently co-editing (with Alexandra Georgakopoulou) the new *Routledge Handbook of Language and Digital Communication*.