



# **Centre for Language and Communication Research**

## **Research Seminar Series**

**Spring 2014-15**

**ENCAP**

Any questions?  
Contact Tereza Spilioti ([SpiliotiT1@cardiff.ac.uk](mailto:SpiliotiT1@cardiff.ac.uk))

# Introduction

Seminars take place on Wednesdays from 12.10pm to 1pm 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>

(Please note the location change for Mike McCarthy's seminar on 11<sup>th</sup> March \*off-site, in St Michael's College, Llandaff\* and Susan Hunston's seminar on 18<sup>th</sup> March \*in room 2.03\*.)

## Welcome to the CLCR Research Seminar Series - Spring 2014-15!

This abstract booklet is intended to enable you to pre-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, 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 40 minutes with 10 minutes for questions and discussion from the floor.

# SUMMARY OF THE PROGRAMME

Wednesdays 12.10 - 13.00; Room 3.58

- February 11th      **Jeremy Tree** (Swansea University)  
*Phonological dyslexia as a reading specific impairment: Evidence, current debate and future directions for an old hypothesis*
- February 18th      **Michael Rodgers** (University of Nottingham)  
*Incidental vocabulary learning through watching television*
- February 25th      **Todd Bailey** (Cardiff University)  
*Power law or plateau: In pursuit of syllable similarities*
- March 11th          **Mike McCarthy** (University of Nottingham)  
(The Old Library, St Michael's College\*)  
*Collocation and the learner: Wading into the depths*
- March 18th          **Susan Hunston** (University of Birmingham)  
(room 2.03)  
*Investigating the discourse of an interdisciplinary field*
- March 25th          **Kelly Benneworth-Gray** (University of York)  
*"There's a thing that we use called a spiral": References to psychology in police interviews with sex offenders*
- April 29th          **Johannes Angermuller** (University of Warwick)  
*Discursive capitalism: Investigating research as a positioning practice in the social sciences and humanities*

\* Please note that Mike Mc Carthy's talk takes place off-site at St Michael's College (54 Cardiff Road, Llandaff, Cardiff, CF5 2YJ). His talk is a keynote paper at CLCR's Lexical Studies conference, which is one of a series of events happening during the *Lexical Studies month* (9 Feb - 13 Mar). For more information about the *Lexical Studies month*, please contact Tess Fitzpatrick (FitzpatrickT@cardiff.ac.uk).

February 11<sup>th</sup>

Jeremy Tree (Swansea University)

*Phonological dyslexia as a reading specific impairment: Evidence, current debate and future directions for an old hypothesis*

Phonological dyslexia is an acquired reading disorder in which reading of nonwords is particularly impaired with otherwise normal reading of words (e.g., Derouesne & Beauvois, 1979; Funnell, 1983). At present there are two overarching theoretical accounts of this reading disorder, (1) impairment of a *non-lexical* reading route (Coltheart et al., 1993) - that is to say, it is a *reading specific* impairment; (2) a general impairment of phonologically based processing (Patterson & Marcel, 1992) - namely a 'primary system' impairment. The latter position draws upon evidence that many phonological dyslexic cases have co-occurring deficits of generalized phonological processing, as they perform poorly on auditory word/nonword segmentation, blending and rhyme judgment tasks. However, there have been several reports of such cases who performing well on segmentation tasks (LB - Beauvois & Desourine, 1985; RR - Bisiacchi, Cipolotti & Denes, 1989; MO/IB - Caccappolo-van Vliet et al., 2004). Unfortunately, such reports all remain open to criticism because of lack of thorough testing of all aspects of phonological processing (i.e., tasks that tap *both* phonological manipulation *and* phonological storage) in order to demonstrate that it is unaffected. The present study examines the degree to which the nonword reading impairment seen in our case (JH) could be explained by: (A) An impairment of phonological processing, (B) An impairment of phonological short-term memory. Although cases of phonological dyslexia have been reported to have impairments in segmentation, blending and phonological short-term memory, JH has no problems with any of these phonologically based processes - and we conclude that poor nonword reading and either impaired segmentation/blending or phonological short-term memory are not *causally* linked - a position that runs contrary to account (2) above. However, defenders of this position have since responded by attributing cases like JH to some form of *pre-morbid* reading profile that is abnormal - an unfalsifiable position. As a consequence, research is clearly needed to determine individual variability on tasks such as nonword reading, and this is discussed with further research avenues presented.



Jeremy Tree is an Associate Professor of Psychology at Swansea University. He specializes in the consequences of brain damage on specific cognitive functions (Cognitive Neuropsychology) - in particular, disorders of reading (dyslexia), speech production (aphasia), memory (amnesia) and face processing (prosopagnosia). In each case the work seems to better illuminate the processing components of these functions in the normal population.

February 18th      **Michael Rodgers** (University of Nottingham)  
*Incidental vocabulary learning through watching television*

Several studies have investigated second language (L2) incidental vocabulary learning through watching videos (e.g. Sydorenko, 2010; Winke, Gass, & Sydorenko, 2010). The videos used in most studies have been relatively short, and included a variety of learner-centered video genres such as lectures, documentaries, and educational series. The research is valuable as it provides evidence that L2 incidental vocabulary learning can occur through watching video. However, if video is used as a resource for language learning, it is unclear whether full-length television programs, which are perhaps the most likely type of video to be watched by L2 learners, contribute to incidental learning. In order to shed light on this issue, the present study examines (a) whether incidental vocabulary learning occurs through watching 10 successive episodes of the American drama, *Chuck*, and (b) the relationship between the frequency and range of occurrence of words within the episodes and incidental learning gains. The vocabulary gains of an experimental group consisting of 187 Japanese first or second year university students who watched ten 42-minute episodes of the television program were examined in comparison to a control group consisting of 73 participants with a similar English language background. The control group learned English in a more traditional approach. The research took place over thirteen 90-minute teaching sessions in one university semester. Each teaching session was separated by a week. The participants completed vocabulary tests at two levels of sensitivity in the 2nd and 13th weeks. The tests measured receptive knowledge of the form-meaning connection of 60 low-frequency word families (found outside of 2000 most frequent words in the BNC). Each word occurred five or more times (ranging from five to 54 occurrences) in the set of episodes. The results showed that the experimental group learned an average of 6.4 words (23.0% relative gain) on the tough vocabulary test and 6.8 words (29.8% relative gain) on the sensitive test, and that these gains were significantly greater than those of the control group. There was a small significant correlation between the test items' frequency of occurrence and their relative gain on the tough test.



Michael P.H. Rodgers is an Assistant Professor in the School of English at the University of Nottingham. His research interests include vocabulary acquisition, language learning through viewing videos, and extensive viewing and listening. He has published in journals such as *Applied Linguistics*, *Language Learning*, and *TESOL Quarterly*.

February 25th

Todd Bailey (Cardiff University)

*Power law or plateau: In pursuit of syllable similarities*

Five experiments examined the relationship between sub-phonemic featural differences and judgments of syllable similarity. Participants in each experiment heard pairs of minimally-different nonsense syllables (e.g. vim-vish, vim-vif) and judged which pair sounded more similar. The syllables differed only in their final consonants, their initial consonants, or their vowels. The results support a mental comparison process that identifies minimal transformational distances between corresponding structural components. Sensitivity to differences varies across syllable positions.



Todd M. Bailey is a member of the academic staff in the School of Psychology, Cardiff University. He has previously been a researcher in the Department of Experimental Psychology and the McDonnell-Pew Centre for Cognitive Neuroscience, at the University of Oxford. He has also developed computer-assisted engineering tools as a software engineer for Hewlett-Packard in Colorado Springs. He received the BSc Computer Science, MA Linguistics, and PhD Linguistics with Cognitive Science at the University of Minnesota. He is particularly interested in computational models of language processing and categorisation.

March 11th

Mike McCarthy (University of Nottingham)

*Collocation and the learner: Wading into the depths*

In this talk, I use evidence from the error-coded segment of the Cambridge Learner Corpus to examine three persistent problem areas under the general heading of collocation: (1) delexical verb collocations (verbs such as *make*, *take*, *get* and their nominal complements), where progress in depth of knowledge can be observed among learners at the different levels of the CEFR, but where interesting problems remain, even at the highest levels (2) binomial ordering, where problems with the ordering of fixed binomial expressions (e.g. *safe and sound*, *peace and quiet*) persist among learners at the various levels of the CEFR (3) tautological collocations, where (near-)synonymous words are collocated in unexpected ways (e.g. *a stench smell*, *urban cities*), which also persist at the higher levels. I discuss possible approaches to these different issues in teaching.



Michael McCarthy is Emeritus Professor of Applied Linguistics at the University of Nottingham, UK, Adjunct Professor of Applied Linguistics at the University of Limerick, Ireland and Visiting Professor at Newcastle University, UK. He is co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project and the (co-)author and (co-)editor of 50 books and more than 100 academic articles, including the international best-seller adult course, *Touchstone* and its higher level, *Viewpoint*, as well as the *Cambridge Grammar of English*, *English Grammar Today* and several titles in the CUP *English Vocabulary in Use* series.

March 18th

Susan Hunston (University of Birmingham)

*Investigating the discourse of an interdisciplinary field*

Within Applied Linguistics and Corpus Linguistics there is a long tradition of investigating academic discourse by contrasting disciplines from, for example, the social sciences and physical sciences. Such studies typically link phraseology or lexico-grammatical features with the epistemology of the disciplines. Increasingly, though, researchers are being challenged to engage in interdisciplinary research, and there is a growth in interdisciplinary fields such as that represented by the journal *Global Environmental Change*. How researchers negotiate the discourse and epistemology of this field is the topic of a research project currently being run at the University of Birmingham. This paper will report on the methods being used, including quantitative techniques such as Multi-Dimensional Analysis and Topic Modelling, and qualitative investigations such as lexical studies and the exploration of article introductions.

Susan Hunston is Professor of English Language at the University of Birmingham, UK.



She specialises in corpus linguistics and discourse analysis and teaches on courses in these subjects at undergraduate and postgraduate level. She is author most recently of *Corpus Approaches to Evaluation: Phraseology and evaluative language* (2011/Routledge) and previously of *Corpora in Applied Linguistics* (2002/CUP). She is co-author of *Pattern Grammar: a corpus-driven approach to the lexical grammar of English* (1999/Benjamins) and co-editor of *Evaluation in Text: authorial stance and the construction of discourse* (2000/OUP) and *System and Corpus: exploring the connections* (2005/Equinox). She has

also published numerous articles on the expression of stance or evaluation, especially in academic prose, on the use of corpora to describe the grammar and lexis of English, and on the interface between corpus and discourse studies.

March 25<sup>th</sup>

**Kelly Benneworth-Gray** (University of York)

*“There’s a thing that we use called a spiral”*: References to psychology in police interviews with sex offenders

The application of psychology to the investigation of crime is of considerable academic interest, particularly when applied to the police interviewing of suspects, witnesses and victims of crime (see Bull *et al*, 2009, Gudjonsson, 2003, Milne and Bull, 1999). Current investigative interviewing practice in the UK has evolved from the work of psychologists such as Shepherd (1993) and empirical research in psychology is increasingly being integrated into the training of police interviewers, in courses offered by specialist agencies such as CEOP (2011) and in the wealth of psychology resources being made available to police practitioners (National Police Library, 2014). However, there has been no empirical analysis of whether interviewers make reference to psychology knowledge and/or training *during* police interviews. Three UK police interviews with individuals suspected of sexual offences were digitised and transcribed. Discourse analysis and conversation analysis were used to examine the interactional import of references to psychology. How does ‘psychology talk’ get done? Where is it positioned? How is it managed sequentially? And what are the implications of references to psychology for the progression of the interview?



Kelly Benneworth-Gray is a Lecturer in the Department of Sociology at the University of York, UK. She has a long-standing interest in the application of Discourse Analysis and Conversation Analysis to interaction in institutional settings, particularly forensic and legal contexts. Most recently she has examined how police and suspects talk about sex offences and the implications for investigative interviewing practice in the UK. She has contributed to *The Handbook of Forensic Linguistics* (Routledge) and *The Language of Sexual Crime* (Palgrave Macmillan), and has published in the *International Journal of Speech, Language and Law*.

April 29th

Johannes Angermuller (University of Warwick )

*Discursive capitalism: Investigating research as a positioning practice in the social sciences and humanities*

In this presentation I will draw from my work on academic discourse in the social sciences and humanities. By drawing from poststructuralist, enunciative and interactionist approaches, I consider academic discourse is an ongoing, publication-based positioning practice in which "soft" positions created in "spontaneous" interactions are turned into hard, more legitimate and "real" positions established in academic institutions. I will discuss examples from my DISCONEX project and focus on how academic subject positions are consolidated through the uses of publications in scientific communities.

Johannes Angermuller is Professor of Discourse at the Centre for



Applied Linguistics at the University of Warwick. He coordinates DiscourseNet

(<http://www.discourseanalysis.net>) and is the PI of the ERC DISCONEX research group "The Discursive Construction of Academic Excellence" at Warwick and EHESS

(<http://www.johannes-angermuller.net/DISCONEX>). Having obtained a PhD from the Universities of Paris 12 and Magdeburg in 2003, he had taught at the University of Mainz, Germany. Coming from a background in linguistics and sociology, his publications include Poststructuralist Discourse Analysis (Palgrave, 2014) as well as The Discourse

Studies Reader, edited with Dominique Maingueneau and Ruth Wodak (John Benjamins, 2014). More on his work can be found at <http://www.johannes-angermuller.net>.