

Cardiff University
Centre for Language and
Communication Research
PGR Conference
17th-18th June 2019



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Conference Schedule

All presentations will take place in Hadyn Ellis 0.07. Breaks, lunches, and the poster session will take place in the Hadyn Ellis Exhibition Area.

Day 1 – 17th June

8:00-9:00	Tea & Coffee
9:00-9:10	Welcome: Dr. Gerard O'Grady
Session 1	Chair: David Griffin
9:10-9:35	Zainah Alshahrani
9:35-10:00	Banan Assiri
10:00-10:25	Paul Kelly
10:25-10:50	Lisa Pomfrett
10:50-11:10	Tea & Coffee
Session 2	Chair: Lucy Chrispin
11:10-11:35	Tina Pereira
11:35-12:00	Kate Steel
12:00-12:25	Manal Alharbi
12:25-12:50	Sabrina Toumi
12:50-13:00	Matthew Coombes
13:00-13:50	Lunch
Session 3	Chair: Banan Assiri
13:50-14:15	Yaser Altameemi
14:15-14:40	Rowan Campbell
14:40-15:05	Areej Dawood
15:05-15:30	Anfal Almarshd

Day 2 - 18th June

8:00-9:00	Tea & Coffee
Session 1	Chair: Kate Barber
9:00-9:25	David Griffin
9:25-9:50	Emily Powell
9:50-10:15	Zeen Al-Rasheed
10:15-10:40	Xin Dai
10:40-11:00	Tea & Coffee
Session 2	Chair: Emily Powell
11:00-11:25	Kate Barber
11:25-11:50	Vigneshwaran Muralidaran
11:50-12:15	Mashaël Assadi
12:15-12:40	Essam Alfayyadh
12:40-14:10	Lunch & Poster Session ¹
Session 3	Chair: Kate Steel
14:10-14:35	Aeshah Alnemari
14:35-15:00	Katerina Krykoniuk
15:00-15:25	Lucy Chrispin
15:25-15:45	Tea & Coffee
15:45-16:45	“What’s Next” Panel
16:45-17:05	Tea & Coffee
17:05-17:45	PGR Forum
18:00	Dinner at Katsuri (129 Crwys Road, CF24 4MG)

¹ The poster session will showcase work by Hamed Aljemaily, Nasser Alqahtani, Wael Alqahtani, Aurora Goodwin, and Elisa Ramírez Pérez.

Book of Abstracts

Essam Alfayyadh

To be confirmed

Manal Alharbi

Lexical Access in Bilingual Speech Production ‘the hard problem’: A New Evidence from Masked Priming of Picture Naming

Past psycholinguistic research on bilingual word production investigating the manner and the locus of language selection process has been performed using the Picture –Word Interference, Language mixing/switching and phoneme monitoring paradigm. The discrepancy in the findings of these studies might be attributed to task-related flaws (Costa et al. 2006; Kroll et al. 2010). Thus, in this paper the masked priming paradigm in a picture naming task was used to investigate lexical access in bilinguals with different script namely Arabic-English speakers, a group never been investigated in bilingual lexical access studies. It also investigated whether proficiency level would modulate the cross-language activation. Subject were asked to name cognate and non-cognate pictures that were preceded by a masked L1 prime word. Prime words were either related (i.e. the name of the picture in L1) or unrelated. Results showed a significant priming effect for cognates and non-cognates when preceded by related masked primes. This was interpreted as evidence that non-target lexical nodes were active and do not compete for selection. An interesting finding was that when naming cognates, the non-target lexical node activated only shared phonemes that facilitate the naming process. This was interpreted as evidence that the selection process takes place at the lexical level and that the non-target lexical nodes were not fully phonologically encoded.

Biography

Manal Alharbi is a third-year PhD student in the School of English Language, Communication & Philosophy (ENCAP) at Cardiff University. She holds a BA in English language and Literature (Distinction) awarded from King Abdulaziz University/ Saudi Arabia (2001). She received an MSc in Developmental Linguistics from the University of Edinburgh (2011).

Her main research interest is in how bilingual adults maintain two languages in their brain. She is currently under the supervision of Dr Michelle Aldridge-Waddon looking at the process of written lexical access by adult bilinguals whose languages have different scripts namely Arabic and English.

Anfal Almarshd

The Discursive Construction of Muslim Identities in Contemporary American Comedic Sketches

This study focuses on how 'Muslim' identities can be constructed, negotiated and changed in contemporary sketch comedy, grounded in the assumption that identity is not given, but continually constructed linguistically in discursive performances (Bamberg et al., 2011). More specifically, the study examines the discursive construction of Muslim identities in the comedic sketches in the famous show *Saturday Night Live (SNL)* between 2008 and 2018, focusing on the relationship between humour and stereotypes. The examination applies a combination of different analytical tools and approaches to carry out an in-depth textual and visual analysis. Corpus methods are used as a first stage of the analysis to identify the salient aspects and topics that receive the most attention when it comes to 'Muslims' in *SNL* sketches. This is followed by a qualitative analysis utilising Koller's analytical framework (2014) to examine the multiplicity of levels involved in discourse starting from the textual level and linking the linguistic findings to the wider discursive and socio-cognitive contexts. Incorporated into the framework are aspects of multimodal analysis, in order to examine the visual elements of the sketches. Such analysis aims to illuminate how the moment-by-moment design choices at the micro level represent and (re)construct identities as well as ideologies at the macro levels (Koller 2014).

Bamberg, M., De Fina, A. and Schiffrin, D., 2011. Discourse and identity construction. In *Handbook of identity theory and research* (pp. 177-199). Springer, New York, NY.

Koller, V., 2012. How to Analyse Collective Identity in Discourse-Textual and Contextual Parameters. *Critical Approaches to Discourse Analysis across Disciplines*, 5(2).

Biography

Currently in my second year of PhD. I have a BA in English Language and Literature from King Saud University, an MA in Literary Linguistics from University of Birmingham and an MA in Language and Communication Research from Cardiff University. The focus of my PhD research is discursive construction of Muslim identities in contemporary US comedic sketches.

Aeshah Alnemari

Analysing Affective Factors in Relation to Students' Achievement and Behaviour in EFL in Saudi Arabia

Considerable amount of research has been carried out to investigate language learning variables, but little attention has been paid to examining the correlation among language learning variables. My study focuses on the correlation of several 'affective' language learning factors (attitudes, motivation and anxiety) in the process of learning English as a foreign language (EFL), and the relation of each of these variables to secondary school students' level of achievements and behaviour (year 10, 11 and 12, aged 16, 17 and 18, respectively) in the Saudi context. 133 students participated in this study. This issue is addressed on the basis of Deci and Ryan's (1985) Self Determination Theory of motivation. This work is likely to have an impact on reforming education policies in Saudi Arabia since the implementation of this study coincides with an era of reform. This study is based on mixed methods approach using questionnaires and semi-structured interviews. In this talk, I will present the findings of the quantitative part of my study, based on the data collected from the questionnaires, which explain the correlations among the study's variables.

Deci, E. L. and Ryan, R. M. 1985. *Intrinsic Motivation and Self-Determination in Human Behaviour*. New York, NY: Plenum.

Gardner, R.C. et al. 1997. Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal* 81(3), pp.344-362.

Biography

Mrs Aeshah Alnemari is a second-year PhD student at Cardiff University under the supervision of Dr Sara M. Pons-Sanz.

Zeen Al-Rasheed

Negative and positive evaluative language: A comparative study on British news reports of the ISIS conflict in Iraq and Syria using Appraisal theory.

The core of this study is evaluative language. Language conveys attitude towards an individual, situation and other beings or objects and is both subjective and exists within a societal value-system (Hunston 1994: 191). Appraisal resources are deployed to negotiate social relationships, by informing the audience of the writers' feelings concerning individuals and things (Martin and Rose, 2003: 22).

Currently, my focus is on investigating whether the British journalistic accounts of Iraq and Syria produce similar or different evaluation patterns, types of group identities as well as types of the voices involved. I use Martin and White's Appraisal theory (2005) in order to map evaluations that are construed in the English texts. Martin and White (2005) have developed a framework which comprises three semantic areas; traditionally referred to as emotion, ethics and aesthetics. The appraisal system is organised as three interacting fields: '*attitude*', '*engagement*' and '*graduation*'.

For the purpose of examining the similarities and/or differences of the evaluative patterns, types of group identities and the engaged voices on six selected British texts related to the ISIS conflict in Iraq, I have deployed the three main systems of Appraisal Theory: '*attitude*', '*engagement*', and '*graduation*' including their sub-systems except one of attitude's sub-systems that is of '*appreciation*' as I found not many examples within the data I have analysed. The analysis to date indicates that the journalists in these selected texts have deployed similar evaluative patterns with few exceptions. With regard to the types of group identities, there are three main groups: the victims group, the friendly group, and the opponent group. The voices included varies between politicians, UN staff members, Iraqi MPs, Iraqi and British clergy men, fleeing Christians and Yazidi civilians and Kurdish peshmerga fighters.

Hunston, S., 1994. Evaluation and organisation in academic discourse. In M. Coulthard (Ed), *Advances in Written Text Analysis* (pp.191-218). London: Routledge.

Martin, J.R. and Rose, D.2003. *Working with Discourse: Meaning beyond the clause*. London: Continuum

Martin, J.R. and White, P.P.P., 2005. *The Language of Evaluation: Appraisal in English*. New York: Palgrave Macmillan.

Biography

Zeen Al-Rasheed is a fourth year PhD student in the School of English Language, Communication and Philosophy in Cardiff University. In 2013-2014, she was awarded an MA degree in Language Communication Research from the same school. Before pursuing her PhD, she has obtained a BA in Management from Administration & Management College in Mosul University/Iraq in 1987-1988. And later on another BA in English Language from Salahaddin University in Erbil/Kurdistan Region in 2003-2004. In 2009-2010, she has been awarded an MA degree in English Language at the same University.

A Corpus Approach to Intersectional Identity: A Case Study of 'Saudi Women' in BBC News Discourse

The study at hand aims to explore Saudi women identity construction in BBC news discourse between 2008 and 2018. An intercategory complexity² approach (McCall 2005) has been integrated with corpus methods and aspects of van Leeuwen's social actor representation framework (2008) to explore the intersectionality of the social identity (McCall 2005; Yuval-Davis 2011) and the created social structures linked to it (Weldon 2008). First, a quantitative analysis has been conducted using the corpus methods of frequency lists and keyness to deconstruct the intersectional Saudi women identity, and to identify the other actors' sub-categories. The second part of the analysis was a qualitative lexical and grammatical analysis of 'wom*n' collocates and word sketching of other interacting actors. The most interesting collocates were then studied within the concordance lines to explore the discourse prosody (Stubbs, 1996, 2001) and accordingly know how participants are represented and evaluated in discourse.

The frequency lists and the (multi) keywords analysis allowed to explore the main interlocked dimensions of the examined identity. In addition, different subcategories of complex identities of men and women have been investigated and categorised according to the intersectional complexity of their identities. The collocational and concordance lines analysis uncovered the relationships between the social actors and the created structures. Likewise, the hierarchical relationship between the different categories of the actors has been documented.

McCall, L. 2005. The Complexity of intersectionality. *Signs* 30(3), pp.1771– 1800.

Stubbs, M. 1996. Text and corpus analysis. Oxford: Blackwell.

Stubbs, M. 2001. Texts, corpora and problems of interpretation: A response to Widdowson. *Applied Linguistics*, 22, pp.149–72.

Van Leeuwen, T. 2008. *Discourse and Practice: New tools for critical discourse analysis*. New York: Oxford University Press.

Weldon, L. (2008) Intersectionality. In G. Goertz and A. Mazur (eds) *Politics, Gender and Concepts: Theory and Methodology*, pp. 193–218. Cambridge: Cambridge University Press

² This approach explores the searched identity in relation to other interacting identities and document relationships of inequality among them.

Yuval-Davis, N. (2011) *The Politics of Belonging: Intersectional Contestations*. London: Sage.

Biography

Zainah Alshahrani is a third-year PhD student. She holds BA in English Language and Literature. She received MA in Linguistics from King Abdulaziz University/Saudi Arabia, and MA in Language and Communication Research from Cardiff University. The student's main interests are discourse analysis and corpus Linguistics. She is currently working on 'Saudi women Representation in BBC News Discourse, under the supervision of Prof. Michael Handford.

Representation of responses to a political crisis: a study on the UK parliament response towards the Syrian crisis

In my current project, I investigate the strategic use and negotiation of key terms such as “military action” and “intervention” at the time of the first and second UK parliamentary votes to take action in response to the Syrian crisis. The first vote, to authorise the principle of UK military action in response to the use of chemical weapons (CW) in Syria, was defeated on 29th August 2013; and the second vote, to authorise UK airstrikes in response to the role of ISIL in Syria, was passed on 2nd December 2015.

The main data for the research comprises the Prime Minister’s and Leader of the Oppositions’ speeches during the two parliamentary debates. I shall analyse each of these according to Fairclough & Fairclough’s (2012) practical reasoning approach to see how the speakers construct and legitimise different understandings of the key terms at risk through the argumentation strategies they employ and the semantic networks they establish. By means of this approach I show that the meanings of “military action” and “intervention” do not shift through their own momentum but as a result of numerous micro-interactions in context as this issue has been problematised by several scholars (e.g. Baker et al. 2008; Reisigl & Wodak 2009; van Dijk 2003). However, it is also the case that these micro-interactions respond to and reconstitute the wider discourses around them. Analysing the relationship between individual instances and the corpus is therefore not simply a question of tokens and types but an issue of *scales* (Blommaert 2015). In this talk, I will focus on presenting a sample of my findings that shows how the press construal of the situation in Syria around the time of the votes as a way of evaluating the discursive environment in which the debates took place. Further, adopting the lens of scales, I will show how the different speakers draw on aspects of the popular discourse to construe the concepts of “military action” and “intervention” according to their respective political positions.

Baker, P., Gabrielatos, C., Khosravini, M., Krzyżanowski, M., McEnery, T., & Wodak, R. (2008). A useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press. *Discourse & Society*, 19(3), 273-306.

Blommaert, J., 2015. Chronotopes, scales, and complexity in the study of language in society. *Annual Review of Anthropology*, 44, pp.105-116

Fairclough, I., & Fairclough, N. (2012). *Political Discourse Analysis: A Method for Advanced Students*. London and New York: Routledge.

Reisigl, M., & Wodak, R. (2016). The discourse-historical approach (DHA). *Methods of critical discourse studies*, 24-58.

Van Dijk, T. A. (2003). Knowledge in parliamentary debates. *Journal of language and politics*, 2(1), 93-129.

Biography

I am a fourth year PhD student under the supervision of Professor Tom Bartlett and Dr Lisa El Refaie. Currently, I am trying to bring things of my research together. I completed my MA's degree in Applied Linguistics at the University of Newcastle (Australia) in 2011. I worked as a lecturer at the University of Hail before starting my PhD program at Cardiff University.

The Iconicity of the Emotive Hijazi Non-Lexical Sounds

Hijazi Arabic contains non-lexical sounds (NLSs) that constitute utterances which convey speaker's emotions and mental states. For example, **afa!** conveys disappointment, **jiʕ!** conveys disgust, etc. My study investigates the relationship between Hijazi NLSs (HNLSs) and their meanings by considering them as semiotic signs. A sign is a thing which refers to something else.

Saussure (1916) states that signs are arbitrary. However, he allows for some exceptions such as interjections. NLSs are similar to interjections, as both of them are “spontaneous expressions of reality dictated ...by natural forces” (ibid 69). Poggie (2009) goes further and argues that interjections contain a particular performative and propositional content showing the interaction between the socio-cultural and intrapersonal aspects of language. Like interjections, NLSs are expressive speech with unusual vocalizations depending on situational and socio-cultural contexts.

This study elicited the meanings of 34 HNLSs from Hijazi speakers through an open questionnaire. I classify their answers to explore the iconicity of those HNLSs and map them by dividing them into two categories: expressive and conative. Currently, I will focus on the expressive emotive HNLSs. The data analysis shows that the HNLSs of every emotion are similar in their physical vocalizations. Specific emotion motivates the speakers to shape their mouth in a specific way. Speakers produce those NLSs which have unusual phonological structures to communicate these meanings (c.f. Darwin 1872: 83, 91). I will illustrate how Peirce's theory of firstness, secondness and thirdness can explain how the physical vocalization which relates the thoughtless feeling conveyed by the NLS to the idea expressed through the secondness.

Ameka, F. K. (2006). Interjections. In K. Brown (Ed.), *Encyclopedia of language & linguistics* (2nd ed., pp. 743-746). Oxford: Elsevier.

Darwin, C. (1872). *The expression of the emotions in man and animals*. London: HarperCollins.

Peirce, C. S. (1931-58): *Collected Writings* (8 Vols.) (Ed. Charles Hartshorne, Paul Weiss & Arthur W Burks). Cambridge, MA: Harvard University Press.

- Poggi I. (2009). The language of interjections. In: Esposito A, Hussai A, Marinaro M, Martone R (eds), *Multimodal signals: cognitive and algorithmic issues* (pp. 170-186). Lect Notes Comput Sci Ser. Springer, Berlin.
- Saussure, F. d. ([1916] 1974): *Course in General Linguistics* (trans. Wade Baskin). London: Fontana/Collins.
- Wharton, T. (2003). Interjections, language and the 'showing-saying' continuum. *Pragmatics and Cognition* 11, 39-91.
- Wierzbicka, A. (1992) The semantics of interjection. *Journal of Pragmatics* 18: 159-192.

Biography

Mashaël Assaadi is a 4th year PhD student in linguistics at Cardiff University. In 2015, she earned her MA (Hons) in Linguistics-Applied Linguistics from California State University-Fullerton. In 2011, she received her BA (Hons) in English Language and linguistics from King Abdul-Aziz University- Saudi Arabia. Mashaël's research interests include semiotics, dialectology, phonetics, phonology, sound symbolism, iconicity of language and cross-linguistic comparison, everyday conversation analysis.

Banan Assiri

Cross-Culturalism in Global News: Corpus-Assisted Critical Discourse Analysis of the News Reports of the 'Arab Spring'.

From Tunisia and rapidly across Egypt, Yemen, Bahrain, Libya and Syria, and recently in Algeria and Sudan, the 'quest for democracy' movements that became popular in international media as the 'Arab Spring' attracted global media interest. Besides their production and reception variation, international news media may generate different emphases of the same event and assert different forms of narration to support particular political and social perspectives. In this talk, I employ both corpus linguistics and critical discourse analysis to discuss how reporting of the same events by the same news outlet in two languages may lead to a varied and contradictory view of particular political and social actions or actors. This is of interest because it may problematize the notion that an individual news source has a coherent story or stance. Using discourse prosody (Stubbs 2001) and Appraisal theory (Martin & Whites 2005), the evaluative representation of protestors in the 'Arab Spring' in the Arabic- and English-language articles of two international news outlets, Aljazeera and the BBC, are investigated to reveal some underlying mediated ideological meanings behind the representations. This evaluation analysis of the cross-cultural corpora reveals a downscaling of news audience cultures. Also, in both Aljazeera and BBC, there is evidence of how discourse features were changing to index legitimacy at the representation of social actors in the 'Arab Spring' from a contrasting cross-cultural perspective.

Martin, J.R. and White, P.R., 2005. *The Language of Evaluation : Appraisal in English*. Basingstoke: Palgrave Macmillan.

Stubbs, M., 2001 *Words and Phrases: Corpus Studies of Lexical Semantics*. Oxford: Blackwell

Biography

Banan is a PhD student in her third year at Cardiff University in the Centre of language and Communication Research (CLCR). She had her BA degree in English and Translation Studies (King Khalid University/2012) and her master's degree in applied Linguistics (Cardiff University/ 2016). Banan PhD research is under the supervision of Prof. Michael Handford and is about 'the representation of Arab Spring's social action and actors in Arabic and English online news reports using multimodal corpus-assisted methods.

Kate Barber

Reframing Rape: Investigating Identities and Alternative Rape Culture in Extremist
Discourses Online

Linguistic analyses of far-right discourses have traditionally focused on nationalist rhetoric or racist and ethnoreligious-based invective (see, for example: Brindle 2016). The explicit anti-feminist stance held by some far-right groups, specifically in relation to sexual offences against women, remains underexplored. This paper outlines initial findings from an ongoing corpus-assisted critical discourse analysis of blog posts on sites identifying as belonging to the Alternative Right (Alt-Right) or the right-wing men's activist movement known as the *Manosphere*. While these factions can be distinguished by their primary concerns towards racial diversity (Alt-Right), and men's rights (Manosphere), this study aims to highlight how their discourses converge in their portrayal of victims and perpetrators of sexual violence against women.

The presentation focuses on three main areas: (1) the corpora and how they were tagged using XML to ensure the use of group-specific neologisms and metonymy were incorporated into the analysis; (2) the overlaps in ascribed and inhabited identities in Alt-Right and Manosphere narratives; and 3) how rape and sexual assault are reframed in these narratives to promote white male victimhood. This shared alternative rape culture often excuses sexual violence; shifts responsibility in line with the wider ideologies which the Alt-Right and those in the Manosphere promote; and provides the 'gateway drug' (Romano 2016) said to be radicalising men from the Manosphere into the extreme far right.

Brindle, A. (2016). Cancer Has Nothing on Islam: A Study of Discourses by Group Elite and Supporters of the English Defence League. *Critical Discourse Studies*. 13(4). pp. 444-459.

Romano, A. (2016). 'How the alt-right's sexism lures men into white supremacy.' Vox, 14th December 2016. Available online at: <http://www.vox.com/culture/2016/12/14/13576192/alt-right-sexism-recruitment>

Biography

Kate completed her LLB degree in Law at the University of Southampton before going into teaching. She spent seventeen years teaching EFL, EAP, ESP and Tort Law in Further and

Higher Education as well as teaching Legal English to international solicitors in private firms in London. She developed her interest in language and the law by doing a part-time MA in Forensic Linguistics from 2015-2017 and focused on issues relating to online hate speech, sexual violence and harassment, and consent in rape cases. Kate is continuing in these areas of research and is now in the second year of her PhD, looking at discourses on sexual violence within far-right and Manosphere online blogs.

Rowan Campbell

The (ing) variable: Generational change in Cardiff English

This paper will analyse the sociolinguistic feature (ing), variation of which is found in nearly all dialects of English, but which has rarely been examined in terms of generational change. The non-standard variant /ɪn/ at the end of multisyllabic words is commonly known as ‘g-dropping’ and represented orthographically as **walkin’**. Work in other urban centres in the UK has shown a reduction in the use of some traditionally local variants in favour of ‘supralocal’ and/or standard forms amongst younger speakers, known as dialect levelling. As such, this paper will compare change across apparent time in Cardiff English by examining the (ing) variable.

An auditory analysis has been carried out on 2687 tokens of this variable from my corpus of Cardiff English speech. Results show that younger speakers use significantly less of the non-standard variant /ɪn/ than older speakers. Figures for the younger group are similar to those reported in London-born adolescents by Meyerhoff and Schlee (2012) which could suggest a wider generational turn away from the non-standard variant across the south of the UK. Additionally, younger speakers educated in Welsh use significantly less /ɪn/ than English-educated speakers. These findings will be discussed in relation to the Cardiff context specifically, and the wider context of dialect levelling in the UK.

Meyerhoff, M. and Schlee, E. 2012. Variation, contact and social indexicality in the acquisition of (ing) by teenage migrants. *Journal of Sociolinguistics* 16(3): 398–416.

Biography

I am a third year PhD student investigating changes in the Cardiff accent and dialect over time. I am currently working with Forced Alignment and Vowel Extraction software in order to examine differences in vowel realisation across individuals and groups.

Exploring the lexico-grammatical interface of intransitive verb constructions

Within the theory of Systemic Functional Linguistics (SFL), Halliday (1994) proposes six process types that each represents a different experience. These process types are concerned with the transitivity system, and are formed from the lexico-grammatical interface of the verb and surrounding participants and circumstances. Whilst some instances of language fit neatly into a specific process type category, others are not always obvious, and this can lead to discrepancies in process type analysis (O'Donnell et al. 2009). Ambiguity in process type classification is especially true for behavioural processes, as there are no reliable lexico-grammatical reactances to distinguish them from other processes, and in particular from material processes that are intransitive. This paper seeks to increase our understanding of the nature of behavioural processes, as a clause pattern, and in doing so, attempts to identify any lexico-grammatical reactances that can be used to differentiate behavioural processes from other processes, with a particular focus on intransitive material processes. The data includes a sample of fifteen verbs that typically occur in behavioural processes, such as *talking* and *crying*, as well as a case study of the three intransitive material processes *walking*, *working*, and *playing*. The paper highlights the value in using Hanks' (2004) Corpus Pattern Analysis (CPA) combined with aspectual analysis (Van Rompaey 2013, pp.181–219) to reveal more about the lexico-grammatical properties of the behavioural process, and directly addresses the similarities and differences revealed between behavioural and intransitive material processes.

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. 2nd ed. Edward Arnold.

Hanks, P. 2004. Corpus Pattern Analysis. *Proceedings of the 11th Euralex International Congress*, pp. 87–98.

O'Donnell, M. et al. 2009. A survey of process type classification over difficult cases. In: Jones, C. and Ventola, E. eds. *From Language to Multimodality: New Developments in the Study of Ideational Meaning*. London: Continuum, pp. 47–64.

Van Rompaey, T. 2013. The development of P + NP + of/to + V(ing) progressive aspect markers.

Biography

Lucy Chrispin is a postgraduate researcher at Cardiff University in the Centre of Language and Communication Research (CLCR). Her research interests include functional grammar, construction grammar and corpus linguistics, with a particular focus on the nature of verb classes and verb constructions. Her PhD thesis, supervised by Lise fontaine, intends to develop our understanding of what are called *behavioural* verb constructions in Halliday (1994), which include bodily processes such as coughing, laughing, dreaming, and listening.

Matthew Coombes

Following on from the first year of my (part-time) PhD, the previous 12 months has seen the completion of a pilot stage that has given significant insight and encouragement to the initial hypothesis of my research. Whilst highlighting some efforts that could be best spent elsewhere in the study, the data have shown the overall direction proposed to yield the desired results.

Stating that a revised methodology of using constructed language would maintain a more accurate representation of affective response in the speech signal, the pilot study consisted of three sets of stimuli - each of which containing different levels of recognisable grammar and syntax - with the third (constructed language) set reduced to minimal values, thus meaning English was in no way distinguishable from the spoken words.

Following a minimum of 20 independent responses for each stimuli set, the results showed a clear trend of consistent increasing, or decreasing affect between the three sets, thus evidencing that the removal of the aforementioned components serves to augment awareness of the speech signal as a result of reduced cognitive attention to the lexical content.

Analysis of the data suggests the cognition effects present in the stimuli with greater levels of recognised syntax and grammar served to remove the acknowledgement of aesthetic recognition from the perceived voice. Further analysis of the results alongside the component variables used in the study, including age, gender and musical ability also indicated promising correlation between such demographics and the recognition of affect.

Biography

Following completion of degrees in Music, Design and Digital Animation, I discovered my passion for linguistics through the works of JRR Tolkien - specifically his invented languages. This encouraged a further degree (Linguistics) at De Montfort, which gave me the opportunity to discover just how influential aesthetics have become in modern day communication. This concluded with the publishing of my first book, *The Elvish Writing Systems of JRR Tolkien* - the content for which required a significant amount of research through collaborative contact of like-minded scholars. From this point, a PhD was a logical progression in further establishing my work.

Xin Dai

An Exploration of Judges' Sentencing Practice: Appraisal analysis of 6 sentencing remarks of murder cases in England and Wales

An understanding of judges' sentencing practice would help to achieve the highly valued ideal of justice: treating like case in a like manner. However, empirical studies on judges' sentencing practice face obstacles. Judges would explain their legal decision making as an artful practice based on 'instinctive synthesis' (Freiberg 1995; Hutton 2006; Ashworth 2015). And judges are often suspicious, if not hostile, to "anyone (especially academic researchers), asking questions and exposing the limitations of their practice" (Tata 2002, pp.410–411).

Therefore, my study approaches judges' sentencing practice by focusing on their language use in sentencing remarks. In sentencing remarks, judges are required (by law) to give their reasons for sentencing decisions. Judges weighing of case facts is the basis for their sentencing decisions. Such weighing of case facts is best captured by examining how judges evaluate these case facts and how they engage with potential dialogic partners when presenting these contents. The two aspects are examined by using two subsystems from Martin and White's (2005) Appraisal framework, i.e. attitude and engagement, as a tool. In my presentation I will present my findings on how resources of attitude and engagement are deployed in my dataset.

Ashworth, A. 2015. *Sentencing and criminal justice*. 6th ed. Cambridge: Cambridge University Press.

Freiberg, A. 1995. Sentencing reform in Victoria: a case study. In: Clarkson, C. and Morgan, R. eds. *The politics of sentencing reform*. Oxford: Clarendon Press, pp. 51–94.

Hutton, N. 2006. Sentencing as a social practice. In: Armstrong, S. and McAra, L. eds. *Perspectives on punishment: the contours of control*. Oxford: Oxford University Press, pp. 155–174.

Martin, J. and White, P. 2005. *The language of evaluation: appraisals in English*. Basingstoke: Palgrave Macmillan.

Biography:

I received my MA in language and communication from Cardiff University and then start my PhD. Before coming to Cardiff I had been teaching English in a university in China. My research interests include systemic functional linguistics, discourse analysis, and forensic linguistics.

Mitigation in Parliamentary Discourse: A Pragmatic Study of Talk and Interaction

In the pragmatic literature, the relationship between mitigation and parliamentary discourse has received little attention. Prior studies have treated mitigation as a means of reducing potential Face Threatening Acts (FTAs) during interaction to avoid conflict (e.g. Brown and Levinson, 1987). However, mitigation cannot be used to serve this function in contexts where FTAs are intentionally performed (Pérez de Ayala, 2001). Therefore, this study attempted to extend mitigation research to adversarial parliamentary discourse, using Prime Minister's Questions (PMQs) in the British Parliament as data. The aim of the study was to account for how mitigation is used in PMQs interaction, which is constrained by institutional rules of parliamentary language. To answer this question, a qualitative pragmatic approach was used to investigate the linguistic resources that serve as mitigation and their discursive functions in relation to Locher and Watts' (2005) 'relational work'. The analysis revealed that mitigation is employed strategically by the political leaders to achieve three discursive purposes. First, it is used as a means of persuasion to 'score points', and hence, preserve and enhance speaker's face; second, it is used as a technique to adhere to the institutional conventions of parliamentary language and thus, the leaders' behaviour remain within the scope of appropriateness; and third, as a method of avoiding responsibility of directly performing FTAs, and thus, challenge and undermine the opponent's face and credibility. These findings indicate that mitigation strategies are not necessarily used for politeness per se during the interaction, but rather for displaying politic/appropriate behaviour.

Brown, P. & Levinson, S. (1987). *Politeness. Some Universals in Language Usage*.
Cambridge: Cambridge University Press.

Locher, M. & Watts, R. (2005). Politeness theory and relational work. *Journal of politeness research*. 1, pp. 9-33.

Pérez de Ayala, S. (2001). FTAs and Erskine May: Conflicting needs? Politeness in question time. *Journal of Pragmatics*. 33 (2), pp. 143–169.

Biography

Areej S. Dawood is a fourth year PhD student in the Centre of Language Communication Research at Cardiff University. Her research interest is in politeness and discourse analysis. She obtained her BA from University of Baghdad, Iraq before becoming a teacher in a secondary school in 1990. After 12 years of teaching English as a foreign language there, she pursued her master study in linguistics and obtained her degree in 2005 from University of Diyala, where she started teaching English for year one engineering students. After seven years of teaching at the university, she commenced her studies at Cardiff University. She is currently conducting research on mitigation strategies in parliamentary discourse.

Bloody Thumbprints, Quantum Grammar, and “Freemen Upon the Land”: A Novel
Methodology for the Analysis of Sovereign Citizen Pseudolegal Documents

The Sovereign Citizen movement is a loosely-organized group of anti-government conspiracy theorists that exists around the world. Sovereign Citizens have developed their own system of complex pseudolegal discourse that they employ as part of their interactions with courts and the wider legal system (Laird 2014). Though the documents they produce may at first glance resemble those found in the regular legal process, they often contain a variety of unconventional features including nonstandard usage of grammar and punctuation, highly specific arrangements of red thumbprints and postage stamps, and even blood used as ink, all of which mark them as something decidedly distinct (Anti-Defamation League 2016). Religious studies scholars have proposed that these documents are better thought of as instances of ritual magic practice in which Sovereign Citizens attempt to appropriate the institutional authority of the legal system and use it against itself (Wessinger 1999). This paper describes a novel methodology designed to analyze the complex intertextual relationship between the pseudolegal writings of the Sovereign citizen movement, legitimate legal documents, and ritual magic. Drawing variously upon the fields of multimodal corpus linguistics (Bateman 2008), genre analysis (Bhatia 2004), and semiotics (Kress and Van Leeuwen 2006), this approach provides an adaptable mixed methods framework with which to compare such multimodal informationally-dense genres. This paper will discuss the results of a recent pilot study and its findings regarding the relationship between the three above-mentioned genres as well as the suitability of the method for use in linguistic analysis more generally.

Anti-Defamation League 2016. *The Sovereign Citizen Movement: Common Documentary Identifiers & Examples*. Anti-Defamation League. Available at:
<https://www.adl.org/sites/default/files/documents/assets/pdf/combating-hate/Sovereign-Citizen-Documentary-Identifiers.pdf>.

Bateman, J.A. 2008. *Multimodality and genre: a foundation for the systematic analysis of multimodal documents*. Basingstoke; New York: Palgrave Macmillan.

Bhatia, V.K. 2004. *Worlds of written discourse*. London; New York: Continuum.

Kress, G.R. and Van Leeuwen, T. 2006. *Reading images: the grammar of visual design*. 2nd ed. London; New York: Routledge.

- Laird, L. 2014. 'Sovereign citizens' plaster courts with bogus legal filings--and some turn to violence. Available at:
http://www.abajournal.com/magazine/article/sovereign_citizens_plaster_courts_with_bogus_legal_filings/ [Accessed: 5 January 2018].
- Wessinger, C. 1999. Religious Studies Scholars, FBI Agents, and the Montana Freeman Standoff. *Nova Religio: The Journal of Alternative and Emergent Religions* 3(1), pp. 36–44.

Biography

David Griffin is an American attorney and current PhD candidate in Cardiff University's Centre for Language and Communication Research, where he is supervised by Dr. Chris Heffer and Dr. Dawn Knight. He received a Bachelor of Arts in Communications from Northwestern University, a Master of Arts in Forensic Linguistics with Distinction from Cardiff University, and a Juris Doctor from Boston University. David's primary area of research interest is the use of language in legal settings.

Paul Kelly

The Mandelbrot Set and the Ideology of Design: Modelling the Intertextuality of Language.

The Mandelbrot Set, a complex structure based on simple principles, provokes fascinating philosophical debate crossing multiple fields such as mathematics, psychology and aesthetics (for example, Street et al. 2015). With reference to the mathematical union of simplicity and complexity, I suggest that simple fractal principles might be used to demonstrate the exponential complexity of semiotic systems. Specifically, the notion of the fractal when applied to intertextuality (Bakhtin 1986 and Kristeva 1986) helps to graphically convey the iterative web-like quality underlying the term. I argue that past diagrams used in theorising language and society are either too simplistic (in the sense of limited iterative power (i.e. Fairclough 1989)) or overly complicated and theoretically inefficient (i.e. Reisigl and Wodak 2009). The graphic representation of intertextuality shows that by observing different types of “simplicity”, Occam’s Razor might be a useful notion for semantic study, but it also provides a comparative example to identify positivist ideologies in the multimodal expression of theory.

Bakhtin, M. M. 1986. *Speech genres and other late essays*. Austin: University of Texas Press.

Fairclough, N. 1989. *Language and Power*. London: Longman.

Kristeva, J. 1986. *The Kristeva reader*. Oxford: Blackwell.

Reisigl, M. and Wodak, R. 2009. The discourse-historical approach. In: Wodak, R. and Meyer, M. eds. *Methods of critical discourse analysis*. London: Sage, pp. 87-121.

Street, N., Forsythe, A. M., Reilly, R., Taylor, R. and Helmy, M. S. 2016. A complex story: Universal preference versus individual differences shaping aesthetic response to fractal patterns. *Frontiers in human neuroscience* 10, DOI: 10.3389/fnhum.2016.00213.

Biography

Paul Kelly received a degree in linguistics at the University of Salford before going on to complete a masters degree in Language and Communication Research here at Cardiff University. His MA thesis explored mediatisation processes in the practices of New Labour and the modern Conservative Party by looking at Transitivity patterns in the speeches of

Tony Blair and David Cameron. He continues to pursue the meaning of 'media spin' for democracy in his current research which uses the social actor network to investigate texts on welfare reform.

Productivity in word formation grammar

In linguistic research, productivity is one of the less studied aspects of linguistic systems. With the development of cognitive theories, it has become apparent that the question of productivity should be dealt with as it might reveal an important truth about the underlying mechanisms of linguistic processes, thus, revolutionizing our understanding of the nature of language. In terms of practical implications, the study of productivity would allow linguists to model languages efficiently and to make predictions with the high degree of precision.

Accordingly, the concept of productivity is central in derivational morphology. First, productivity helps to account for the variability and gradation of morphological phenomena (Bod et.al. 2003: 5). On the other hand, it allows language users to unintentionally coin an uncountable number of formations (Baayen 2003: 234). In addition, recent studies of productivity have shown a strong relationship of morphological productivity to parsing of words in perception (Hay & Baayen 2001) and type frequency (Bybee 1985, 2007). The revived interest in morphological productivity has become possible thanks to novel probabilistic approaches widely used in computer sciences.

In my talk, I will discuss how productivity is interpreted in modern cognitive approaches. By using the method of formal morphological analysis developed by Bratchikov et al. (1958) and Tyschenko (2003) for the needs of machine translation I will redefine the concept of type frequency in a word formation grammar so that the quantification of productivity is facilitated. I will also introduce the concepts of type and token valencies and their role in the degree of productivity.

Baayen, H. Probabilistic approaches to morphology. In: *Probabilistic linguistics*. Cambridge, Massachusetts: The MIT Press, pp. 229-287.

Bod, R. (2003). Introduction to elementary probability theory and formal stochastic language theory. In: *Probabilistic linguistics*. Cambridge, Massachusetts: The MIT Press, pp. 11-38.

Bybee, J. (1985). *Morphology: A study of the relation between meaning and form*. Amsterdam: Benjamins.

Bybee, J. (2007). *Frequency of use and the organization of language*. New York: Oxford University Press.

- Hay, J., Baayen, H. Parsing and productivity. In: *Yearbook of morphology 2001*, ed. Geert Booij and Jaap van Marle. Dordrecht: Kluwer Academic, pp. 203-235.
- Tyschenko, K. (2003). La morfologia formale del verbo italiano // *Lingua e letteratura italiana dentro e fuori la penisola*. Atti del III Congresso degli Italianisti Europei. – Cracovia, pp. 521-527.
- Братчиков И.Л. О структуре словаря и кодировке информации для машинного перевода / И.Л. Братчиков, С.Я. Фитиалов, Г.С. Цейтин. – Л.: Изд-во ЛГУ, 1958. – С.61-87. – (Материалы по машинному переводу).
- (Bratchikov, I., Fitialov, S., Tseitin, G. (1958). O structure slovarya i kodirovke informatsii dlya mashynnoho perevoda. Leningrad: Izd-vo LGU, pp. 61-87).

Biography

Kateryna Krykoniuk is a PhD Student in ENCAP. Her main theoretical interest concerns morphology, in particular word formation. She investigates morphological regularities and patterns that govern the organization of morphemes in word formation processes, and how the meaning of morpheme correlates with their form. Kateryna is an author of a few articles on formal morphology: *Semantics, Word Formation and Etymology of the Names of Mountains in Iran* (2013), *Word Formation Patterns and Lexical Capacity of Parts of Speech (on Typology of the Persian and Slavic Languages)* (2014), *Statistical and Morphological Regularities in Persian Word Formation* (2014), etc.

Vigneshwaran Muralidaran

Research Project: Unsupervised parser for Welsh with insights from Construction

Grammar

The goal of my research is to develop a grammar induction system for Welsh language by drawing insights from usage-based theories of grammar such as Cognitive Grammar and Construction Grammar. Towards that, a systematic literature review was conducted last year to investigate existing approaches to unsupervised grammar induction in terms of their theoretical underpinnings, practical implementations, and evaluation. This year I started attending an online course about neural networks

for Natural Language Processing (NLP) with the lecture videos and practice exercises accessible from Carnegie Mellon University website. After completing the course and the practice exercises, a suitable implementation methodology was identified for developing an unsupervised chunker. During the past four months I have implemented a chunker for English using a basic feed-forward neural network architecture with backpropagation. In this year's presentation I describe the approach to developing the chunker, the algorithm, parameters used for training, the experiments conducted, the evaluation methodology and the results obtained. While describing the experiments, I discuss about varying the test conditions by changing the data size, window length of the chunk, the features used for training, the constraints used to limit the number of possible valid chunk sequences used for training and how the system performs when the training environment is changed. Finally we discuss about how the chunker can be extended into a full parser using the same strategy.

Biography

I am a third year PhD student in ENCAP working on developing a Welsh parser as a part of the CorGenCC project. I am from India. I love learning different languages, backpack trips, reading books and I enjoy programming. I graduated with a Masters degree in Computational Linguistics from International Institute of Information Technology, Hyderabad (IIIT-H) in 2016. My Masters research was on formulating a Construction Grammar based computational framework to parse Dravidian languages and based on that I implemented a full parser for Tamil. I became interested in exploring the implications of treating language as a functional, usage-based system and how it can be exploited in Language Technology. Since 2017, I am enjoying my my project in ENCAP where I am working on developing an unsupervised full parser for Welsh drawing linguistic insights from my previous work. The project also gives me an opportunity to learn Welsh language and practice it.

Tina Pereira

An evaluation of how communication aids are used in Request-Response sequences to elicit new previously unknown information in police interviews with witnesses with a learning disability

When alleged victims or witnesses (WIT) with a Learning Disability (LD) are interviewed by the police in England and Wales, low technology alternative and augmentative communication aids are used to improve the quality of evidence (<http://www.legislation.gov.uk/ukpga/1999/23/enacted> 1999). These aids are typically introduced by a Registered Intermediary (RI), a communication specialist present in the investigative interview to facilitate communication between the vulnerable witness and the interviewing officer (IO) (Ministry_of_Justice 2015). Such aids have been used to augment spoken communication in a number of professional settings such as healthcare, by progressing and assisting the interaction (Hazell and Cockerill 2001; Wilkinson et al. 2011; Carlsson et al. 2014) but there is a dearth of research on their use in legal settings and the work here attempts to address this gap.

Using real police-witness with LD interview data, I analyse how aids are used in Request-Response sequences (Sacks et al. 1974) in two situations (i) episodes of repair and (ii) planned intervention, and evaluate how they facilitate the production of new previously unknown evidence (NPUI), thus positively impacting the quality of evidence in an ABE interview.

Carlsson, E. and Hartelius, L. and Saldert, C. 2014. Communicative strategies used by spouses of individuals with communication disorders related to stroke-induced aphasia and Parkinson's disease. *International Journal of Language & Communication Disorders* 49(6), pp. 722–735.

Hazell, G. and Cockerill, H. 2001. Communication Resources. In: Cockerill, H. and Carroll-Few, L. eds. *Communicating without speech: Practical Augmentative and Alternative Communication* London: Mac Keith Press, pp. 162-178.

<http://www.legislation.gov.uk/ukpga/1999/23/enacted>. 1999. *Youth Justice and Criminal Evidence Act 1999* London: <http://www.legislation.gov.uk/ukpga/1999/23/enacted> delivered by The National Archives. Available at: <http://www.legislation.gov.uk/ukpga/1999/23> [Accessed: 27-09-17].

Ministry_of_Justice. 2015. The Registered Intermediary Procedural Guidance Manual. In: Justice, M.o. ed. London: Ministry of Justice.

Sacks, H. and Schegloff, E. and Jefferson, G. 1974. A simplest systematics of the organization of turn-taking for conversation. *Language* 50(4), pp. 696-735.

Wilkinson, R. and Bloch, S. and Clarke, M. 2011. On the use of graphic resources in interaction by people with communication disorders. In: Streeck, J.a.G., C and LeBaron, C, ed. *Embodied Interaction: Language and Body in the Material World*. Cambridge: Cambridge University Press, pp. 152-168.

Biography

Tina Pereira is a part time PhD student evaluating the impact of communication aids on the quality of evidence elicited by a witness with a Learning Disability during a police investigative interview. Her undergraduate degrees are in Speech and Language Therapy (SLT).

She previously worked as a SLT for many years, initially overseas and later with the NHS. Her area of clinical specialism is complex Learning Disability. She trained as a Registered Intermediary (RI) with the Ministry of Justice (MoJ) in 2007 and now works with vulnerable witnesses and defendants in criminal courts. She currently trains new RIs on behalf of the MoJ.

Lisa Pomfrett

The Language Of Student Complaint And Academic Appeal Procedures In The UK Higher Education Sector.

Regulatory, policy and guidance documents are a common feature of the modern higher education sector. Yet, whilst research on the language of the classroom and academia is growing, there is a distinct lack of research on the language of these documents. My research will add to existing knowledge of the language of non-academic text in the sector through looking at these documents as both a tool for the reader to use for guidance and as a mechanism to create / reinforce internal relationships within the sector.

My research will explore written communication in the higher education sector surrounding academic appeals and complaints procedures. Using a genre-based approach and corpus linguistic methodologies, relevant regulations, policies, student guidance and staff guidance documents will be analysed to determine how obligation and commitment to act are communicated; if there is evidence of a sector-specific genre and representation of hierarchical / power relationships within the documents. The research is embedded in practices of the modern higher education sector and data used for this research aims to reflect this through looking at all users of the documents (staff and students) as well as selected missions groups that represent two distinct types of higher education institutions in the current sector (Russell Group and Post-1992).

A pilot study has been completed across a subsection of documentation to test the proposed methodology. The initial findings of this pilot study will be discussed.

Biography

I am a part time student who began their PhD in October 2017. I have an interest in institutional language and the application of corpus linguistics methodologies. I have worked in the higher education sector in non-academic roles for over 10 years and this experience has influenced my research.

Emily Powell

'You don't enjoy putting out the fire but it is your duty to yourself and your fellow crewmen.'

Repackaging Mass Murder

The description of harm in terms intended to make it more palatable has been explored in relation to a range of descriptions of harmful conduct, from accounts of genocide and torture (Cohen 2001), to language describing the slaughter of animals (Presser 2013). Bandura et al. (1996) assert that in order to cause harm and avoid self-sanction, it is necessary to disengage our actions from our moral code. One of the key elements of this is the use of euphemistic labelling, and the lending of agency to nature, events and nominalisations (van Leeuwen 2008) to make the act more acceptable, and blame less easily placed. This has implications for the study of offenders and the impact of their engagement with elements of their crimes, and the extent to which they take responsibility for them.

This study uses a corpus-aided approach to explore the way in which perpetrators describe their future intentions to cause suffering in ways that enable them to distance themselves from the detail of their actions and their responsibility for it (Cohen 2001), and potentially enable them to act.

Bandura, A., Barbaranelli, C., Caprara, G. V. and Pastorelli, C. 1996. Mechanisms of moral disengagement in the exercise of moral agency. *Journal of Personality and Social Psychology* 71(2), pp. 364-374.

Cohen S. 2001. *States of Denial*. Cambridge: Polity Press.

Presser, L. 2013. *Why we harm*. New Brunswick, New Jersey: Rutgers University Press.

van Leeuwen, T. 2008. *Discourse and practice: new tools for critical discourse analysis*. Oxford: Oxford University Press.

Biography

Emily graduated from the University of Liverpool with a BA English Language and Literature in 1998 and since then has been busy teaching on and directing courses in EAP, ESP and teacher training. These courses currently include English for engineering, English for footballers and English for Biomedical Science students. Emily has been studying at Cardiff

University for several years, completing a PGCE in Post Compulsory Education in 2007, an MA Forensic Linguistics in 2015, and is now in the fourth year of a part-time PhD.

Kate Steel

“sorry to keep asking you to repeat yourself but-”: Negotiating the institutional, professional and relational dimensions of police-victim interaction during domestic abuse call-outs

This paper examines the interplay of institutional, professional and personal discourses (Sarangi and Roberts 1999) in interactions between police officers and alleged domestic abuse victims during ‘first response’ call-outs in England and Wales. Officer training underscores the importance of building rapport with victims to put them at ease and increase the likelihood of cooperation (College of Policing 2016). Yet domestic abuse research in this context (e.g. Lagdon *et al.* 2015) identifies the tension between officers’ interpersonal and institutional responsibilities as a key source of interactional difficulty.

Perhaps due to the complexities around access, there have been no previous empirical linguistic studies in this setting. Drawing from my ongoing research project, this paper will present data extracted from police body-worn video footage of naturally-occurring police-victim interactions. Analysis will be supported with ethnographic data involving participants with first-hand experience of such encounters. I will take a qualitative, discourse-analytical approach to illustrate how both officers and victims shift between and blend institutional, professional and relational modes of talk. Potential applications and implications for practice will also be discussed.

College of Policing (2016) *Domestic Abuse: First Response* [webpage]. Available at: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/first-response/>.

Lagdon, S., Armour, C. and Stringer, M. (2015) *Every Voice Counts: Policing Response to Intimate Partner Violence in Northern Ireland (Full Report)*. Jordanstown: Ulster University.

Sarangi, S. and Roberts, C. (1999) ‘The dynamics of interactional and institutional orders in work-related settings’. In S. Sarangi and C. Roberts (eds), *Talk, Work and Institutional Order: Discourse in Medical, Mediation and Management Settings*. Berlin: Mouton de Gruyter, 1–57.

Biography

Kate graduated from Queen’s University Belfast with a BA Honours in 2007 and an MA with distinction in Linguistics in 2008. After a number of years spent working abroad in various

countries and industries, she returned to academia with an MSc with distinction in Forensic Linguistics from Aston University in 2017. Kate is now a second-year PhD student in the Centre for Language and Communication Research. Her research interests centre on interactions in institutional contexts, with a broad focus on interpersonal pragmatics and power. She's particularly interested in legal-lay communication in various settings, with a present focus on domestic abuse policing.

The Representation of the Algerian Civil War in Political Cartoons: A Cognitive-Semiotic Approach

Her doctoral research investigates the communicative role of political cartoons in the context of the civil war that plagued Algeria during the 1990s. She argues that the situation of political turmoil experienced in the country compelled cartoonists to resort to subtle ways of representing and commenting on the alarming events, principally through the use of metaphor and metonymy. The research adopts a cognitive-semiotic approach that combines insights from cognitive linguistics and semiotics in order to examine the intricate relationships between the two rhetorical figures in the cartoon genre. To this end, the study relies on the typology and the taxonomy of visual metaphors developed by Forceville (1996) and El Refaie (2019), respectively. The analysis of metonymy is carried out using Radden and Kövecses's (1999) taxonomy of metonymy types, as well as the social-semiotic framework of visual metonymy proposed by Feng (2017). The data consist of a set of 700 political cartoons collected from three prominent Algerian newspapers, and which reference key moments from the civil war period (1992-2002). To complement the analysis of the cartoons, a series of semi-structured interviews were conducted with the cartoonists to establish the intended functions and meanings of the various (visual and multimodal) metaphors and metonymies used in the cartoons. The study demonstrates that the meaning of political cartoons, as multimodal artefacts, relies centrally on the interactions between metaphors and metonymies that contribute to the construction of the resulting communicative effects.

El Refaie, E. (2019) *Visual Metaphor and Embodiment in Graphic Illness Narratives*. Oxford: Oxford University Press.

Feng, W. D. (2017) Metonymy and visual representation: Towards a social semiotic framework of visual metonymy. *Visual Communication*, 16 (4), 441-466.

Forceville, C. (1996) *Pictorial Metaphor in Advertising*. London: Routledge.

Radden, G., and Kövecses, Z. (1999). Towards a theory of metonymy. In K.-U. Panther and G. Radden (eds.) *Metonymy in Language and Thought*. Amsterdam: John Benjamins, pp.17–59.

Biography

Sabrina received a Bachelor of Arts (Hons, Distinction) in Linguistics and English for Specific Purposes in 2014 at Mouloud Mammeri University of Tizi-Ouzou in Algeria, where she also successfully completed a Master of Arts in Language and Communication in 2016. In 2017, she undertook a PhD Pre-Sessional programme at Canterbury Christ Church University. She is currently a PhD candidate in Language and Communication at the CLCR, based at Cardiff University. Her research interests revolve mainly around social semiotics, multimodal forms of communication, visual and multimodal metaphor, as well as the genre of political cartoons.

Posters

Hamed Aljemaily

The phonological effect of Arabic as a heritage language on English as a native and dominant language for adult heritage speakers of Arabic in Cardiff, UK

This research is intended to investigate the phonological effect of Arabic as a heritage language on the English of relevant native speakers in Cardiff, UK. It will attempt to find out the possible interference from Arabic as a non-dominant language in the production of English. In other words, it will test whether the production of English consonants and vowels is influenced by Arabic as a heritage language. To elaborate, the concentration will be on whether a peculiar accent is detected in their articulation of segments; and to determine and pinpoint the affected phonological aspects of the segment that result in different articulation. For the methodology, this study will be implemented on approximately thirty adult heritage speakers in Cardiff who will be recorded while they are reading different texts in English. Then, their taped audios will be rated by three native speakers of English who are monolinguals. As found in the literature, English comprises some segments that do not exist in Arabic and vice versa. Yet, both languages share some segments that are partially different in some phonetic features, such as the manner of articulation. As a hypothesis, the findings are expected to indicate the existence of the overlap between both languages and the interference from Arabic in the articulation of English phonemes that will lead to a foreign accent in their speeches.

Biography

I am a first year PhD student in Cardiff University. Currently, I am working on a project entitled “the phonological effect of Arabic as a heritage language on English as a native and dominant language for adult heritages speakers of Arabic in Cardiff, UK” under the supervision of Dr. O’Grady.

Nasser Alqahtani

A Cross-linguistic Study of Metadiscourse Markers in English Academic Writing of Saudi EFL Students and UK English language Natives.

The proposed research is a study based on a cross-linguistic analysis of metadiscourse markers in English academic writing of Saudi EFL student and UK English language native speaker. The study aims to determine the use of metadiscourse markers in English academic writing in relation to the text and beyond the text (e.g. textual and interpersonal). There are some identified gaps in the subject area of the topic as it has not been given enough attention in the context of non-native speakers of English (Alotaibi 2016), and particularly in Saudi students' use of metadiscourse, and how it is affecting their writing quality. A total of 45 dissertations will be divided into three equal groups (Saudi students in Saudi Arabia, Saudi students in the UK, and UK English language native speakers) and will be analysed using Hyland's (2005) metadiscourse model. Participants whose dissertations will be selected for the analysis will be involved in a questionnaire to determine their mother tongue and institutional contexts. Both qualitative and quantitative approaches will be used to analyse the data that will be collected from linguistics discipline. The study will be corpus-based and it will involve statistical analysis to facilitate accurate realization of credible results. There will be also manual analysis to ensure that the analysed markers are functioning as metadiscourse and not propositional discourse. A potential application of this research in teaching metadiscourse will be introduced along with recommendations for future research, which will be developed after analysing the findings and identifying the areas that need further research.

Hyland, K. 2005. *Metadiscourse: exploring interaction in writing*. First edition. London: Bloomsbury Academic.

Alotaibi, H. 2016. Comparison of Metadiscourse Markers in Arabic and English Research Articles in the Introduction and Conclusion Sections. *Linguistics Journal*, 10(1).

Biography

Nasser Alqahtani is currently a PhD student at Cardiff University. His research interests are widely within the field of discourse analysis and academic writing. However, his current topic

is particularly focusing on metadiscourse markers in academic writing of students from Saudi Arabia and how they are compared to their counterparts in the UK.

Nasser Alqahtani is also an assistant teacher in the department of English Language at Shaqra University, Saudi Arabia, and has a teaching experience in Saudi EFL context.

Wael Alqahtani

Exploring Sensitivity of L2 Learners in Processing Subject-Verb Agreement Violations

Learners who have learned their L2 after acquiring their L1 process their L2 differently from native speakers. There is a growing body of research in the last decade investigating the sensitivity of language users when reading non-adjacent subject-verb agreement violations. The agreement attraction is when an attractor interferes between the subject and the verb. For example, "*the key to the cabinets was rusty from many years of disuse*" where the plural NP "to the cabinets" interfere between the subject "the key" and the verb "was". Researchers manipulated sentences to challenge the parser of L1 and L2 participants when they are asked to read for comprehension. However, this difficulty occurs in L1 processing but the focus of this research is on the L2 processing and what might be the causes of this difficulty. This study is conducted to investigate whether there is sensitivity of L2 learners of English (L1: Arabic) to the verb subject agreement violations. Using the stimulus sentences that included auxiliary verb (be) and regular verbs, participants (NSs and NNSs) were tested using self-paced reading task. The sensitivity was investigated in different regions (verb region and the word following the verb).

Biography

My research interests center on language processing (morpho-syntactic) and priming. During my MA program, I conducted several class projects on lexical and morphosyntactic language processing and priming. For example, I conducted a study where the focus was to examine the prime-target with respect to the associative and semantic priming on the lexical-decision task (LDT).

2016-2018 Teaching Assistant at Taif University:

I am currently working as a Teaching Assistant at Taif University (English Language Center) where I teach English for undergraduate students who attend EFL program. Those students come from different departments including Physics, Chemistry, and Mathematics.

Aurora Goodwin

Keepin' it real: Styling authenticity on Twitter disinformation accounts

The terms 'disinformation' and 'fake news' have received increasing attention, both academically and within wider society, especially following accusations of Russian interference in the 2016 US Presidential election. This poster will focus on the authentication processes that (may or may not be) present within a sample of Twitter disinformation accounts that have been provided to me by the Cardiff University Crime and Security Research Institute. The general aim of my thesis is to investigate the ways in which owners of disinformation accounts style their identity performances to authenticate the identities they try to portray. The poster will display existing work into authenticity and disinformation online, along with my overall plans for approaching the project. I will display the aims of my research, my data set and the data analysis methods that I hope to use.

Biography

After completing her undergraduate degree in English Language at Cardiff University, Aurora studied a MA in Language and Communication Research, formulating a special interest in Twitter communication as a means of demonstrating stance. Her MA dissertation reflects this interest and focussed upon representations of stance towards refugees on twitter during the 2015 refugee crisis. Aurora is continuing with her study in the area of Twitter communication and is currently in year 1 of her PhD, investigating the stylisation of authenticity on Twitter disinformation accounts.

Morphological simplification in the late Northumbrian dialect:

the case of weak verbs class II

This poster will present the state of the second class of Old English weak verbs in the glosses to St Matthew's Gospels in both the *Lindisfarne Gospels* and *Rushworth Gospels* in relation to the ultimate deletion of these verbs' characteristic thematic vowel, namely the *-i-* formative. Although the loss of this medial vowel is generally considered to be a Middle English characteristic (Lass, 2006: 127-128; Thomason and Kaufman 1988: 293), the evidence presented in this poster will point towards an earlier and geographically-specific start for this simplification process, since it will be seen that the late Northumbrian glosses to the *Lindisfarne Gospels* display a rather advanced stage of *-i-* deletion, especially when compared to more Southern texts, as exemplified by data from the Mercian glosses to the *Rushworth Gospels*.

In trying to understand the causes leading to the disappearance of the *-i-* formative, my PhD project will first consider language internal phenomena such as phonological attrition and medial vowel deletion as triggers. Since this approach could prove unsuccessful to individually account for the deletion of *-i-* at this early stage – it should be noted that Southern dialects still preserved this element well into the Middle English period (Mossé, 1952: 79) – , the language contact situation from the 9th century onwards between Old English and Old Norse will also be considered as a plausible contributing factor for the said simplification, especially when bearing in mind that Old Norse verbal counterparts lacked a phonologically salient theme vowel.

Lass, R., (2006) Phonology & Morphology. In: N. Blacke (ed) *The Cambridge History of the English Language: Volume II 1066 – 1476*. Cambridge: Cambridge University Press.

Mossé, F., (1952) *A Handbook of Middle English*. Baltimore: The Johns Hopkins Press.

Thomason, S.G. & Kaufman, T., (1988) *Language Contact, Creolization, and Genetic Linguistics*. Oxford: University of California Press.

Biography

Elisa Ramírez Pérez is a first year PhD candidate at Cardiff University specialising in English historical linguistics. More specifically, her PhD project is studying processes of verbal morphology simplification in the late Northumbrian dialect of Old English, focusing mainly on the historical evolution of weak verbs class II. This project stems from a preliminary study Elisa carried out as part of her MPhil thesis at the University of Cambridge in 2017 (Department of Theoretical and Applied Linguistics, Newnham College). Prior to this, Elisa completed a BA in English Language and Literature at the University of Westminster (London) where she discovered her passion for historical linguistics. She is also a huge fan of the Bard and all things Shakespeare.