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Hosted by the School of English at the University of Nottingham

# The PGR Symposium

FRIDAY 24TH FEBRUARY 2023

SENATE CHAMBER (TRENT BUILDING)

9:15 - 5PM



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# Programme

**9:15 - 9:45AM: Arrivals and Coffee**

**9:45-10:45AM: Session One**

**Chair: Esther Kearney**

**Yasir Alwulayi:** The Development of Saudis' Pragmatic Competence in Intercultural Communication

**Gregory Walker:** D. H. Lawrence and the 'jeune fille': the demographics of censorship

**Nourah Almulhim:** Critical Discourse Analysis of Islamophobia in Political Blogs

**Mona Alkhudaydi:** The Cognitive Stylistics of Imperial Gothic

**10:45-11AM: Break**

## **11-12PM: Session Two**

**Chair: Natalia Radziwillowicz**

**Bryony Taylor:** Running with the Times: An Explorative Journey of loss and its Impact on Memory and Narrative Chronology

**Amanda Kale:** Unspoken: Experimental Life-Writing and Child Narration

**Karen Packwood:** Landscapes of Belonging: Representing Post-trauma Identity Reclamation

**Jasmin Higgs:** Showcasing methodological approaches to fragmentary and non-lexical runic data using the brooches from the pre-Old English runic corpus

**Thomas Fairfax:** 'The Strength of Weak Ties' in Orkneyinga saga

## **12-1PM: Lunch Break**

## **1-2PM: Session Three**

**Chair: Karen Packwood**

**Abigail Lloyd:** Investigating hill toponyms and their use as medieval settlement-names

**Molly Watson:** Mary Shelley's *Maurice* (1820) and the Juvenile Library

**Amber Williams:** Duelling Places and Spaces in Frances Burney's *Cecilia* (1782)

**Kylie Shannon:** Lady Sydney Morgan's *The Wild Irish Girl*

**Ruth Imeson:** Richard James

## **2-2:15PM: Break**

## **2:15-3:15PM: Session Four**

**Chair: Annabel Wearing-Smith**

**Arwa Alfreakh:** Multimodal Input and Its Impact on Incidental Acquisition of Metonymic Words by Non-native English Speakers

**Anne Teravainen-Goff:** Why Motivated Learners Might Not Engage in Language Learning?

**Badryah Alalawi:** Nurses' perceptions of politeness while making requests during intercultural communication for a healthcare environment

**Meshal Alfaqiri:** Language Learners Studying Abroad

**Shrowg Alhomaiddhi:** Digital Storytelling and Saudi Kindergarten Children

## **3:15-3:30PM: Break**

## **3:30-4:30PM: Session Five**

**Chair: Molly Watson**

**Amy Bouwer:** Queer 'Whileaway' or 'For-A-While'? : Lesbian Separatism in Contemporary Women's SF

**Annabel Wearing-Smith:** Sexist Stickers and Ironclad Obscenities: Virago Press, Angela Carter and the politics of censorship in publishing

**Marianne Fish:** 'Pain destroys language': A stylistic study into the conceptualisation and expression of suffering in Jean Rhys's *Voyage in the Dark*

**Gabriel Jackson:** Studying Transgender Identity Negotiation in the Context of Online Surveillance: Developing a Methodology

**4:30-5PM: Drinks reception**

# Abstracts

## Session One

**Yasir Alwulayi:** The Development of Saudis' Pragmatic Competence in Intercultural Communication

Investigating interlanguage pragmatic competence has been increasingly given noticeable attention by researchers where many studies aim to shed light on this topic due to its crucial impact on the development of the communicative and linguistic ability of language learners. It has been contended that investigating interlanguage pragmatic competence is effective in improving the pragmatic competence of second/foreign language learners (Taguchi, 2017). This allows second/foreign language learners to enhance their pragmatic knowledge based on empirical studies which results in having more effective communication in a second (foreign) language. It increases learners' confidence and awareness of the possibilities of misunderstanding which allows them to be more able to deal with different pragmatic intercultural challenges. During this developmental process, there are many factors that have impacts on the development of pragmatic competence such as learning environment and proficiency level (Bardovi-Harlig and Dörnyei, 1998). One of the most important pragmatic aspects that needs to be studied and developed is speech acts. Performing speech acts differs from one culture to another as it requires taking into account different politeness strategies that save the face of interlocutors (Brown and Levinson, 1987). Saving the face of interlocutors contributes positively to the continuation of the social relationships in a friendly manner (Goffman, 1967). Using an open-ended questionnaire in the form of a Written Discourse Completion Task (WDCT), this study identifies and compares the speech acts of apologies, complaints, and refusals performed by Saudi EFL/ESL learners compared with ones performed by British English native speakers taking into account the variables of degree of imposition and social distance as well as the developmental variables of learning environment and proficiency level.

**Gregory Walker:** D. H. Lawrence and the 'jeune fille': the demographics of censorship

D. H. Lawrence (1885–1930) was forced to deal with censorship throughout his career. On some occasions, this censorship took the form of obscenity prosecutions, but he was also subject to extensive censorship from his editors and publishers, who aimed to circumvent both obscenity laws and the prudery of circulating libraries and newspapers. From the beginning of his career, and in particular after the 1915 prosecution of *The Rainbow*, Lawrence responded to this oppressive climate of censorship in his prose, poetry and essays. Censorship in the modernist period was predicated on the assumption that the representation of sexuality in writing had the power to corrupt the innocent or unwary. As Rachel Potter argues, the demographics which censors believed to be at risk were 'the young, women, and the working class' (Potter, 2009, p. 92). Young women in particular were at the centre of censorship rhetoric in the early twentieth century. This paper will consider how Lawrence engaged with this narrative and aimed to subvert it by ridiculing the idea that his work was harmful and by asserting that the 'jeune fille' had no need of anyone's protection.

## **Nourah Almulhim:** Critical Discourse Analysis of Islamophobia in Political Blogs

One of the topics which continues to receive immense attention in British media, is 'Islamophobia'. Islamophobia has been described as a form of racism and an unsubstantiated fear of Islam (Bhatti et. al. :2021). The dominant negative stereotyping and overtly expressed negative attitudes towards Islam/Muslims in British media outlets have been found to accelerate Islamophobia (Evolvi 2019). As I aim to focus in my research on this form of racism, I attempt to unfold how it is expressed, accelerated, and legitimized in a new media type which is blogs. Blogs mediate the interactive aspect and the interpersonal roles. Therefore, although creating challenges to researchers due to the new spectrum it fulfils, this interactive type of media discourse creates opportunities for more discursive empirical evidence for cognitive, psychological, political, and social analysis of topics from a linguistic perspective. Using Fairclough's (1989 and 2010) critical discourse analysis focusing on media and mediation and the imbrication of media in ideological processes, I aim to examine both author-reader relationship in three blogs with different political affiliations: Conservative Home, Labour- Uncut and GuedoFawks.

## **Mona Alkhudaydi:** The Cognitive Stylistics of Imperial Gothic

The upsurge in Gothic writing at the end of the 19th and early 20th centuries coincides with the widest expanse of the British empire, suggesting a sub-genre of 'imperial gothic'. My research sets out the stylistic characteristics of this genre while recognising that the social and cultural situation around its production is key to this account. In order to explore emotions such as fear, anxiety, and empathy, and values that inform the narrative, an integrated cognitive stylistics is required. In particular, I draw on text world theory and approaches within cognitive poetics and narratology more broadly. In this paper, I explore anxiety as a cognitive stylistic phenomenon of imperial gothic, with reference to a number of texts across the period, from *Frankenstein* (1818) to *Heart of Darkness* (1899). The analysis reveals a lack of certainty combined with a future-oriented ending expressed by either an explicit temporal reference to the future or by a broad focus and diffused spatial gaze. This textual pattern – which I can broadly term 'apprehension' – perhaps reflects especially later historical anxiety about the future, and seems key to an understanding of imperial gothic itself.



## Session Two

**Bryony Taylor:** Running with the Times: An Explorative Journey of loss and its Impact on Memory and Narrative Chronology

This presentation will take the form of a brief overview of my research, comprising of a novel and creative-critical essay, before reading an excerpt from the creative-critical essay. My research encompasses the Eco-Gothic and ecofeminism, as well as the role that writing and storytelling has in enacting processes of thought. The novel explores themes of disconnection, such as those existing between one another—the difficulty of communication—of selfhood, of location and between pasts and presents, and how each of these fragments with their fraying edges are necessary to unravelling the mysteries at the centre. The novel is a story of troubled people and troubled times; however, it is also about how fear, grief and uncertainty can give way to small, beautiful moments of joy. The excerpt from the essay interweaves memoir, fiction, poetry, literary criticism and photography in order to consider themes such as narrative structure, landscape, memory, time, trauma and loss. Set along a physical run taken through countryside from the West Midlands, the essay embraces the present, concerned only with the moment of doing, the journey, and the questions and discoveries that arise, rather than the destination. By considering fiction such as Haruki Murakami's *Hard-boiled Wonderland and the End of the World* and Ali Smith's *Artful*, as well as Ruby Robinson's poem 'Undress', all in connection with my novel, I explore my own challenges as a writer and researcher.

**Amanda Kale:** Unspoken: Experimental Life-Writing and Child Narration

Children are, more or less, voiceless – historically, within society, and even throughout literature. Particularly in the realms of *memoir*, children's voicelessness is no more on display (or rather, a *lack* of display). We've yet to allow them their voice divorced from the 'safer' confines of fiction. Why? Utilizing my doctoral research at the University of Nottingham, where I explore this strange phenomenon via creative experimentation of my debut memoir alongside critical exploration of memoir's 'limits', my essay highlights said voicelessness, questioning this seemingly exclusive reign of the traditional adult narrator. Applying a semi-autoethnographic exploration of my earliest life-writings, I aim to expose this gap in both learning and creativity, championing the inherent enlightenment child narration begets, and suggesting an untapped resource at play. Truth is not gate-kept to the mouths of adults; and in advocating for experimental life-writing, we must ask ourselves how narratorial freedoms *have*, have *not* (and perhaps *should* be) considered when it comes to stories inherited from truth. I will also include readings from my current draft of my memoir.

**Karen Packwood:** Landscapes of Belonging: Representing Post-trauma Identity Reclamation

This thesis, an auto-fictional memoir written from the perspective of a first person narrator, explores the landscapes of exile, loss, belonging and identity within the context of trauma. Set on a cemetery-laden mountainside in post-war Sarajevo, it follows the protagonist's first visit to the grave of her late husband whose premature death was caused by injuries sustained from a childhood sniper attack during The Siege of Sarajevo. With her visit having been delayed by the pandemic she is forced, whilst slogging up steep inclines taking her through neighbourhood dwellings and encounters with locals and wild dogs, to confront the hauntings of her past in order to determine who, in her widowhood, she must now become. How will time spent at her husband's graveside inform this? Utilising the core tenets of psychogeography including walking, political radicalism, ironic humour and new ways of apprehending the environment, alongside the structural techniques of W.G. Sebald's poetics of displacement and *l'écriture féminine*, the project critically explores post-trauma identity in regard to narrative form, structure and genre.

**Jasmin Higgs:** Showcasing methodological approaches to fragmentary and non-lexical runic data using the brooches from the pre-Old English runic corpus

The pre-Old English runic corpus (henceforth PrOERC) is a small corpus of under 20 runic inscriptions on a range of different objects such as coins, bracteates, brooches and urns, amongst others. The length and type of texts of each object is wide-ranging: there are single rune inscriptions, single lexical item inscriptions, and short three-word phrases, as well as non-lexical and pseudo-runic inscriptions. A large proportion of the PrOERC is non-lexical, fragmentary, or has a high level of uncertainty in linguistic interpretation. There is often more than one linguistically valid interpretation of a single-word or multiple-word inscription, for example, or the forms of the graphs are uncertain enough that certainty over the interpretation cannot be guaranteed. Such a variety in the corpus – both in text type and object– brings into question the function of runic script in the PrOERC. My research aims to determine the different functions of runic script in the PrOERC using an approach from historical pragmatics called pragmaphilology to create a pragmatic model that is suited to the PrOERC data. This model is then applied to each inscription in the PrOERC to determine the function of script on that object. This paper will highlight my methodology which is used to determine the function of mostly fragmentary and non-lexical runic inscriptions by using the six brooches from the PrOERC as a case study. I will conclude that despite 'imperfect' runic data, the functions of runic script can still be uncovered using a pragmatically informed methodological approach.

**Thomas Fairfax:** 'The Strength of Weak Ties' in Orkneyinga saga

*Orkneyinga saga*, an Icelandic text composed in the thirteenth century, contains an array of kinship information relating to the jarls of Orkney and their contemporaries in Caithness and the Northern Isles. The saga's genealogies portray an interconnected Late Norse world, in which the earldom mixed with the families of powerful chieftains across Scandinavia and the British Isles. This means that network concepts are well suited to *Orkneyinga saga*, and new approaches based on network theories can reveal more about the world of the saga. This presentation will apply a concept called the 'strength of weak ties' to explain why a variety of influential landholders married into the family of Frakkqk Moddandsdóttir, a woman who held land in Sutherland. It will argue that the network surrounding Frakkqk was the most important political force in Caithness during the twelfth century, which has implications for Scottish history and the study of the saga itself.

## Session Three

**Abigail Lloyd:** Investigating hill toponyms and their use as medieval settlement-names

The names of many English places reference landscape features. They arose historically as descriptive labels used as part of everyday speech. They provide unparalleled insight into early medieval and medieval perceptions of the landscape, as well their understandings of identity. Gelling and Cole (1984, 2000 inter alia) argued that there was nuance and precision in such historic place-naming language, which applied throughout England uniformly and consistently, so much so that a traveller might navigate by it. They pioneered a new focus in name-studies. This thesis revisits their hypothesis. It focusses on three early medieval oronyms used country-wide in settlement names, two of which are of particular potential relevance to the location of medieval settlement: *berg* and *dūn*. Employing an interdisciplinary approach – combining linguistic analysis, field work, GIS-software, viewshed and topographic modelling, as well as archaeological, geological and historical mapping – the emerging results are starting to present a challenge to the idea that these names were used in a universal, topographically-defined manner throughout time and across regions, and that these landscape features might have been used for long-distance navigation. Rather, patterns are emerging based on land-use and function, including regional variation, not least that of Scandinavian influence. The thesis utilises a new approach to combining data from different areas of scholarship, making it available for investigation on-the-ground. It explores the limitations involved in previous studies, sharpening up further questions as to what these names meant and why they were used.

**Molly Watson:** Mary Shelley's *Maurice* (1820) and the Juvenile Library

In the summer of 1821 Mary Shelley sent the manuscript of her children's story, *Maurice; or, The Fisher's Cot: A Tale* (1820) to her father, William Godwin, in the hope that it would be published with Godwin's Juvenile Library (1805–25). He responded that "[y]our tale I think very pretty, but it would not make more than a shilling book". *Maurice* remained unpublished until it was discovered in 1997 by the descendants of Laurette Tighe, the young girl to whom *Maurice* was originally written for. This paper reads *Maurice* in the context of the educational ethos of Godwin's Juvenile Library. I examine the impact Shelley's access to and engagement with the children's bookselling business had on her adult literary career.

**Amber Williams:** Duelling Places and Spaces in Frances Burney's *Cecilia* (1782)

Between 1785–1845, more than 280 people were killed in duels in Britain (Banks, 2012). My project provides the first study of the duel as both social phenomenon and narrative device in British and British Imperial culture, 1780–1845. My project uses literary and para-literary sources to show how duelling: formalised and legitimised the enactment of violence; reflected contemporary ideas of masculinity; and enabled women writers to explore women's roles and female agency. This paper will begin with a brief focus on guidance and duelling etiquette, as seen in instructive texts such as the Irish *Code Duello* of 1777, and the anonymously written *The Art of Duelling* (1836). I will then explore how these codes and rules were developed in literary Frances Burney's 1782 novel *Cecilia*. This paper will focus on Burney's literary representation of duelling spaces and places, with a focus on how the geographical contexts of duels were significant, and how the physical spaces between duellists might be interpreted symbolically, in line with prominent contemporary discourse that was concerned with the changing nature of masculinity within Britain during this period.

**Kylie Shannon:** Lady Sydney Morgan's *The Wild Irish Girl*

*The Wild Irish Girl* by Lady Sydney Morgan follows the romance between Horatio M— and Glorvina. It is told from Horatio's perspective with glimpses of the "wild Irish girl" only coming from his foreign eye. This portrays Glorvina in such a way that perhaps would not be how she would define herself. In this paper, the text of *The Wild Irish Girl* is flipped to speak from Glorvina's perspective, drawing out how she has defined herself and how she responds to the events of the novel when away from Horatio's pen. Her story is portrayed alongside textual analysis of the novel to discuss how Glorvina is defined and how she defines herself in between Horatio's perspective. This paper will question the validity of Glorvina's character as defined by Horatio and will discuss if such terms as "wild" truly categorise her. Overall, this paper will discuss the validity of the identity of Glorvina and with the portrayal of her own story, show how she could possibly be written closer to how she defines herself.

**Ruth Imeson:** Richard James

Richard James (1591–1638), born on the Isle of Wight, was librarian to one of England's foremost early modern collectors of manuscripts. James' relationship with Sir Robert Cotton is well documented, however, his life as a traveller, linguist, poet and antiquary is less visible to modern researchers. James' poem *Iter Lancastrense* contains elements in common with the contemporary poetic genre of the country house or estate poem. Drawing upon the themes referenced by Ben Jonson in his poem *To Penshurst* this paper questions the extent to which James's poem fits into the genre epitomised by Jonson's work. The poem has been freshly transcribed from James' original manuscript which is held by the Bodleian Library.

## Session Four

**Arwa Alfraih:** Multimodal Input and Its Impact on Incidental Acquisition of Metonymic Words by Non-native English Speakers

Metonymy is a figure of speech in which a term is used to refer to something that is closely related to it, but not necessarily the thing itself. For example, when we say "Buckingham Palace," we are using "Buckingham Palace" as a metonym to refer to the British royal family or the British monarchy as a whole. Despite the prevalence of metonymy in language, little is known about how people learn to use and understand it. In this study, we investigate the role of multimodal input in the incidental acquisition of metonymic words by adult EFL Saudi learners. The study employed four assessment tests to measure vocabulary knowledge gains; productive and receptive tests.

**Anne Teravainen-Goff:** Why Motivated Learners Might Not Engage in Language Learning?

Learner engagement has been the focus of a growing amount of research in recent years both in general educational psychology and the field of SLA. However, while recent contributions on learner engagement in language classrooms (e.g., Hiver, Al-Hoorie & Mercer, 2021) have provided valuable insights, the field is still only at the early stages of understanding the complexity of the concept and creating a strong empirical evidence base. This study is intended to contribute to our current understanding by investigating both learners' and teachers' perceptions on what might *prevent* motivated L2 learners from engaging with language learning in and out of classrooms. A total of 39 learners and teachers were interviewed in two countries, England and Finland, and the results indicate a variety of potential reasons for motivated learners' disengagement, including disengaging classroom tasks and activities, the challenge of language learning, as well as competing priorities in learners' lives. These findings point to potential practical ways of ensuring that learners' motivation translates into engagement.

**Badryah Alalawi:** Nurses' perceptions of politeness while making requests during intercultural communication for a healthcare environment

Effective intra-professional nursing communication is significant for health professionals, including nurses and doctors, as well as patients and healthcare organisations (Moore et al., 2013). In Saudi hospitals, nurses come from different cultural backgrounds; the majority are Saudi, Filipino and Indian, conducting routine interactions in English as a lingua franca. Intercultural communication can become culturally and linguistically challenging due to different attitudes/perceptions of other cultural norms, such as politeness (Nomnian, 2018). Thus, investigating politeness from an intercultural perspective is much needed in health communication (Rossi and Macagno, 2023), particularly regarding face-threatening acts, such as requests. The study explores Saudi, Filipino and Indian nurses' perceptions of politeness when making requests to each other in Saudi healthcare contexts. The data was collected using Discourse-Completion Tasks, in which 150 nurses (50 Saudis, Filipinos and Indians each) were asked to make requests in six scenarios. Data was analysed based on Brown and Levinson's (1987) politeness theory and Blum-Kulka, House and Kasper's (1989) speech acts realisation project to reveal nurses' perceptions of politeness. Different nurses' groups demonstrated some similarities and differences in politeness perceptions. Preliminary results indicate that Saudi, Filipino and Indian nurses were more in favour of negative politeness strategies when making requests. Another finding is that Indian nurses employed bald-on-record strategy more frequently than Saudi and Filipino nurses. My study provides insights into how nurses from different cultures perceive politeness, which could be used to raise nurses' awareness of other cultures, reduce miscommunication, and improve healthcare outcomes.

## **Meshal Alfaqiri:** Language Learners Studying Abroad

Language learners studying abroad face different challenges when they begin learning a second language. In addition, they are also exposed to different communities, cultures, environments, and traditions. These obstacles to second language learning provide Saudi language learners with many difficult situations when they interact with others, due to the different cultural and social roles that Saudi language learners bring with them abroad, specifically Saudi women, when interacting with others. Thus, it is crucial to better understand the complex identities of Saudi learners who study in the UK. The purpose of this thesis is to seek an understanding of these obstacles, in language learners own words, by investigating language learners' perspectives on their interactions and overall experiences with speakers of the target community and the multiple identities that they constructed. The model of investment (Darvin & Norton, 2015) was adopted as a theoretical lens. A qualitative study is employed using semi-structured interviews with twelve Saudi women language learners based in the United Kingdom. Data analysis revealed several themes of the different cultural and social roles that Saudi language learners bring with them abroad. This includes English language investment and difficulties they have faced, issues of power structures that they have experienced with their interaction within and beyond classroom settings, and identity conflicts and struggles to construct their desired identities. Combined, these issues negatively affect their language development as they tended to not fully engage in social interactions with the speakers of target communities due to negative experiences including xenophobia, racism, harassment and prejudice.

## **Shrowg Alhomaiddhi:** Digital Storytelling and Saudi Kindergarten Children

The main objective of this research was to investigate the effect of digital storytelling (DST) (interactive or non-interactive) on perceiving the distinction between two similar English consonants, /p/ and /b/, among Saudi kindergarten children. The investigation looked at the differences between participants' pre-and post-performance on phoneme identification tasks. In addition, the current research used a rating scale (from 1 to 5) to explore whether Saudi EFL kindergarten children prefer DST (interactive or non-interactive) and if there was a relationship between their evaluation and their performance. The findings show that both groups improved in distinguishing the /p/ and /b/ sounds among the most frequent words in their school curriculum. However, Children in the interactive group liked their version more than those in the non-interactive version.

## Session Five

**Amy Bouwer:** Queer 'Whileaway' or 'For-A-While'? : Lesbian Separatism in Contemporary Women's SF

Drawing on the sense of imminent collapse – a women's world on the precipice of a dystopic turn – that Joanna Russ perfectly encapsulates in 'When It Changed', my paper explores three contemporary literary returns to the utopian project of lesbian separatism. *Femlandia*, *The End of Men*, and *Manhunt* bookend fifty years of sexual progress that emerged alongside Russ's inflammatory short story, and yet they are saturated with a distinctly Whileawayan anxiety: that we are about 'to see it all so completely turned around' (Russ 236). This resurgence of lesbian separatism as an expression of feminist utopianism – and as a fear that feminism is failing – provides an ideal opportunity to reconsider literature's role in feminist politics. In considering where attitudes towards a feminist future have changed since 'When It Changed', I revisit Russ's significant juxtaposition of her colony's two names: 'For-A-While', encoding an inevitable return to patriarchy, and 'Whileaway', lingering in an adaptive queer temporality. My paper traces this subtle distinction through contemporary feminist science fiction, highlighting where it reinforces (in *Femlandia* and *The End of Men*) and challenges (in *Manhunt*) understandings of lesbianism as a lapse in heteropatriarchal norms. When separatism is treated as a blueprint rather than as an imaginative strategy, and lesbianism becomes doctrine rather than positionality, speculative feminism cannot contend with heterosexism's reproductive futurity. This, in turn, reveals how it is only through radical, intersectional approaches that the lesbian separatist trope can – as Russ envisioned it – embody a feminist utopian impulse.

**Annabel Wearing-Smith:** Sexist Stickers and Ironclad Obscenities: Virago Press, Angela Carter and the politics of censorship in publishing

Writing to bookseller Eileen Fairweather on November 12th, 1979, Carmen Callil, chair of Virago Press, chastised her bookshop for stickering over the covers of Angela Carter's *The Sadeian Woman* (Virago, 1979). In the letter, Callil emphasises the seriousness of Carter's feminism, the seriousness with which Virago is taking the matter, and accuses Fairweather of perpetrating 'a new form of censorship' that she claims is 'immensely damaging to feminist solidarity'. A decade later, on 26 January 1990, Virago refused to enable the censorship of Carter's works to another publishing house, Pantheon, who held Carter's US rights: asserting their 'ironclad rule' against holding Carter to an obscenity warranty. These two examples are illustrative of the ways in which the material conditions of the book-trade industry can implicitly enact censorship against an author, and the ways in which Virago staunchly defended Carter in particular against this. In this paper I will explore the ways Virago advocated on behalf of Carter against accusations of obscenity and anti-feminism, focusing on *The Sadeian Woman* and archival records from the 1970s into the 1990s. Using Carter as a case study, I interrogate the relationship between feminist publishing, feminist censorship and the pornography debate, incited by Carter, in the second-wave, and feminist discourses within the commercial literary marketplace of the late-twentieth-century. I conclude with questions I will consider as I move forward in my research on the networks Virago Press created within contemporary literary publishing and second wave feminism.



**Marianne Fish:** 'Pain destroys language': A stylistic study into the conceptualisation and expression of suffering in Jean Rhys's *Voyage in the Dark*

Suffering is an integral and inescapable part of human existence. However, despite forming part of every human life, pain – as a private and subjective experience – is notoriously difficult to communicate. Elaine Scarry (1985: 4) suggests that pain 'does not simply resist language but actively destroys it'. Yet, literary narratives demonstrate ways in which language can be manipulated to convey pain, indicating the 'potential shapes and patterns words can take' (Biro 2010: 17). In studying the language in accounts of suffering, it is possible to identify and more fully understand the significance and impact of particular language choices used in the communication of pain. Within stylistics, suffering has been explored in a number of niche and specific areas but the larger issue of how pain is conceptualised and expressed through language has been little addressed. Jean Rhys's writing is characterised by representations of suffering (Maslen 2009) and notable for focusing on 'the way the world is experienced by the self through consciousness' (Earnshaw 2018) – making her work a rich and complex example of the articulation of pain, hitherto unexplored stylistically. This study examines the representation of pain in Rhys's *Voyage in the Dark*. By interrogating the language of this narrative using rigorous linguistic analysis, this study identifies key ways in which pain is conceptualised and expressed: Absence, Projection and Mapping, Detachment, Language Breakdown and Inexpressibility, and Narrative Style.

**Gabriel Jackson:** Studying Transgender Identity Negotiation in the Context of Online Surveillance: Developing a Methodology

While social media offers many benefits in terms of self-expression, social connection, and community-building, it also presents a number of well-documented challenges in terms of privacy and identity management. Such challenges may be particularly significant to marginalised people, such as transgender people, who often need to carefully manage their visibility in order to stay safe and avoid discrimination. Previous research indicates that the internet plays an important role in transgender community organising and information exchange, with many vulnerable transgender people's support system being entirely online. As such, it is important to understand how trans internet users respond to the challenges of potential surveillance in different contexts. My research aims to use sociocultural linguistic analysis to explore how transgender young people use language in conjunction with images and videos to construct and manage their online identities across social media platforms. However, analysing responses to surveillance poses unique challenges in that the strategies used are often designed with the explicit goal of deceiving or being unidentifiable to outsiders, necessitating more in-depth contextual knowledge. This presentation will explore some of the challenges of studying linguistic responses to surveillance and the 'blended' approach I designed to reduce their impact in my research by incorporating data from semi-structured interviews and a stimulated recall task in addition to analysing data from participants' social media.



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