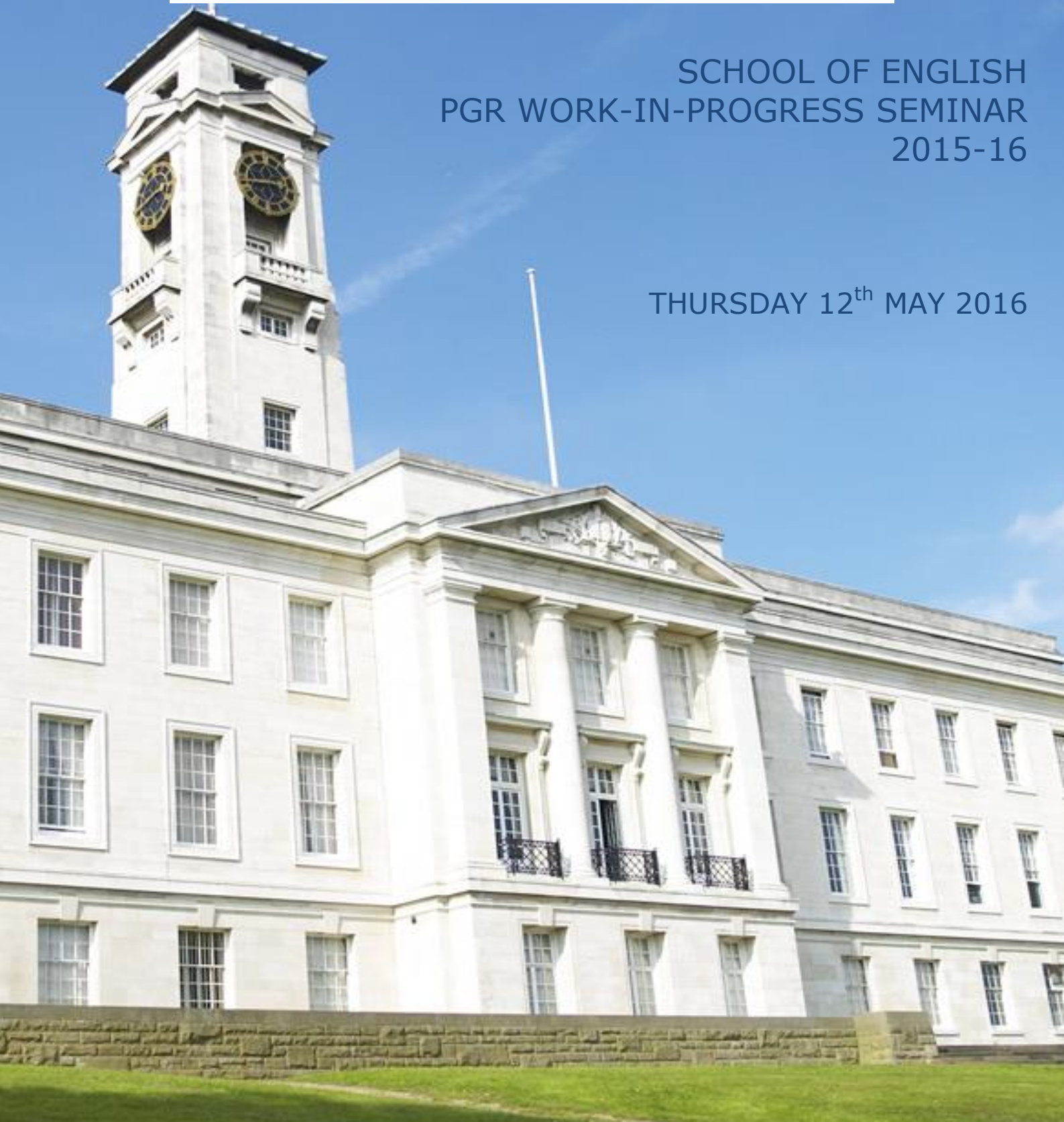The University of **Nottingham**

UNITED KINGDOM · CHINA · MALAYSIA

SCHOOL OF ENGLISH
PGR WORK-IN-PROGRESS SEMINAR
2015-16

THURSDAY 12th MAY 2016

12.45pm – 1.45pm ARRIVAL & LUNCH with Poster Display

Fiona Lake

Title: Branded: analysing baby milk boxes and bottles in the UK

Abstract: The social semiotics of infant feeding
This poster introduces my study of formula milk marketing practices in the UK that use the 'silent salesman' of packaging. The controversial sales behaviour of distributors such as Nestlé, especially in developing countries, has prompted this research. It examines text and image in formula milk marketing for the first time. The current regulation of the industry prevents the advertising of milk formulas for babies under 6 months old. Packaging discourse thus bears the marketing load. To triangulate the analysis, the next stages in the research are to undertake and analyse interviews with parents.

1.45-1.55pm WELCOME: Dr Matt Green

1.55pm Session One – Chair: Annalise Grice

Gabrielle Bunn

Title: Cosy Catastrophe or Ecological Apocalypse: Science fiction and ecology in the J. G. Ballard's The Wind from Nowhere (1962)

Abstract: My paper explores how an understanding of the disaster story tradition in British science fiction enhances an ecocritical reading of J. G. Ballard's first novel, The Wind from Nowhere, written in just three weeks to fund his shift to full-time writing. Ballard deliberately used the 'clichés' and 'conventions' of the 1950s disaster story popularised by John Wyndham to structure his novel. By analysing The Wind from Nowhere alongside Wyndham's The Day of the Triffids (1951), however, I demonstrate surprising differences between how the two texts present their catastrophes that reflect deeper differences between the contexts and concerns of their authors.

Julie Yandell

Title: Perdita's Cottage: Mary Robinson in Mary Shelley's The Last Man.

Abstract: Mary Shelley's novel The Last Man functions as a roman-à-clef, that is, a work which represents portrayals of real life figures within its fictional characters. Arguing for the presence of writer Mary Robinson as a figure alluded to within Shelley's text, my work analyses the complex writing techniques and literary network Shelley displays within her novel

Alessia Molteni

Title: Shakespeare and Traditional Taiwanese Theatrical Forms

Abstract: Taiwan has a peculiar historical and socio-political situation, which had a great influence on its forms of art. Across the centuries, it had been under Chinese, Japanese and Western domination. Nowadays, its identity as an autonomous country is challenged. Its traditional theatre is a mix among various genres: indigenous tribal dances, Chinese operatic style theatre, and various kinds of Japanese traditional theatre (Kabuki and Takarazuka). All these factors influenced also the way in which Shakespeare's plays were adapted in the Island. As a case study I will examine "Bond" a 2009 adaptation of "The Merchant of Venice".

Katrina Wilkins

Title: Feasting, Fasting, and Food: Characterization in the Old English Esther

Abstract: Feasting has long been recognized as a crucial element in the biblical story of Esther. So far, though, there has been little attention given to the question of feasting (and fasting) as cues for characterization in the Esther story. This paper aims to provide an in-depth examination of feasting, fasting, and food as cues for the construction of characterization in the Old English version of Esther. I argue that food-language provides particularly salient cues for characterization in the text, creating both contrasts and parallels between various characters to underscore the primary message of the text.

Question and Answer opportunity

2.55pm Session Two – Chair: Abdulmalik Ofemile

Jacqueline Cordell

Title: A corpus-assisted approach to Langland

Abstract: The talk will provide a brief overview of the aims of the project, general RQs, and some preliminary findings.

Awatif Alruwaili

Title: Investigating the use of corpus-based approaches for teaching general verbs in the language classroom.

Abstract: The main aim of this study is to examine the use of a corpus approach in the classroom through a case study of general verbs (GVs). I have first operationalised GV concepts in the classroom by designing an approach for selecting targeted items. This multi-level approach was designed with three main concerns in mind: frequency, phraseology and pedagogy. I have set up specific criteria for each level, in a manner that is suitable with regard to the context of the study (English as

foreign language/ EFL). The six GVs used in the study are make, have, do, take, give and get.

Yaoyao Chen

Title: Gesture and Speech in Multimodal Formulaic Sequences

Abstract: This paper mainly focuses on presenting the findings of a multimodal corpus-based study of the multimodal units of meaning, i.e. the interplay of gesture and speech in a group of Target Formulaic Sequences '(do) you know/see what I mean' (TFS). Four types of gestures synchronised with the TFSs will be presented, namely, Hold-Steady gesture, Open Hand Palm Up gesture, Bounded-Space gesture and Fling gesture. Along with the demonstration of the functional coordination between each gestural pattern and the corresponding verbal TFSs, the cognitive-semiotic motivation underpinning variations of gestural form-meaning association will also be presented.

Question and Answer opportunity

3.40 – 3.55pm: Refreshment break

3.55pm Session Three – Chair: Ben Kremmel

Beatriz González Fernández

Title: Towards a theory of vocabulary acquisition: exploring the relationships among different components of word knowledge

Abstract: Vocabulary knowledge is one of the most important elements when learning a second language. It is widely acknowledged as a multidimensional construct that involves learning various components such as derivatives, collocations or polysemy. Yet it is still unclear how these different components are acquired and related to each other. There is, therefore, a need to study the nature of vocabulary knowledge in order to develop a general theory of vocabulary acquisition. In this presentation I will introduce the results of a study which examines the relationships and order of acquisition of the different components of word knowledge.

Hana Al-Mutairi

Title: Learning Polysemy of Phrasal Verbs and High Frequency Single-word Verbs through Spoken Output

Abstract: The development of a language learner's depth of knowledge of high frequency vocabulary and formulaic language has long been considered an essential but challenging endeavour (Nation, 1990). Much of the learning burden stems from the fact that the more frequently a word occurs, the more meaning senses it is likely to have (Schmitt, 2000). Moreover, acquiring knowledge of the spoken form of polysemous vocabulary has been shown to be particularly problematic (Thornbury, 2002). Pushed Output (Swain, 1985) has been promoted as a potential method for learning the productive form of vocabulary. This study examines 100 Saudi EFL

learners' acquisition of multiple meaning senses of high-frequency verbs and phrasal verbs through two treatment conditions: spoken output-based tasks and written vocabulary exercises. Acquisition of the meanings of the verbs was measured through receptive multiple-choice pre- and post-tests, and an oral post-test. The results were analysed for the differences in vocabulary gains between the treatment groups and the difference in acquisition rates between single-word verbs and phrasal verbs.

Samira Bakeer

Title: A multimodal investigation into the use of discursive strategies in supervision sessions: An intercultural study

Abstract: This study aims to broaden the current understanding of intercultural communication in institutional learning environments by conducting a multimodal analysis of video-recorded segments of PhD supervision sessions. The study focuses on Arabic students and their use of discursive strategies and multimodal features including gestures, gaze, and facial expressions, as they are used to manage turn-taking and promote mutual understanding with their supervisors. Applying a conversation-analytic approach that is data-driven in nature, the analyses draw on the sequential-production model which reveals the actual performance of turn-taking as well as on Multimodal Interaction Analysis which offers a deeper investigation of the nonverbal patterns used by the
participants. An exploratory pilot study was conducted as an initial attempt to develop a general framework for the analysis. The episodes examined in the pilot study provides insightful indication that such multimodal analyses do definitely enhance our understanding of the interpersonal interaction in supervision sessions. This, consequently, highlights the need for a more fine-grained analysis of the use and role of gestures in intercultural communication settings.

Mazlin Azizan

Title: Teacher identities and linguistic strategies in classroom interactions: a discourse analysis

Abstract: Classroom teaching is a complex communicative social act even though it is often regarded as a natural ability that all teachers are equipped with. It involves the use of specific linguistic strategies in classroom interactions for the purpose of enhancing the teaching and learning process. This study explores some important factors that may govern these linguistic choices by examining teacher identities and how they could contribute towards achieving an effective classroom. This is mainly done through linguistic ethnography and interdisciplinary case study approach. Critical Discourse Analysis and Politeness Theory are then used to discursively analyse this unique communicative social event.

Q & A

4.50 – 5.00pm Conclusion: Dr Matt Green

5:00pm CONCLUSION AND REFRESHMENTS

5:30pm: Guest Lecture: Emeritus Professor Brean Hammond

Cervantes Bones: Commemorating the joint anniversary of the death of Cervantes and Shakespeare.