

MASARYKOVA UNIVERZITA
PEDAGOGICKÁ FAKULTA

ENGLISH DISCOURSE STUDIES IN THE TIMES OF CHANGE

SEVENTH BRNO CONFERENCE
ON LINGUISTICS STUDIES IN ENGLISH

BOOK OF ABSTRACTS

Brno, 12-13 September 2016

Editors: Irena Hůlková, Martin Němec



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Faculty of Education
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Introduction

This booklet contains abstracts of papers which will be presented at the Seventh Brno Conference on Linguistics Studies in English entitled *English Discourse Studies in the Times of Change*. The conference is organised by the Department of English Language and Literature of the Faculty of Education of Masaryk University and is held on 12-13 September 2016.

The Seventh Brno Conference is dedicated to current trends and developments in English linguistics studies with a focus on communication in various genres and discourses. The contributions deal with a wide range of linguistic topics, such as pragmatics of discourse, professional discourse, media discourse, variation across genres, cross-cultural variation, English as a lingua franca, and learner discourse.

The conference organisers are happy to welcome the following keynote speakers, whose plenary lectures will tackle the key issues discussed at the conference:

- Dr. Billy Clark, Middlesex University London, London
- Prof. László Imre Komlósi, Széchenyi István University, Győr
- Prof. Geoffrey K. Pullum, The University of Edinburgh, Edinburgh

Selected contributions presented at the conference will be published in a thematic volume or in the linguistic journal *Discourse and Interaction*. Authors will receive a free copy of the respective publication. All participants will receive the thematic volume.

Please submit your contributions to bcse@ucn.muni.cz by **10 December 2016**.

The organising committee:

Doc. PhDr. Renata Povolná, Ph.D.
Doc. Mgr. Olga Dontcheva-Navrátilová, Ph.D.
Doc. Mgr. Martin Adam, Ph.D.
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Mgr. Martin Němec, Ph.D.
Mgr. Radek Vogel, Ph.D.

The editors

Brno, September 2016

**“I KNOW WHAT YOU MEAN”:
AGREEING AS A POSITIVE POLITENESS STRATEGY IN ONLINE
DISCUSSIONS**

Petra Trávníková

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The present paper deals with the speech event of expressing agreement, a prominent positive politeness strategy (Brown & Levinson 1978, Leech 1983), via which the users of online communities promote solidarity in their forums. As opposed to agreeing in face-to-face conversation, where it is often not voiced and tends to be expressed via paralanguage or even silence, different means must be employed in computer-mediated discourse with its absent visual channel and different concept of back-channelling.

The contribution aims to demonstrate the findings from an analysis conducted on a corpus comprising several threads of discussion forums dedicated to common topics discussed in online communities, mostly consisting of women users, such as dieting, infertility, pregnancy or parenting. It presents the structure of agreement, in particular how it is linked to previous discourse (especially by means of quoting and naming), and its most recurrent patterns.

Contrary to the general belief that agreement is unmarked and preferred response and hence not necessarily expressed, it is a frequent strategy in the corpus. As it occurs even in situations when the speaker is not expected to agree ('unsolicited agreement'), it is clear that the users express constant agreement and emphasise sameness even without being encouraged to do so in order to stress common ground and overcome face-threatening acts caused by the delicate nature of the topics.

**SEMANTICS AND SEMIOTICS IN MULTIMODAL ENVIRONMENT
(BASED UPON THE NOVEL BY S. KING “THE SHINING”
AND ITS SCREENED VERSION BY S. KUBRICK)**

Olena Vovk

Borys Grinchenko Kyiv University, Kyiv, Ukraine

Human emotions simultaneously exist in two semiotic systems: they have physiological exteriorization (e.g. laugh, tears, shiver, intonation); and they have verbal manifestation through lexical and phraseological units (e.g. descriptions and names).

With the development of new modes of communication the ways of manifesting emotions are growing due to a constant increase of cinematographic and multi-media products that contain and disseminate their own new emotion-related icons, pictures and schemes. Sound-, symbol- and visual system combinations form the so-called multimodal discourse, which has become a field of interest for semiotics and cognitive science (e.g. Ch. Forceville, M. Turner, P. Stockwell, M. Antonović).

In this study we use general and special scientific analysis methods, in particular semiotic and stylistic analysis methods and methods of conceptual analysis to define HORROR-concept core and periphery. The study is based on the novel *The Shining* by S. King and its screening version by S. Kubrik.

The present article will focus on analyzing emotivity and emotionality in multimodal discourse, namely screen version of the novel *The Shining* by S. King. First, we will discuss the interpretation and structure of emotional HORROR concept, then its expression in verbal environment of the novel *The Shining*, and finally the transformation of main expression elements of emotional HORROR concept.

The results showed that emotional HORROR concept embodied in fiction passes a difficult way of transformation while screening.

This research may contribute to the development of lingual conceptology and advanced study of interconnections between works of literature and their screened versions.

CONVERSATION AND SYNTACTIC ANALYSIS OF EFL TEACHERS' SERIES OF QUESTIONS USED IN PROMPTING STUDENTS' EXPECTED RESPONSES

Phalangchok Wanphet

The British University in Dubai, Dubai, United Arab Emirates

Sinclair and Coulthard's (1975) characterization of dominant classroom-talk sequence, which is an I-R-F pattern, has been found not to be the only pattern. In many cases, (Teacher) Initiation, which comes in the form of questions, is repeated by EFL teachers, with or without (Student) Response. This study examines the syntactic and sequential relationship between questions that come as a series which EFL teachers use to prompt a specific response from students. The data in this study come from two three-hour recorded classes. In each class, there are thirty EFL students, whose language proficiency is lower-intermediate. Questions that come as a series from the EFL teachers are syntactically compared to see how each question is formed. Episodes, in which a series of questions is asked by teachers, are transcribed and then analyzed to see how turns are designed and delivered by the EFL teachers.

Syntactic and conversation analyses of a series of questions reveal that 1) the questions are repeated with no change if the EFL teachers believe that the cause is either misunderstanding or mishearing the questions, 2) the questions are paraphrased with little changes if the EFL teachers believe that the cause is the students' poor language proficiency, 3) syntactic changes occur before the use of new words in the following questions, 4) syntactic changes include simplification and shortening of the questions, and 5) vocal properties are used by the EFL teachers to make some (key) words in the questions more salient and to exaggerate the questions.

CONFERENCE PROGRAMME

SEVENTH BRNO CONFERENCE ON LINGUISTICS STUDIES IN ENGLISH 2016

English Discourse Studies in the Times of Change

Brno, 12-13 September 2016

Monday, 12th September 2016

9:00-10:00 – registration

10:00-10:10 – opening (Room 1)

10:10-11:00 – plenary lecture – László Komlósi (Room 1)

Fragmented narratives and contextualized discourse: Challenges for social cognition and digital literacy

Session 1

Section A (Room 57) – Internet discourse

11:15-11:40	Tomášková	University affiliated blogs as tools for unlocking research and revealing the impact
11:45-12:10	Hopkinson	Facework and relational work in English as a Lingua Franca – A contrastive study of trip advisor responses
12:15-12:40	Johnová	Gendered talk: Adjectives on interior design blogs
12:45-13:10	Al-Jarf	Non-standard Arabic spelling in facebook discourse

Section C (Room 59) – Semantics

10:45-11:10	Hrdličková	English lexical collocations in current usage
11:15-11:40	Slavová	The discursive (de)construction of linguistic borders: Dictionaries and the English language
11:45-12:10	Swiatek	The study on the frequency of the use of the word 'before' in the discourse demonstrated by Polish learners of English
12:15-12:40	Hublová	Reiteration relations in EFL student academic writing and the effects of online learning

12:45-14:00 – lunch

Session 4**Section A (Room 57) – Literary discourse**

14:00-14:25	Miššiková	Analysing analytical mind: Literary discourse as social interaction
14:30-14:55	Richterová	The expression of the emphatic function in Czech-English literary translations
15:00-15:25	Vovk	Semantics and semiotics in multimodal environment

Section B (Room 58) – Spoken discourse

14:00-14:25	Ježková	Disfluency markers and their functions in learner spoken discourse
14:30-14:55	Gulyaeva	Positive functioning of communication denial in social interaction
15:00-15:25	Orshynska Orshynskyy	Social and pragmatic parameters of English interjections