BOOK OF ABSTRACTS

IV Conference *Innovation in Philology and Communication Studies: Methodological and Research Applications*

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PLENARY LECTURES

Telecinematic Discourse: Insights and proposals for investigation

Roberta Piazza
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The language of fictional and factual film offers an opportunity to reflect on two separate aspects of the notion of 'representation'. In the first case through it we can understand how every day interaction is reproduced and represented in narrative or fictional film, while through an attention to factual film or documentaries we have access to the way authors represent the world and express their evaluative stance about particular events. The talk proposes ways to approach the analysis of the discourse of films produced for both the big and small screen, all multimodal texts in which language is crucial. Starting from fictional film I'll show how characters speak in a particular genre. The examples from westerns of the '60s and crime films will be approached from a pragmatic perspective. From fictional we'll move to factual film that far from mirroring the world, reproduce a specific ideology. To illustrate this I'll show how some documentaries about the disenfranchised travellers' community can be analysed.

Appropriate methodologies for investigating classroom discourse

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The classroom as a site of institutional interaction has been the source of much attention and empirical study. Researchers have struggled for more than forty years in an attempt to capture what is 'really happening' in classroom interaction. As Kumaravadivelu (1999: 454) observes, classrooms are the 'crucible where the prime elements of education all mix together'; understanding the interactional processes which come together in that crucible is central to any serious educational

research. Latterly, more and more corpora of classroom interaction have emerged and these have been studied in different ways, both quantitative and qualitative. In this talk, I evaluate the various approaches to studying corpora of classroom interaction, including conversation analysis, interaction analysis, discourse analysis, critical discourse analysis and corpus linguistics. Drawing on empirical classroom interaction data, I will assess the relative merits and shortcomings of the various approaches and look at the ways in which our understandings can differ according to which approach we adopt. I will also scope out the usefulness of combined approaches to analysis so as to appraise which combinations optimise our understanding for educational goals.

Critical Discourse Studies and Race/Ethnicity: Accounting for Racialization

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This presentation articulates the relationship between philology and communication through a Critical Discourse Studies lens. More specifically, it engages the potential this perspective offers for the study of racialization processes. First, I discuss the different uses of the concepts "race" and "ethnicity," as well as their (lack of) usefulness for a critical project invested in highlighting how discursive practices contribute to the reinforcement of social inequalities. Second, I examine CDA work on racism in two different but interrelated spheres: on the one hand, elite or institutional contexts—including political discourse, media representations, or school curricula; on the other hand, ordinary or everyday contexts—including interaction that occurs face to face, or on different social media. Third, I offer a case study focusing on the racialized dimensions of the discourse of "integration" in the European Union. The analysis shows how the sociocultural lens provided by the concepts of "whiteness" and "racialization," together with the analytical tools of CDA, can aid researchers in unmasking both overt and covert forms of racism informing practices such as the development of immigration policy in the European Union.

Shaping Tomorrow: Harvesting Emerging Research Ideas on Languages in Education

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The digital generation is now in early adulthood. These young people have often experienced high exposure to integrated technologies. This influences how their minds process and use information. These are technologically astute young people who are studying and to some extent teaching in our schools. They are generating their own cultures and habits of learning, which can cross traditional boundaries of

time, space, form and geography. These young people are living through a profound technological and cultural leap. This presentation describes certain behavior and other characteristics being increasingly reported as typical to the digital generation. It raises questions about two inter-related issues. Firstly, how teachers and schools are responding to this emerging and changing situation. Secondly, what we need to explore through research to know more about developing teaching and learning approaches that are complementary to the interests and needs of students in schools and colleges.

LECTURES

Interculturality, Literature, Language Learning and Education for Development: Four Research Scopes in One. The TALIS Project and its Possibilities for Students' Research

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The TALIS Project at the UV is an innovative initiative that aims at joining together experts related to teaching in any field of knowledge, students, social organizations and private entities. The common denominator of these collectives is that they focus their interest on other languages and their cultures while working on their commitment to achieve a fairer and more sustainable society. Hence, TALIS' main aim is to foster intercultural and literary education, ethos building, education for development and languages integrated teaching through projects related to innovative education aimed at people of all ages and cultures. This presentation offers research ideas to high education students which may help them elaborate their final degree and MA dissertations. Some of these possibilities are related to the use of literature as an effective tool for teaching languages and raising social awareness; the creation of development of didactic materials through ICTs; web translation; and the implementation of creative writing workshops with the objective of gathering tales from different countries cultural heritage, which serve as the basis for research in corpus linguistics.

Keywords: Literature and language teaching, social commitment, intercultural communication

Error Analysis: an insight from Interlanguage

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One of the most outstanding issues in teaching English as a second language in Spain is that, it has its peculiarities and those should be taken into account if our aim is to establish realistic teaching methodologies. It is inevitable for students learning a foreign language to encounter many kinds of difficulties. Contrastive Analysis, Error Analysis, Interference and Interlanguage Theory are presented for a better understanding of the causes of common errors in morphology and syntax. When I started to teach English to Spaniards, I realized that most students, regardless of their age or their English command, made similar errors and mistakes. I asked myself why students would keep on exhibiting the same mistakes even after instruction in the topic area and realised that studying their interlanguage may certainly give some valuable insights into the matter. With this in mind, the aim of the present research project was to find out (1) the origin of some of the most common errors made by my own students, and (2) a possible solution to avoid them through the application of the PPP and Task-based approaches. Still nowadays, linguists try to find out the causes of the problems to be applied in language teaching. Keeping this in mind, the aim of the project was to try to make a contribution that could help teachers of English working in a Spanish setting by explaining how some activities and methodological issues may be used to avoid some errors that keep on appearing when teaching English as a Second Language to Spanish students.

Keywords: EFL, interlanguage, error analysis, Spanish EFL students

Conducting an ethnographic research in Intercultural Education for a Master's final dissertation

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The present contribution aims at providing some guidance to those interested in conducting preliminary research in the field of Intercultural Education (IE) within the context of foreign language teaching. It is based on the study I carried out for my Master's thesis, entitled "An ethnographic approach to teaching English to Roma students." Its starting point was that, given the globalization of our society, it is necessary that young people learn to coexist in diversity (Calvo Buezas, 2003) and, for this, the Educational System must adopt an intercultural perspective that takes into account the values of the minorities it is trying to integrate, while respecting the right to individual cultural identity (Arnaiz and Martínez, 2000). Thus, its main objective was to study how implementing IE affects Roma students with low

motivation during the English class; although it also contemplates an analysis of the introduction of Roma culture in classrooms with a minority or none Roma students. My contribution is mainly focused on explaining the steps I took while conducting the research and the difficulties I encountered. All in all, it was a very rewarding and enriching experience for me both as a researcher and a teacher, and the results I obtained were outstanding: introducing IE when teaching English improved the motivation of the students; it promoted the overcoming stereotypes and prejudices; and it favoured a classroom atmosphere of confidence and respect which improved the integration of Roma students. By means of this presentation, I expect to highlight the importance of field research in Education and of teaching through more innovative techniques based on IE.

Keywords: Intercultural Education, foreign language teaching, research, English, culture.

Un proyecto de podcast de estudiantes de alemán en la Universitat de València

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Según el Plan Bolonia, el estudiante debe adquirir aparte de los conocimientos teóricos y específicos una serie de competencias trasversales, como por ejemplo competencias digitales, interculturales y comunicativas. El podcast es un medio de comunicación que ofrece al estudiante la posibilidad de convertirse con muy pocos recursos en el protagonista de su propio aprendizaje en un contexto de comunicación auténtica. En el momento que el estudiante mismo genera su propio podcast, independientemente de su nivel de conocimiento de lengua y del tema tratado, está usando todas las competencias básicas del aprendizaje de idiomas (expresión escrita, expresión oral, comprensión auditiva y comprensión lectora) de manera integrada. A través de la realización de un proyecto de podcast en la clase de alemán como lengua extranjera se fomenta el aprendizaje autónomo, reforzando las competencias digitales, interculturales y comunicativas. Por tanto este trabajo es una propuesta de actividad llevada al aula de alemán como lengua extranjera, nivel A2 en la asignatura Lengua alemana 2 en el grado de Lenguas Modernas y sus literaturas en la Facultat de Filologia, Comunicació i Traducció de la Universitat de València en el curso académico 2015/2016.

Palabras claves: podcast, aprendizaje autónomo, competencia digital, alemán como lengua extranjera

Intellectuals as dialectical translators: *Podemos* and Gramsci's National Popular Project

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In this article I consider the 'national popular' rhetoric of *Podemos*—a recently formed political party in Spain— as a lens through which to examine the communicative agency of organic intellectuals, who organically function as 'permanent translators.' While Gramscian scholarship has recognized the pivotal role of language in explaining the culturally materialist and socially reproductive component of hegemony, there have been fewer calls for its closer consideration in relation to the use of rhetoric in the construction of a 'collective will' and alternative social orders. To this purpose, going beyond its literal meaning, I use the notion of translation to describe two important kinds of rhetorical intervention. First, by *horizontal translation* I describe the intellectuals' capability of dialectically mediating multiple worldviews/discourses into one 'common sense,' capable of articulating different social strata into a 'united front.' Second, by *vertical translation*, I describe the *Aufhebung*-driven capability of sublating the just mentioned common sense into a politically operative 'good sense.'

Keywords: Podemos, collective will, hegemony, horizontal translation.

El uso de recursos de innovación en la enseñanza de ELE en Secundaria en el context educativo británico

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Según el *National Curriculum for Languages* establecido por el Ministerio de Educación británico, los estudiantes de Lenguas Extranjeras en educación secundaria deben adquirir una serie de competencias con el fin de obtener el *General Certificate of Secondary Education* (GCSE). Dichas competencias incluyen la habilidad de expresar ideas y opiniones de manera espontánea, formulada de la siguiente manera en el documento oficial: "It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy" [1].

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[1] https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study/national-curriculum-in-england-languages-progammes-of-study)

Para garantizar la adquisición de estas habilidades por parte de los alumnos, el uso de las nuevas tecnologías se ha convertido en una herramienta esencial para dicho propósito. Estas herramientas de innovación pueden ser particularmente útiles en dos áreas: como recurso en el aula y como herramienta para la elaboración de materiales didácticos.

En esta presentación, se proponen ejemplos prácticos de la implementación de las TICs en estos dos ámbitos en el contexto del sistema educativo británico. Se trata de la experiencia docente adquirida durante 4 años de experiencia en diversos centros de secundaria británicos teniendo en cuenta la diversidad de dichos centros. A pesar dicha diversidad, todos los centros comparten, en mayor o menor medida, el denominado "aprendizaje mixto" donde la combinación de la enseñanza de lenguas más tradicional y las nuevas tecnologías comparten escenario.

En un país en el que la enseñanza de lenguas extranjeras no está lo suficientemente reconocida dentro del currículum, es especialmente importante motivar a los alumnos a través de distintas técnicas y metodologías y es precisamente en este contexto donde la implementación de las TIC puede ser fundamental.

Keywords: ELE, Educación Secundaria, Implementación de Nuevas Tecnologías, Aprendizaje Mixto, Contexto Educativo Británico.

Writing a Final Degree Dissertation

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The DFD is usually regarded as the ultimate step that students have to overcome in their degree. In this formal essay, they are supposed to demonstrate the skills and knowledge they have achieved through the university period. For this reason, it often becomes an intimidating experience for students in final year.

In my case, after being taught a subject about Second Language Acquisition and Teaching English as a Foreign Language my interest in this field of education arose. As a result, I am currently writing my dissertation on the troubles Spanish speakers find when speaking English. After carrying out research eluding to where the main issues lie, I read about different learning methods, particularly those belonging to the Post-method era or "post-communicative period" (Tejada-Molina, Pérez Cañado and Luque-Agulló, 2005), that lead teachers and researchers to adopt an integrated approach to language teaching. It is my intention to include orality as a basic rationale in order to choose the most appropriate techniques to create a so-called "eclectic method" following Swan's (1985) directions. When I finish developing this method, I will put it into practice in a secondary school where I will have the chance to assess in which ways it could be improved and how students react to this

stimulus. I will also give some advice regarding the way in which you can employ technology and up-to-date materials in order to attract readers' attention.

Finally, it is my secondary aim to explain how the handout of the subject (*Writing and Presenting a Dissertation on Linguistics, Applied Linguistics and Culture Studies for Undergraduates and Graduates in Spain*) has helped me in the process of designing and writing my DFD.

Keywords: DFD; SLA; learning methods; orality; secondary education.

Drama in Business: Aplicación de técnicas dramáticas básicas en la enseñanza del alemán con fines específicos

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Desde el 2010 las universidades en Europa se acogen a las directrices impuestas por el Espacio Europeo de Educación Superior. Las líneas de trabajo en el aula quedan marcadas por una metodología centrada en el alumnado, rompiendo con el enfoque tradicional. La enseñanza de lenguas extranjeras en general y del alemán en particular tiene en la universidad además sus peculiaridades: perfil del alumno, objetivos, espacios, competencias. En esta comunicación presentamos la experiencia en el aula de la aplicación de técnicas dramáticas básicas en la clase de alemán como lengua extranjera para el Grado de Negocios Internacionales de la Universitat de València, durante el curso 2015-2016. Se trata de un proyecto de aula combinado y basado en trabajo cooperativo, paralelo al empleo de manuales. De esta manera hemos podido integrar la práctica y el desarrollo de las habilidades receptivas y productivas de la lengua, junto con el contexto específico laboral futuro de los estudiantes.

Keywords: drama, enseñanza superior, alemán para fines específicos, trabajo por proyectos, alemán para los negocios

Introducing online corpora as a language learning tool to enhance students' awareness of lexico-grammatical pattering: a case study in the EFL classroom

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This talk examines the use of online corpora as a tool to enhance vocabulary building and grammar pattering in the EFL classroom. Although technology is present in our daily lives, corpus linguistics is not a very widely used tool in the EFL classroom yet. This paper presents a case study in which a group of students of 2nd of Bachillerato were presented with two sets of corpus-based activities. One activity included a set of concordance lines (indirect use) and the other used an online corpus tool designed for students learning a second language (direct use). The results showed that there was a significant improvement when learners used a corpus tool to find the solutions. These results indicate that using corpus linguistics in the classroom should be encouraged.

Keywords: EFL, corpus linguistics, concordances, secondary education.

An Introduction to Content and Language Integrated Learning (CLIL): Some Key Issues for the Future of Language Education

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Just as English language is increasingly being viewed as a basic competence in most societies, research in language education increasingly reports evidence of unprecedented numbers of students learning content subjects through English.

This has led to the emergence of Content and Language Integrated Learning (CLIL), a pedagogical concept that has become firmly established as an innovative and rapidly expanding form of language-enhanced education.

Knowledge and skills in implementing forms of CLIL are becoming a core professional competence within the profile of the EFL teacher, and this argues that CLIL is increasingly forcing a re-conceptualisation of the teaching of English as a foreign language.

This presentation will summarise the results of several research studies analysing the basic issues of CLIL-type programmes implementation, as well as the impact this has on teachers, students, families and the educational Administration.

A new digital perspective! Introducing *Netspeak* in the classroom

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The current paper seeks to explore how new technologies can be applied in education to increase competences and literacy. To achieve this, I consider *Netspeak* as a first step to introduce students to Web 2.0 tools and Information and Communication Technology. The aim of this talk is to demonstrate the pedagogical rationale of implementing *Netspeak* in an ESL class. *Netspeak* is a useful on-line tool that helps students, among other possible applications, improve their pronunciation. It is hoped that the paper will provide a useful summary for teacher trainers and classroom practitioners who may want to use *Netspeak*.

The use of multimodal identity texts for the development of cognitive and academic language proficiency in the EFL classroom

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The present action-research project deals with the production and evaluation of "identity texts" (Cummins & Early, 2011) from EFL students in the context of a specific subject within the major of English Teacher in Primary Education at the Faculty of Education of the Universitat de València. This project is part of a larger "Innovation in education" project that was recently granted by this university, and whose main objective is to promote the use of identity texts as the key strategy of the "teaching for linguistic transfer" approach advocated by Cummins (Cummins, 1979, 1983). This approach is based on the so-called "Interdependence hypothesis", whereby every language contains surface features; however, underlying those surface manifestations are proficiencies that are common across languages. These underlying proficiencies are related to cognitively demanding tasks that involve complex language or academic language proficiency, which is transferable across languages (Cummins, 1979, 1983, 2005). Identity texts foster learners' cognitive and academic transfer from their first language (L1) to their second or foreign language (L2/FL), and offer students an opportunity to explore their "selves" through the use of written, oral, visual, musical and theatrical texts or a combination of all of these into a multimodal whole (i.e., videos, digital stories, etc.). In the present

project, learners are encouraged to explore their identities as EFL learners with the aim of a) raising their awareness of who they are as language learners acquiring a L2/FL, i.e., what kinds of learners they are and how they learn, b) helping them develop their cognitive and academic language proficiency skills, and c) helping them develop their digital competence.

Keywords: identity texts, language proficiency, multimodality, digital competence.

Anxiety in EFL learners who stammer: implications for foreign language teaching

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The present study deals with stammering and anxiety in EFL learning. Stammering is a disorder that negatively affects fluency in speech and produces high levels of anxiety in the individual (Kraaimaat et al. 2002, Guitar, 2006, Menzies et al. 2009). In spite of the seriousness of this disorder in terms of avoidance in communication, self-denial, and rejection of good opportunities for life, the Spanish law does not acknowledge individuals who stammer as learners with special educational needs, hence does not offer any adaptive educational program that caters for these learners. Additionally, based on the fact that EFL learners experience anxiety in foreign language learning, especially in spoken interaction (Horwitz, 1986, 1995, 2000; Horwitz et al., 1986), EFL learners who stammer will be expected to report higher levels of anxiety than non-stammering learners. Nevertheless, precisely because of their difficulty in expressing certain words fluently, learners who stammer may develop a wider vocabulary in the target language than those who do not stammer, and may also find it easier to listen attentively and express themselves through writing than through speech in the foreign language. Therefore, the aims of the present research are twofold: a) test the hypotheses stated previously on anxiety in EFL students who stammer, and b) offer some suggestions for the teaching of English to these learners in the foreign language classroom.

Keywords: stammering, anxiety, EFL, teaching, spoken interaction

Qualitative or Quantitative?
Two DFD study case descriptions in the English Studies Degree

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The *Real Decreto* 1393/2007, of October 29th which established the planning of official university degrees, master's degrees and doctorate, and was modified by the Real Decreto *861/2010*, of July 2nd establishes that official Degree studies conclude with the preparation and defence, during the final phase of the curriculum, of a Degree Final Dissertation which must be associated with the skills developed during their studies; in this particular case, during the English Studies Degree. The varieties of works that can be carried out are diverse although we can generally distinguish: the experimental work, a theoretical review and a professional approach. In this specific case, we describe a study case of an experimental work that proposes the diagnoses of a situation through a study in order to test the effectiveness of an intervention on the literary canon taught in the subject English Narrative. As well as, a theoretical project that reviews the scientific literature and existing empirical evidence on a very specific topic: Female Gender Roles in Sylvia Plath's poetry. In both cases, these are two DFDs, one qualitative and one quantitative, by students from the English Studies Degree. This communication tries to present the impressions of two very outstanding students throughout their DFD process and all of their contributions have been taking into account while preparing a very specific DFD research guide.

Keywords: DFD, qualitative research, quantitative research, English Studies Degree, guide.

The Theatre Forum Society: Utilising Digital Theatre to Learn and Teach English

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Founded by students from the Faculty of Philology, the Theatre Forum Society is a student-oriented organization for the diffusion and discussion of theatre plays from the Anglophone world. A newly-formed collective, it is open to anyone from the university's student body, as well as the public at large. Focusing on theatre, it offers a varied selection of activities, and as a happy by-product, provides a unique opportunity for English language learners to hone both their productive and receptive skills. The Theatre Forum Society makes use of the Digital Theatre platform, which has been newly acquired by the University of Valencia's library

service. By offering the possibility to watch a vast array of high quality filmed theatre plays, the platform constitutes an invaluable learning tool for both teachers and students. Our student society selects, screens and promotes the discussion of relevant and recent theatre productions in English. In the language learning context, the benefits for the participants are manifold: the non-graded language of the plays is offered in the 'real' context of modern theatre, something that learners can easily relate with. Subsequently, the interest in the play strengthens their intrinsic motivation, a key aspect for language learning widely discussed in ELT programs.

Gender-based patterns in British TV testimonials: a multimodal analysis on verbal and nonverbal communication

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This presentation aims to expose existing gender-based communication patterns in British TV testimonials through the examination of one day's recording of TV advertisements from MATVA corpus -Multimodal Analysis of TV Ads (Pennock-Speck). The study entails a multimodal analysis which involves the observation of previously selected specific verbal and nonverbal communicative features. All combined have shown a distinction between male and female speaking characters regarding their representative role linguistically and non-linguistically. On one hand, male characters linguistically tend to be portrayed as dominant figures except from male children or male humorous characters. On the contrary, female speakers regularly appear depicted as advisers or/and weak characters in need of help or advice. Concerning non-linguistic communicative features, male characters, on the other hand, are usually characterised by a more powerful and distant profile which differs from the depiction of females who might remain as more persuasive and familiar by employing more physical attention-seeking communicative techniques.

Keywords: MATVA corpus, advertisements, testimonials, gender.

Lecture-Performance: Drama en el aula

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En los últimos años, la *Lecture-Performance* ha ganado en relevancia en el ámbito académico. En este sentido ofrece a estudiantes universitarios la posibilidad de aprender contenidos literarios y a la vez combinarlos y reforzarlos con aspectos creativos al trabajar en grupo. Partimos de un concepto de *Lecture-Performance* como forma híbrida entre investigación, arte dramático y la utilización de diferentes medios técnicos. El objetivo es doble: por un lado, el trabajo con bibliografía y

materiales escritos sobre un tema literario, y, por otro, la utilización de formas dramáticas básicas. Se trata de una combinación de drama y (nuevas) tecnologías y la profundización y ampliación de conocimientos teóricos y literarios. Esta forma de trabajo es entendida como *work in progress*, ya que no solo es importante el resultado final, sino también los debates y las negociaciones entre los miembros del grupo, que se entregan al final del curso con el formato de un informe.

El objetivo de nuestra propuesta es la presentación de esta forma de trabajo con estudiantes, en la que la consciencia y la utilización del cuerpo y el movimiento no solo puede cambiar la apreciación de textos literarios, despertar la percepción de uno mismo y la consideración de los demás, sino que también se potencian aspectos como la creatividad, la imaginación, la espontaneidad, la responsabilidad, la tolerancia y la empatía.

Keywords: lecture-performance, literatura, enseñanza.

Phoneboxes: A tool to improve listening skills and learn more about British culture

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According to Rost (2002) and other specialists in second language acquisition, a determining factor in a student's progress is his or her level of motivation. To boost motivation, Krashen (2004) suggests that input should be considered interesting and comprehensible by learners, while Bacon (1992) highlights the importance of access to materials based on authentic and natural speech patterns. In view of this theoretical framework and also of the opinions of our ESL students about what constitutes effective and appealing listening activities, we decided to formulate an online platform containing listening materials aimed at intermediate Spanish-speaking ESL learners. The site (*Phoneboxes*), which is currently being developed as a part of the YUZZ UV programme for young entrepreneurs, includes conversations classified into five broad topics relating to British culture: music, gastronomy, sports, film/TV and traditions/historical events. Our study discusses the social, technological and institutional factors which have had an impact on the development of our website, as well as feedback from students about their experience using *Phoneboxes* and other new technologies to practice their listening skills.

Keywords: motivation, online platform, YUZZ UV programme, young entrepreneurs.

You bring it into my kitchen you make it my business': The kitchen as a space of women's empowerment and the site of power struggles in Orange is The New Black

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The aim of this paper is to analyse how *Orange is the New Black*'s character Red is presented as a woman empowered through the kitchen space and what are the power relations between her and the prison officers. My work aims to address the lack of previous research in the relation between women and food in TV series by pointing out that food can be a source of power for women. The paper is divided into the following sections: first, I follow the idea of female empowerment through cooking in history and fiction as this has been captured by feminist food studies. In the methodology section, I explain why Multimodal Feminist Critical Discourse Analysis is an appropriate method to examine the linguistic and visual representation of female empowerment and power workings in a prison show and I describe the corpus which consists of all the scenes featuring Red or other character speaking about her. In the third section, I examine the construction of the head cook Red as a powerful character looking into the way she talks, looks and acts as well as the way she if filmed. In the fourth section, I view her power as contrasted to two of the male officers with whom she engages in five fight scenes that take place in the kitchen. Regarding the results, my work is still in progress but I expect to find that even though Red is meticulously presented as a woman who absorbs a considerable amount of power through the kitchen space her authority comes short when she confronts the institutional power of prison.

Keywords: gender, kitchen and food, multimodality, television series

Learning outcomes in blended learning setting: students' perception of on-line activities in *Edmodo*

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This paper examines the effectiveness of on-line adaptation of practical activities for the subject English Language Syntax taught so far exclusively in the face-to-face method. The adaptation took place within the final project of the Master's Degree and the tool used to that end was the *Edmodo* network. The purpose of redesigning the programming of the face-to-face subject to the blended learning (also known as b-learning) mode was to offer students greater control of their learning and to reinforce the teaching action, as well as promote a constructivist view of learning. According to Corales (2009) there is a close relationship between constructivism and communicative approach, so accepted and popularized in language teaching.

Therefore, if meaningful learning is to take place, the experience is vital. "With communicative tasks where students understand, negotiate and express meaning in order to obtain a communicative purpose, the construction of knowledge and language skills is encouraged in a real and meaningful way." (Corales, 2009). The final survey revealed student's positive perception of the blended course design with on-line activities created to practice the theoretical aspects taught in the face-to-face class. The paper also discusses the theoretical aspects of the blended learning and collaborative learning fostered by scaffolding.

Keywords: Blended learning; Collaborative learning; Constructivism; Reflective learning; Edmodo.

Communication strategies in crowdfunding

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Regardless of the advances in technology, good communication practices are still founded on the same values that have worked for years: strong storytelling and clear calls to action in order to achieve our goals. However, simultaneously, crowdfunding and social media have become powerful allies in order to launch our personal projects. These are tools that have widen the possibilities of low-budget projects to reach wide audiences. News apps and gadgets are means of telling our stories better but cannot help us if we do not craft the proper communications strategies to fit our mission, fundraising goals, and audience. Throughout the case of "23 30, A captive story", a documentary on the Immigration Detention Centres, which went through a successful crowdfunding campaign about a year ago achieving interesting later results and good impact on media, we will study the key aspects in which communication resources may help us in order to launch our project, no matter its nature.

Nursery rhymes and children's literature: A fun folly to study

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Children's literature has become a new field of academic research in the last 40 years. Among the studies on Children's Literature there have been contributions related to its history, its relation and impact on culture and pedagogics, its semiotics, its reception and its ambivalent nature. Nonetheless, the field of nursery rhymes in children's literature has hardly been addressed. The specific nature of nursery rhymes offers very interesting research possibilities: their varied origin –with many rhymes originating in a language foreign to English and from diverse periods -; their multi genre nature and its implications in their study and translation; their presence in general media intertextually. Several research methodologies can be applied for further studies parting from these key points, for example: a historical and multicultural approach, a diachronic linguistic approach, or a neuro-linguistic approach related to the child's reception, among others. Due to their ample use and relevance in English children's literature, education and media, nursery rhymes can also become an important tool in teaching English at different levels. Rhyme, repetition and sound use can help children in the acquisition of listening skills, memorization of vocabulary and utterance. Linguistic patterns, cultural references, speaking skills, and the relation of certain nursery rhymes to historical events or characters can be used in intermediate classes; whereas a deeper study of meter, rhythm, alteration, nonsensical sounds, translation, and other language correspondence can take place in advanced levels. The presentation will, therefore, speak about the general situation of children's literature research, the specific fields of research than can stem from the analysis of nursery rhymes through different methodological approaches and how nursery rhymes can also be used on a daily basis in the English classroom.

Keywords: nursery rhymes, literature, language teaching.

The Impact of Gender-Stereotyped Depictions of Occupations in Primary School Textbooks on Women's Career Choice: The Dominican Case

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The purpose of this paper was to examine whether the gender-stereotyped depiction of occupations in Dominican primary school textbooks can bias students' career choice and perpetuate gender inequalities in the Dominican Republic. Data shows that, despite a slight gender disparity in favour of girls in secondary education enrolment rates and the feminization of tertiary education in the Dominican

Republic, collegial population is extremely segregated by gender and women are rarely found studying careers that are traditionally related to the opposite sex. Jobs in the fields of science, technology, engineering, and mathematics are found to grant higher salaries and hold higher social recognition. Female participation in the aforementioned disciplines is limited in the Dominican Republic, whereas women overpopulate traditional female careers such as teaching, nursing, or psychology. My research argues that, despite regulations towards the elimination of sexism in school textbooks, there is still a high incidence of gender-stereotyped occupations and sexism in Dominican primary school textbooks. On studying collegial trends amongst female and male students my research examines how the depiction of gender-stereotyped occupations in primary school textbooks is linked to career choice. Finally, a study conducted among primary school children shows the effects of gender stereotypes in career choice and how the portrayal of traditional gender-typed occupations limits children's educational and professional identity, largely restricting Dominican students' potential to culturally constructed gender roles.

Keywords: gender, textbooks, jobs, inequalities.

"Flipped Lessons": A CLIL-Oriented Practical Approach

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From 2013, Primary and Secondary School teachers in the Valencian Community must obtain a special qualification in order to teach traditional subjects in English in public schools. In this new learning environment, and for many teachers with a B2 level of English, teaching Maths or History represents now a daunting challenge that may result in their professionalism being undermined in front of their students. I recently taught a module called "Oral English for Teachers" within the first edition of a training course for future Content and Language Integrated Learning (CLIL) teachers at the Universitat de València. In order to help trainees to overcome their insecurities in their future careers, and following the model of Bloom's taxonomy, I proposed them to create their own special teaching materials: recorded lessons. Based on the use of new technologies and integrating a new pedagogical approach, "Flipped Learning", trainee teachers created a series of podcasts that would, in the future, allow them to work with their students in a creative, dynamic, engaging, and above all, self-confident way. In this paper, I will present some of the resources they created, which comprise the first step of a future project aimed to support CLIL teachers.

Keywords: flipped learning, CLIL, spoken English, classroom interaction.

Feminism and Women's Online Magazines: A Discourse Analysis

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The aim of this paper is to understand the portrayal of feminists and feminism on three renowned fashion magazines: *Vogue*, *Harper's Bazaar* and *Elle*. The study examines the magazine's language choices when referring to feminists and feminism and includes a multimodal analysis of the content. The articles analysed in this paper are retrieved from the website of the previously mentioned magazines, and constitute a total of 79 articles. The method of analysis includes a quantitative analysis through the tool *AntConc 3.2.4w* and a qualitative interpretation of results, including the analysis of images. The results of the study show a rise in the use of the terms feminism and feminist in women's magazines since 2014, and classifies the movement as a mere trending topic for fashion magazines and the fashion sphere.

Keywords: discourse analysis; feminism; language choice; women's magazines

ONCE UPON A TIME 2.0
Criterios para la selección de obras de Literatura Infantil y Juvenil (LIJ) en el aula de inglés como lengua extranjera en Primaria

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Debido al contexto globalizado actual el dominio de la lengua inglesa se convierte en un componente básico en la formación de los estudiantes ya que logra perspectivas laborales, acercamiento a las nuevas tecnologías y al conocimiento de otras culturas, así como el establecimiento de nuevos canales de formación e información (Díaz, 2012). Por lo que es conveniente fomentar la adquisición y enseñanza de la lengua inglesa a edades tempranas. Además, durante sus primeros años de vida los más pequeños entran en contacto con los cuentos que generalmente son narrados por padres, tutores y/o educadores, a través de un libro con ayuda de las ilustraciones (González, 2013). Ahí reside la gran importancia que tiene la Literatura Infantil y Juvenil (LIJ), especialmente en lengua inglesa, ya que aúna el carácter lúdico a la par que el didáctico, del que participan todos los agentes involucrados (Cerrillo, 2008). Además, la educación literaria es una herramienta esencial en la educación de los menores (Ballester, 2014). Nuestra propuesta surge ante la necesidad de establecer unos criterios de selección para garantizar la idoneidad en la selección de obras de LIJ en lengua inglesa para emplear como instrumentos didácticos en las aulas de

lengua inglesa en Educación Primaria en España. Brindando así una propuesta que incluya las categorías estudiadas y analizadas para una correcta selección de lecturas como recurso indispensable para el fomento de la lectura en lengua inglesa en las escuelas.

Keywords: inglés como lengua extranjera, Literatura Infantil y Juvenil, Educación Primaria, educación literaria, España.

IMEDEUZ Project

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In the transforming world, share of good practices ensures prosperity and a real integration of emerging regions into the democratic mosaic of the world. The project, based on this conviction, aims at developing innovative curriculum with platform-independent, universally applicable digital training, teaching and study materials to enhance learning and teaching English for medical purposes in alignment with the complementary didactic manual and sample lessons for the teaching staff at the Uzbek medical universities. Vis-a-vis the development of the teaching-learning materials, a thorough analysis of the field of ESP in medical context will be carried out by the consortium members the output of which will be a collection of scientific studies edited by expert members and published on-line to share and update knowledge on ESP in the cross-section of medical sciences, life sciences, and humanities. The primary reasons for this project are to accelerate the rapprochement of Uzbekistan and the EU by providing high quality innovative English teaching-learning materials and to support cooperation of the partners in the exchange of knowledge, experience and best practices at a practical level of ESP.

Keywords: digital training, medical English, teaching, ESP.

The Children's House Community: Building Social and Emotional Intelligence through Montessori and Positive Discipline

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María Montessori (1870-1952) and Alfred Adler (1870-1927) lived at the same time and shared the same ideals about education. Their work in the field of Education and Psychology has changed the way children are regarded by adults, in Dr Montessori's own words: "Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future." As

described in many of the educational books for parents and teachers they wrote, children naturally want to contribute and feel capable and valued members of their communities. Likewise, in Montessori the environment enables the child to explore and be herself through freedom within limits, something that leads to an atmosphere of cooperation and mutual trust. This talk will explore some of the tools and practical activities that assist social and emotional self-regulation and respectful interaction within the school community among different mixed age classes of children aged 3 to 6.

Keywords: Montessori, Children language learning, emotional self-regulation

"We could finally apply what we'd learned to real life and meet people we could never have met otherwise": A Spain-USA intercultural online exchange from the students' perspective

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This presentation revolves around an innovation project supported by *the Lifelong Learning and Educational Innovation Service* from the Universitat de València: Telecollaboration Universitat de València-Wofford College, South Carolina. This intercultural online exchange was carried out during the first semester of the academic year 2015-2016, from October to December, in a Business English Course offered at the Faculty of Economics. Students had 4 hours per week of face-to-face classes over a period of 14 weeks, half of which were devoted to completing the different tasks of the project. The qualitative and quantitative data were collected by means of pre- intervention and post-intervention questionnaires which gathered students' views and perceptions. The analysis of the 82 responses obtained yielded encouraging results concerning the project: students found this way of learning beneficial in terms of the development of their linguistic, digital and intercultural competences. Moreover, they reported having become more motivated and engaged in their own learning processes. Nevertheless, challenges such as time differences and linguistic/cultural difficulties as well as different levels of commitment were also pointed out.

Keywords: telecollaboration, business English, culture and language.

The Authenticity of Real Texts in Advanced English Language Textbooks from Chinese Universities: Final Results

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My talk deals with one of the fundamental aspects of English language teaching: the authenticity of teaching materials. My study is devoted to the examination of authenticity regarding the materials used in Chinese universities. The research focuses on the authenticity of what are purported to be "real" texts included in textbooks for undergraduates, both English majors and non-English majors, in Chinese colleges and universities at roughly B2 and C1 levels. There is an appealing necessity of examining the EFL textbooks in Chinese higher education that are equivalent to B2 and C1 level as defined in the Common European Framework of Reference(CEFR). The question of whether they are as authentic as they should be arouses great interest. The notion of authenticity has been variously interpreted by SLA and ESL scholars. Besides, I will reveal the research on authenticity in English teaching materials where scholars have discussed the advantages of using authentic materials over contrived ones. To get the equivalent B2 and C1 level textbooks, I compare the European and Chinese language teaching system based on the CEFR, College English Curriculum Requirements and Teaching Syllabus for English Major to select three textbooks roughly parallel to B2 and three to C1. Eight sample texts were chosen from each one of the books so there are forty-eight texts in my corpus to be examined according to four parameters. The results show that C1 textbooks are more adapted than B2, because B2 textbooks seem to be more examination-oriented. After carrying out my analysis, I could observe that these results are not only interesting for SLA scholars, but they could be of interest to English language teachers as well, which gives my study a potential methodological and pedagogical value that is worth exploring in further research.

Keywords: authentic language, textbooks, Chinese and English, CEFR.