



BOOK OF ABSTRACTS

**V CONFERENCE *INNOVATION IN PHILOLOGY
AND COMMUNICATION STUDIES:
METHODOLOGICAL AND RESEARCH
APPLICATIONS***

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PLENARY LECTURES (in alphabetical order)

Consensual sexting among adolescents: Embodying sexual femininity

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The electronic swapping of sexually provocative images and texts, commonly known as sexting, seems to have become part and parcel of adolescents' social lives. In spite of both media and policy attention, questions remain about the way(s) young women navigate sexual relationships and construct their gendered identity discursively by endorsing/challenging social and behavioural norms of sexual agency. Guided discussions involving 36 young women were conducted. The main aim of this study was to gain insight into the characteristics of sexualised adolescent cyberculture by analysing their discourses about sexting, the effects on their lives and its implications. In this paper, I argue that the discourse analysis of these young women's own construction of their sexualised gender identity may throw light on the interrelationships between dominant purportedly sexualised culture and agency.

Keywords: Sexting, social media, girls, sexuality, femininity, and evaluative beliefs

Understanding the Power of Language in Media Re-Presentations

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This presentation reflects on how the expanse of media – even in its endlessly divided and diffuse state – hold power in framing political and social narratives. Although much research continues to conceptualise framing as simply the categorisation of content, this presentation suggests that scholarship must seek to more fully understand the power of those media frames in shaping perceptions. In so doing, research should examine the ideologies embedded in the creation of those frames and why media structure specific repeated re-presentations, which continue to cascade down from elites to the public.

Los 5 problemas de la educación que la tecnología (aún) no resuelve

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El propósito general de esta conferencia es doble: por un lado, tratar de desmontar el aura positivista que acompaña a lo tecnológico. Por otro lado, profundizar en el conocimiento de algunos de los problemas relacionados con la educación que la innovación tecnológica todavía no resuelve. Las sociedades del s. XXI viven una suerte de idilio ciego con los dispositivos de comunicación. Este idilio alcanza también a las escuelas y a las universidades en todos los niveles formativos. El debate acerca de la innovación educativa debería profundizar antes en el estudio y comprensión de qué factores dificultan o facilitan el proceso de enseñanza-aprendizaje. Asimismo, se deberían responder de forma urgente cuestiones acerca de la función del profesor 2.0, el papel de las instituciones educativas y algo que casi nadie se atreve a preguntar en voz alta debido a las implicaciones políticas y económicas: ¿para qué deben servir los estudios?

Video and SCS (Screen capture software) in language teaching and teacher

Education

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This talk features options for the use of video and SCS in language learning and teacher education. Drawing on two research projects, the talk will consider various 'pedagogic practices' that are increasingly possible with digital video and SCS. For example, the talk also considers the value of giving feedback and how students feel about getting feedback with SCS. In addition, a number of video and SCS choices will be evaluated. The talk will consider using, making and communicating through video and highlight some useful resources for teachers.

Unveiling linguistic corpora: The reality of building and tagging an electronic corpus

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As used in modern linguistics, a corpus is "a collection of sampled texts, written or spoken, in machine-readable form which may be annotated with various forms of linguistic information" (McEnery et al. 2006: 4). Although linguistic corpora contain a large number of texts with multiple applications in the fields of lexicography, syntax, sociolinguistics, translation, language learning and teaching, dialectology, historical linguistics, and textual variation, to mention a few, it must be acknowledged that

“absolute representativeness is an unattainable aim” (Mukherjee 2004: 114), independently of the size of the corpus.

The first modern corpus in electronic format was the Brown Corpus, compiled by W. Nelson Francis and Henry Kucera (Brown University) in the 1960s. It consists of one million words of American English texts organised into fifteen categories. Since the release of the Brown Corpus, a large number of linguistic corpora (written, spoken, monolingual, multilingual, synchronic, diachronic, tagged and untagged) have been created and made available to the research community. Moreover, the compilation and tagging techniques have improved significantly with the advent of computers and network technology from the 1980s onwards. However, the compilation of a corpus implies a huge amount of work which tends to go unnoticed for those who have never embarked on such an arduous task.

The aim of this presentation is to deal with some of the challenges and difficulties that corpus compilers must face when creating a brand-new corpus. I will discuss these by focusing on two different corpora in whose compilation I am currently involved: *A Corpus of Historical English Law Reports* (CHELAR, Rodríguez-Puente et al. 2016) and *The University of Cantabria English Learner Corpus* (UCELC). CHELAR is a diachronic corpus of legal English which includes texts from 1535 to 1999. It has recently been released in its raw and part-of-speech (POS) annotated forms and is currently being annotated using XML (Extensible Mark-up Language). On the other hand, UCELC is a learner corpus made up of texts from first-year university students of degrees other than English at the University of Cantabria. Although compilation is still in its initial stages, the corpus will be made available in raw, POS and XML versions as well.

Although CHELAR and UCELC are corpora of a rather different nature, the process of creation and annotation of each of them conceals similar complexities: the selection of the source texts, the typewriting procedure, and the several stages of the annotation processes, which entail knotty decisions ranging from the specific type of mark-up to be employed to the establishment of limits in the mark-up itself. Using my own experience as corpus compiler, my presentation will address issues such as the appropriateness of the several annotation systems, the various software applications which facilitate the annotation procedure, and the necessary limits that must be established if we do not want our corpus to become an unattainable goal.

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Variation, Linguistic Change and Grammaticalization, Department of English and German. ISBN: 978-84-608-8006-6.

LECTURES (in alphabetical order)

Working with ipads in an interdisciplinary class

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Drawing our student's attention to our subjects is one of our major worries as teachers. Motivation, interest and participation are traits that all of us wish to see in our student's attitude in class. However, in the era of digitalization, where they are surrounded, by powerful stimuli and massive amount of attractive information, this situation is unlikely to happen if we continue teaching like 60 years ago.

Our aim as teachers is to try to teach our contents in a way that are attractive for students. As they are "digital natives", they have a natural ability to work with new applications, in teams and to use their creativity.

Taking into account all these premises, in our talk we will present an interdisciplinary project in mathematics and English in 2^oESO using the ipads. Our pupils have to search for specific information about five famous mathematicians (Alan Turing, Mary Lucy Cartwright, Isaac Newton, Bertrand Russell and Mary Somerville).

For this purpose, we have divided our class in small groups of 4 people and with the information that they have found, they have to present it to their mates in some different ways. Some of them, with a comic, (comic maker app), a test to check that the information is understood (kahoot), others, with a computer graphic (infographic), with a Digital storytelling (imovie), etc. We will show with pictures and small videos their work and we will explain how their motivation increased in a dramatic way with this way of teaching, at the same time that they are developing the mathematic, digital, social and civic competencies.

Multiple Intelligences and English Language Learning: A case study in a Chinese dual-immersion school

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This study was based on the Multiple Intelligences Theory, developed by Professor Howard Gardner and sought to identify distinct children's areas of strength and weaknesses in order to use their intellectual strengths as the basis for an individualized educational program. For this study, a group of forty Prek2 and Kindergarten students who attended a dual immersion Kindergarten school in Tianjin (north-east of China) during the school year 2014/2015 were investigated. Data were gathered by observing the children closely and by writing weekly reports. Alongside, nine classroom areas (Dramatic Play, Blocks, Manipulative and Puzzles, Library, Music Area, Message/writing, Art and Construction, Science and Sensory) were closely examined in order to know how the students responded to MI methodology and to what extent the materials and activities

provided, including a combination of free-play, teacher-directed small group and teacher-directed large group activities, helped enrich children's intelligences, and most narrowly their linguistic intelligence. By the end of the school year, most children presented a clear improvement in their linguistic performance so MI noticeably benefited the learning of English as a foreign language. According to Snider (2001), "MI Theory-related materials have the strong potential to improve foreign language (FL) instruction because they engage learners' innate abilities" (p.6). For this reason, MI has positively contributed to the English Language Teaching in the sense that it has entailed changes in approaches, practices and theories that have aided the way we teach in the last century. Thus, the combination of current methods and approaches along with the principles of MI theory has proved to be beneficial for both language learners and EFL teachers.

Keywords: Multiple Intelligences Theory, English as a foreign language, foreign language teaching (FLT), dual immersion school, intelligences, verbal/linguistic intelligence, experimental learning/teaching

Grammar in Advertising Communication - A Lexico-linguistic Analysis

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The choice of words or lexical units in the world of advertising communication is very cautious and skillful. The aim of the copywriter is to make the information of a product or service accessible to the consumer and also to persuade them to buy the product or use the service. The communication in advertising is deliberate. And the copywriter attempts to create a positive impression of the product or service in the mind of the consumers. The taglines of advertisements work as punchlines which are used to attract and persuade the potential buyers. An inductive method of research based on a sample survey was used for this study. This paper aims to identify and analyse the various lexical features used by English advertisements in a multilingual setting like India, by examining especially the lexical features through a detailed discussion of the collected data. In this process, data has been collected and analysed from a sample of 300 advertisements with taglines. On the basis of the lexico-linguistic analysis of the sample, the features identified and categorized have been discussed in the paper.

Keywords: Advertising, Lexical Features, Inductive Method, Persuasion, Product

'A hombros de gigantes': Plagio y honestidad académica en la cultura de la remezcla

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La realización del TFG o incluso del TFM supone para muchos estudiantes la primera ocasión en la que abordan un trabajo científico de manera individual. En este proceso existe una preocupación común en alumnos y profesores: evitar el plagio y sus consecuencias académicas. En la presente charla se describe el contexto actual de empleo de los recursos electrónicos en el consumo y remezcla de productos culturales, junto con la legislación sobre propiedad intelectual y derechos de autor. Además, se expondrán algunas de las causas más frecuentes de plagio en trabajos escritos, con ejemplos de cada una de estas modalidades. Por último, se compartirán varias herramientas informáticas disponibles de manera gratuita tanto para detectar copias

como para facilitar la labor de citación y referencia. Finalmente, se ofrecerán algunas recomendaciones para redactar trabajos académicos de manera honesta.

Media portrayal of the Ukrainian crisis in Anglo-American and Russian press: An interpersonal perspective

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The paper reports a comparative analysis of media-generated images of the Ukrainian crisis based on the articles taken from Anglo-American and Russian press. Objective reporting is thought to be intrinsic to a high quality of press, though it is continuously disputed whether the canon of objectivity which was previously considered a cornerstone of the professional model still holds true (Glasser, 1992; Cohen-Almagor, 2008; Sambrook, 2012). The study is aimed at disclosing the level of subjectivity typical for both sources from an interpersonal perspective (Hyland and Tse, 2004, Hyland, 2008) provided that any genre of discourse presupposes social engagement and maintains the author's voice, though according to the conventions of the genre "news article" should be devoid of the author's self. The study also reveals recurrent interpersonal patterns that are explained by authors' communicative aims. The original taxonomy and methodology was extended and adjusted to this journalistic genre as interpersonality is flexible, context-sensitive and contains variables (Suau-Jiménez, 2014) and was originally restricted to the academic genre. The new data may fine-tune the interpersonal framework when applied to non-academic genres, as it was previously suggested by several authors who studied interpersonality outside academic discourse (Mapelli, 2008; Suau-Jiménez, 2011, 2012a, 2012b, 2014, 2016; Edo-Marzá, 2012).

Keywords: journalism, subjectivity, interpersonal metadiscourse, stance and engagement, Ukrainian crisis

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Exploring learners' identities in the EFL classroom: The case of digital identity texts

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This paper focuses on the study of identity in digital identity texts produced by English as a foreign language (EFL) learners within a specific subject of the degree of Teacher in Primary Education (English) at a Spanish university. To that end, 51 digital identity texts were analyzed following a “positioning perspective”, which views identity in terms of “reflexive” and “interactive” positions (Davies & Harré, 1990). This perspective was also informed by research on identity in second language writing (cf. Ivanič, 1998), and the three types of narrative analysis commonly performed to explore identity and its negotiation: “thematic analysis”, “structural analysis”, and “dialogic/performative analysis” (Block, 2010). Results show that learners mainly shaped their digital identity texts as memoirs and personal recounts or narratives, and constructed non-unitary identities whose subject positions were often contradictory. They also associated certain positions with silencing identities, transition identities, and identities of competence within the reflexive and interactive categories (cf. Norton & Toohey, 2011; Manyak, 2004), while ascribing others to their audience(s) in the interactive type. In general, students created an identity of competent actors in and through their texts by means of a wide variety of linguistic and semiotic resources with symbolic choices, and language and lexical choice featuring prominently. These findings corroborate the positive effects identity texts have in terms of identity affirmation and literacy engagement, as attested in the literature.

Brexit and the politics of fear: A critical corpus based analysis of the discourse of Brexit

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Politics of fear is defined as “The marketing of fear for political advantage” (Gardner 2009). The debates around Brexit have been tough and severe but a theme heavily

present in both sides of the argument was the politics of fear. The specific aim of this paper is offering a critical analysis of the discourse of Brexit (In and Out campaign) regarding the role of the politics of fear in both sides. This paper also examines how fear is linguistically constructed in the discourse to make voters vote in a certain way. Following previous attempts to combine critical discourse analysis and corpus linguistics approaches (Hardt- Mautner 1995, Teubert 2000, Johnson et al 2003, Saraceni 2003, parington 2003) and in line with what Mautner (2015) calls growing “awareness of [corpus linguistics] potential” (e.g. Baker and McEnery, 2005; Baker et al., 2007; Baker et al., 2008; Cotterill, 2001; Fairclough, 2000; Mautner, 2007; Nelson 2005; Orpin, 2005) this paper will draw from the frame-work suggested by Baker et al (2008) which contains a nine-stage model for “corpus-assisted critical discourse analysis”, i.e. a model that combines qualitative and quantitative analyses. A corpus of all printed material in British papers (The Guardian, The Times, Daily Telegraph, Daily Mail, The Independent, The Observer) between February 22 and June 23 (2016) was compiled for the analysis. The corpus comprises more than 5 million words. Using corpus linguistics tools such as frequencies and markedness, collocations, concordances, keywords etc. the findings reveal how the politics of fear is linguistically constructed in the discourse of Brexit in the printed media.

The L'ús de Praat en l'estudi dels sistemes vocàlics

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Praat és un programari gratuït que s'utilitza per a l'anàlisi de la parla (Boersma 2001; programari disponible a <http://www.fon.hum.uva.nl/praat/>) i que, en els darrers anys, s'ha convertit en el programa estàndard per a l'estudi de la fonètica en l'àmbit internacional. Tot i que permet analitzar diferents paràmetres acústics en un àmbit avançat, la interfície és suficientment simple perquè es pugui utilitzar tant per a les classes de fonètica com per elaborar treballs de Grau o de màster. L'objectiu de la nostra presentació és justament donar conèixer la nostra experiència amb aquest programa en les classes de Fonètica i fonològica catalanes i de Treball de Grau o de Màster, així com indicar com es podria utilitzar en assignatures d'altres graus.

Amb aquest objectiu, explicarem, en primer lloc, com es pot usar Praat per extraure els formants de les vocals d'un subjecte i elaborar una carta formàntica del seu sistema amb aquests valors. Amb parlants nadius, com en la classe de Fonètica i fonològica catalanes, aquesta pràctica permet valorar en quina mesura el sistema dels estudiants s'acosta a un sistema ideal proposat com a model. Amb aprenents d'una segona llengua, d'altra banda, la pràctica serviria per testar l'adquisició dels diferents contrastos vocàlics per part dels estudiants i per valorar la precisió amb què s'han assimilats.

En segon lloc, explicarem les eines que té el programa per realitzar estudis a major escala, com els d'un treball de Grau, en què s'analitzen diferents subjectes. Per il·lustrar aquesta part, mostrarem els resultats de diferents treballs en què s'estudien els sistemes vocàlics del castellà, del català o del xinès.

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The effect of visibility in gesture production and their relation with accuracy: Listening to our hands

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Do we only gesture for our listeners? This study examined the relation between gestures and visibility, looking at how gesture production is affected in visibility and nonvisible conditions. Participants were paired and they had to give directions to their partners both by telephone and face-to-face. They transmitted a previously given route while they were video recorded with a visible camera for later observation. McNeill (1992), categorised gestures in iconic, metaphoric, beats, and abstract deictics, this taxonomy was adopted in this experiment to classify participants' gestures. Moreover, the internalisation of the route process was also video recorded to observe if they produced any gesture outside the communicative situation, and a succeeding individual interview was realised to each participant to obtain more information for better understanding of the results. Accuracy was also observed to look at the connection between gesture production and the success in communication. Participants showed a higher amount of gestures in visibility conditions, and the effect of this variable was especially present in abstract deictics, but in most of the cases, these gestures also performed a beat function. In terms of accuracy, the ones who produced more gestures achieved greater accuracy than those pairs who displayed less gestures. The examination of the internalisation of the route showed one pair gesturing in a non communicative situation, thus not gesturing for any listener. These findings suggest that visibility has a huge effect in gesture production. In the same way, gesture production seems to increase the possibilities of success in communication. Finally, the examination of gestures in a non communicative situation suggests that they do not only serve for communicative purposes but for speaker-internal processes such as creating a cognitive map of the ideas of their later speech.

Winged by the words: Retranslation and adaptation of foreign humour as a positive form of classroom interaction

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The paper is part of a broader research project entitled "Positive Communication" and carried out by a group of Russian scholars headed by the author. The goals of the paper are: 1) to discuss the concept of "cultural meaning," its genesis and nature from a cognitive perspective; 2) to apply the method of analysis of cultural meanings developed by the author on the example of P. G. Wodehouse's book *My Man Jeeves*; 3) to investigate the factors, which influence the process of retranslation and adaptation of cultural meanings for a foreign reader as part of the cognition process; 4) to suggest ways of using the approach in the process of ESL teaching and dissertation research.

Results indicate that the key factors, which affect the construal of cultural meanings, include: background knowledge, presuppositions, imagery, evaluation, emotional perception, cultural context, connection with precedent concepts and intertextuality. The cultural “markers” in the text are: 1) toponyms and anthroponyms; 2) names of political phenomena and organizations; 3) names of famous books, films, paintings and artifacts; 4) well-known trademarks, companies and stores; 5) precedent texts: famous quotations, songs, poems and idioms; 6) names of habitat, food, transportation, clothes, footwear, and other items typical of everyday life.

The strategies of retranslation of culture-specific meanings, i. e, their interpretation and adaptation for the target audience, are largely influenced by the correlation between the source and the target languages and cognitive bases as well as the interpreter’s / teacher’s individual perceptions and ways to deal with challenges. Competent interpretation of humorous literary texts possesses great cognitive value; it serves as a source of culture-specific information, sheds light on the dynamics of cultural meanings and helps to overcome national stereotypes.

Identity, Ideology, and Power: The Construction of the Voice of the Other

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The concepts of ideology and power seem to be central to the construction of social identity. Departing from this idea, the present paper combines Critical Discourse Analysis (CDA) and pragmatic stylistics to analyze the construction of the voice of the “Other” in immigration short fiction. For this purpose, two short stories were selected: “The Arrangers of Marriage” by Chimamanda Ngozi Adichie and “Negocios” by Junot Díaz. The stories were analyzed according to three main categories that constitute the analytical framework: processes of representation and self-representation, control over turn and topic, and imposition of ideology through speech acts. Careful examination of the data makes it possible to argue that newly-arrived immigrants tend to be positioned as ignorant, do not have control over the turn and the topic of the conversation, and are imposed a foreign ideology through discourse. In conclusion, there is an attempt to destruct and silence the linguistic voice of the Other as immigrant and through processes of unequal discursive power there is an attempt to shape his/her identity to conform to a new ideology.

Keywords: Critical Discourse Analysis, immigration, identity, ideology, pragmatics, stylistics

The use of new technologies in second and foreign language pronunciation teaching

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Pronunciation is a key competence in the acquisition of a new language. An accurate production and perception of the segmental and prosodic properties of a second language (L2) or a foreign language (FL) is crucial to guarantee an effective

communication and ensure the intelligibility of learners. However, due to an array of different reasons, pronunciation training has not always been devoted enough time and effort in the context of language teaching.

One of the main challenges that language teachers face when teaching pronunciation skills is the fact that many of their students have different native language (L1) backgrounds. Since what learners of an L2/FL experience as difficult depends, among other things, on their mother tongue (L1), the differences between the L1 of the speaker and the new language are going to partly determine the acquisition of the new sound system. For instance, it is very common that those sounds and phonological aspects of the L2/FL absent in the L1 are generally more difficult for the learner than those that are shared by the native and the target language. Therefore, from a didactic perspective, it would be very useful to know beforehand which are those areas in the phonology of the L2/FL that pose greater challenges to the learner. In that way, tailored set of exercises based on the particular needs of the learner can be developed.

In this talk I will present two digital tools developed at the Norwegian University of Science and Technology in Norway by the CALST team (Computer-Assisted Listening and Speaking Tutor) that can be useful for this purpose: on the one hand, I will present a phonological multilingual database that allows comparing segmental inventories of around 500 languages and, on the other, it will be shown how this information can be automatically incorporated in an online platform that allows pronunciation training. Even though this program currently allows practising only Norwegian pronunciation, it is expected that in the near future the platform will also include exercises to train the pronunciation of English and Spanish.

A corpus study of the TV series *The Good Wife*: Frequencies, keywords and characterisation

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My proposal for the V Anglotic Conference consists in a linguistic analysis of two seasons of the legal drama *The Good Wife* with the purpose of establishing some of the characteristic features of this TV genre. The presentation would be divided into different parts: firstly, a brief explanation of the importance of TV language from the perspective of discourse analysis will be given. Secondly, I will deal with some descriptive items of TV courtroom drama. The methodology section considers Corpus Linguistics and Culpeper (2001) characterisation cues, which will allow me to provide and discuss a brief analysis of the personality of Alicia Florrick, the main character of the show. To conclude the presentation, I will provide the results regarding both frequencies and keyword analysis in the corpus (quantitative data), and on the other hand, the analysis of Alicia's conversations with other characters together with the use of settings in the series (qualitative data). The results show an estimated percentage of courtroom discourse and a key use of features such as the setting or formal features. Even the number of these features is not as high as it could be expected, they do contribute to the definition of *The Good Wife* as a legal drama.

Keywords: courtroom discourse, TV series, corpus linguistics, characterisation.

The Victorians go digital: Resources for the study and teaching of nineteenth-century literature and culture

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Digitizing the nineteenth century has become a central concern for the archives over the past decade. The collective efforts of research institutions such as the British Library and private companies such as Gale-Cengage have resulted in the building up of an entire new world of digital Victoriana which has altered our vision of the nineteenth century. Manuscripts, press cuttings and ephemera have brought to light artifacts from the life and customs of the Victorians which are of interest for archivists, historians, linguists and literary critics alike. The focus of this paper is on presenting a selection of the existing literary nineteenth-century digital archive –both open-access and under subscription– as a source material for the study and teaching of nineteenth-century literature and culture. Particular attention is paid to the ways in which popular entertainment is archived, retrieved and canonized in the digital literary collections.

Keywords: Victorians, digital, archive, popular entertainment

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"Show what you know": A toolkit for successful exam writing

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My motivation for focusing on writing skills can be attributed to the sea change I have noticed in recent years in the needs of students preparing to sit public exams at higher levels such as C1 & C2, and why I believe their strengths and weaknesses within the 4 skill sets have changed.

In the past, most students preparing for a C1 exam felt less well-prepared and more anxious about the speaking and listening papers than the reading and writing paper. However, over the last 5 years and, in part, as a result of the economic/jobs crisis in Spain, I now meet many graduates who have spent time living and working in the UK – preferring ANY job to NO job and seizing the opportunity to improve their English. From my perspective as a teacher/teacher trainer, I am now seeing large numbers of Spanish students with a high level of spoken English – certainly sufficient to get them through the Speaking & Listening part of a public exam – but needing REAL help to deal with the

written component of, for example, a Cambridge or Trinity Exam requiring a discursive essay, a report, an article etc.

This short presentation is designed to offer tips in the form of a toolkit which focuses on including all the elements which the Examiners are looking for. This insight provides the student with the necessary signposting for the grammatical structures and level of lexis they need to include. In short, all exam candidates need to adopt the mantra “SHOW WHAT YOU KNOW”. The specific advice I will offer aims to satisfy that mantra beginning with the importance of the planning/text organisation stage and including the use of selected generic chunks of language designed to impress.

Guiding university students towards scholarly publication: A cross-linguistic and cross-disciplinary study of academic criticism

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The growing and generalized use of English in research publication today has created the need for non-native scholars not only to learn English, but to have a good command of the discourse features of all research genres (Swales 2004:43). This pressure to publish in English has made visible the existence of certain rhetorical and epistemological differences across languages and, in particular, between Spanish specialized discourse and that of the Anglophone tradition. In this sense, it is within professional discourses, that the appropriate use of modality becomes vital for authors presenting their knowledge in their scientific and academic discourse communities. Although hedging typical realizations might be considered to be the modal verb forms, they are not the only devices available. Therefore, this paper based on a corpus of 60 Book Reviews (BR) in English and 60 BR in Spanish sets out to find reasons behind the existence of a wide range of linguistic forms through functional and conventional associations. And by showing the factors influencing the choice within modality expressions we will explain the meanings conveyed by each lexical and grammatical choice and expose the similarities and differences between Spanish and English hedging expressions in academic BRs in Medicine and Applied Linguistics reputed journals. As stated by Lafuente Millán (2009:65) “researchers are expected to modulate their assertions with the appropriate degree of commitment in order to make their work acceptable for publication” and this is a difficult skill to master at undergraduate level. Therefore, a special interest of this study may lay in the pedagogical applications for teachers of Languages for Specific Purposes (LSP), Translators, and, especially, novice writers.

Keywords: English for Specific Purposes, Intercultural Pragmatics, Professional Communication

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Discourse Analysis of Commercial Service Encounters on Facebook

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The growing and generalized use of English in research publication today has created the need for non-native scholars not only to learn English, but to have a good command of the discourse features of all research genres (Swales 2004:43). This pressure to publish in English has made visible the existence of certain rhetorical and epistemological differences across languages and, in particular, between Spanish specialized discourse and that of the Anglophone tradition. In this sense, it is within professional discourses, that the appropriate use of modality becomes vital for authors presenting their knowledge in their scientific and academic discourse communities. Although hedging typical realizations might be considered to be the modal verb forms, they are not the only devices available. Therefore, this paper based on a corpus of 60 Book Reviews (BR) in English and 60 BR in Spanish sets out to find reasons behind the existence of a wide range of linguistic forms through functional and conventional associations. And by showing the factors influencing the choice within modality expressions we will explain the meanings conveyed by each lexical and grammatical choice and expose the similarities and differences between Spanish and English hedging expressions in academic BRs in *Medicine* and *Applied Linguistics* reputed journals. As stated by Lafuente Millán (2009:65) "researchers are expected to modulate their assertions with the appropriate degree of commitment in order to make their work acceptable for publication" and this is a difficult skill to master at undergraduate level. Therefore, a special interest of this study may lay in the pedagogical applications for teachers of Languages for Specific Purposes (LSP), Translators, and, especially, novice writers.

Lexical Innovations in English Media Texts

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The article deals with lexical innovations in English which had appeared due to convergence processes in lexis as a result of media space integration. Multiplicity and multilateralism of language innovations have determined a complex analysis approach

and taking into consideration: language facts ipse sui; their formal structure; corresponding levels; semantic structure characteristics. The research has revealed two main active processes in modern English word-building: on the one hand, one may observe the synthesis of a few words making up a single contaminated complex, and as well rather often it's a complex to unite a few words and a morpheme or even a quasi-morpheme; on the other hand, word meaning represents a result of a certain division of a notion invariant elements.

During the last five years some new non-typical for modern English forms emerge and start to be widely used. Such important changes in lexis result from two interconnected processes: globalization and unified media space. Many of them being facts of language games are coming into independent usage gradually widening their functional capabilities. Non-observance of the triadic correlation "system – norm – usage" leading to breaking out occasional usage, non-discrete language character could serve to explain emerging lexical innovations and their profile needs clarification.

As is known, English uses suffixation and compounding as most productive derivational means to form words of modern coinage while blending is a special case. The present stage of language development shows that language tries to create new language units which amplify usual word account. Continuous language development and permanent performance of the communicative function leads to each synchronic state of language acquiring a great number of units and categories, having at least partially changed or undergoing some transformations, to overcome obstacles and absorb innovations.

Keywords: blend complex, incorporated frame, poly-lexeme, poly-functional word, word-building technique, lexical innovations.

Appraisal stylistics: Bridging the gap between linguistics and literature

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Appraisal Stylistics (Peng 2008) may be broadly defined as the implementation of the Appraisal framework (Martin and White 2005) in the analysis of literary texts and is thus proposed as "one radical approach to literary stylistics" (Peng 2008: 665). In turn, Appraisal (Martin and White 2005) is defined within Systemic Functional Linguistics as a discourse semantic system which focuses on the interpersonal meaning of language and the subjective expression of authors in texts. Having said this, the purpose of this paper is to present Appraisal Stylistics as a possible methodological combination with which to bridge the gap between the disciplines of linguistics and literary studies. To do so, I shall first present the Appraisal framework, as developed by Martin and White (2005), Bednarek (2006) or Macken-Horarik (2003), among other authors. Secondly, Peng's (2008) proposal and his implementation of Appraisal in the analysis of Andrew Marvell's poem "To His Coy Mistress" shall be reviewed, followed by other applications of Appraisal to the study of literary texts, such as Martin's (1999) analysis of several excerpts from Willy Russell's play *Educating Rita*, Hadidi and Mohammadbagheri-Parvin's (2015) analysis of F. Scott Fitzgerald's novel *The Great Gatsby*, and Martin and White's (2005) analyses of literary fragments by authors such as Patrick O'Brian, Annie Proulx or Dorothy Sayers. To conclude, I shall briefly draw on my own personal

experience using the Appraisal framework for stylistic purposes in my Master's final dissertation, which focused on the analysis of the appraisal choices made by author Robert Bloch in the opening chapter of his novel *Psycho* so as to arguably invite prospective readers to position themselves in favour or against a series of values within the fictional realm of the narrative.

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On The Practices of Encouraging Pre-service Teachers of English in Reflective Teaching: A Methodological-Based Approach

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As Andrew Pollard (2014) points out, "effective teaching depends on teacher learning," so if pre-service teachers do not elaborate their own thoughts, they cannot develop their own knowledge. If there is no reflection, there is no learning. As it will be discussed, having students participate and get involved in their own education is crucial for them to understand that they need to play an active role and that any educational project is indeed an open and ongoing process to which they should contribute. In Higher Education courses such as "Teaching English as a Foreign Language" at the University of Valencia, we find that at the beginning of the semester a significant number of 4th year students still tend to memorize and reproduce the contents they study without really putting much thought into it. They are used to sitting in classes and listening to lectures, but not to experience enjoyable lessons, build up their own thoughts and develop their imagination as future primary teachers of English. For most of their lives they only have been passive recipients of knowledge and have not had an active role in their own education. This paper aims to discuss a possible remedy for this and to present practical examples based on Dewey's approach to reflection as a meaning-making process and Elliott's principles of procedure. First, by fostering the development of pre-service teachers of English by means of guided and focused discussion of specific readings both on reflective practice and on teaching English in the primary classroom, and second, by having them play an active role in their learning process and their actions in the classroom. As it will be shown, having learners reflect and discuss their thoughts in every class is the overall objective.

On writing a thesis in media and cultural studies

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Being constantly exposed to and influenced by popular culture these days have resulted in many undergraduate students choosing the topic of their dissertation from the field of media or cultural studies. However, seemingly an easy task in the beginning may result in not so well written dissertation. Invoking the work of Jane Stokes (2013) and the author's personal experience, this paper sets to present advice on how to write a proper dissertation from the field of media and cultural studies. It does so by providing valuable instructions based on the author's personal experience of having supervised 30 BA dissertations and presenting possible outline of how to conduct a successful research project based on Jane Stokes (2013) work.

Corpus-based insights into the discourse of women survivors of intimate partner violence

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Despite the fact that intimate partner violence (IPV) was identified as a social problem back in the 1980s, it is still a salient concern in contemporary societies. IPV is still widespread in many areas of the world (Benagiano, 2013). Broadly speaking (Council of Europe, 2002; FRA, 2014) one in four women are believed to go through abusive experiences of this sort during her lifetime. Despite the major awareness and concerns around it, recent figures suggest that this social issue is far from improving (Topping, 2013).

This topic is remarkably under-researched from a critical discourse analysis (CDA) perspective, especially the kind of studies that focus on the micro-textual level of discourse. Considering that CDA is concerned with the analysis of linguistic aspects of social problems and processes (Fairclough & Wodak, 2010), this paper aims to illustrate how a pervasive social issue such as IPV can be tackled from a language perspective in the attempt to achieve a more holistic understanding of it. Additionally, this conference seeks to offer an overview of how corpus-based approaches to IPV can shed interesting light on the linguistic patterns that characterise the psychological patterns of this type of discourse.

As far as methodology is concerned, I examine the discourse of women survivors of IPV in the light of van Leeuwen's Social Actors Approach (2008), a method of CDA typically used to investigate the micro-textual level of discourse. This is done after applying software tools (namely AntConc and LIWC) to the analysis of a 120,000-word corpus collected from an online forum used by IPV survivors. For the purposes of this conference, I concentrate on the way men perpetrators are represented as social actors in these women's discourse but attention is also paid to different linguistic phenomena (pronouns, semantic fields, *inter alia*) that are used as pointers of these women's emotional states.

Findings provide an overview of the most common linguistic realisations of men perpetrators as SAs. They also draw on how conducting corpus research to the analysis of a corpus of this sort can pave the way to establish connections between some linguistic phenomena and women survivors' psychological conditions. Furthermore, I

conclude by linking these discourse patterns in the micro-textual level with research in the macro-level of abused women's discourse (Boonzaier, 2008; Baly, 2010).

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Second Language learning in Down syndrome children: Towards a pedagogical unit

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This dissertation aims to examine the acquisition of English as a foreign language by Down syndrome children drawing conclusions from first language learning. It also seeks for an answer to the following question: can individuals with Down syndrome become proficient in a second language and, therefore, be bilingual? Concerning learning a second language, an adapted introductory teaching unit is proposed in this study, containing a series of lesson plans, based on what is found in the analysis of both first and second language acquisition. A mixture of teaching methodologies is also considered in order to facilitate the process of wrapping the contents, although the main point is that the learning of the contents is not as essential in this context as it is to raise awareness of the fact that Down Syndrome (DS) children are capable of learning a second or foreign language (Buckley 2002). In fact, it is possible that people with a cognitive disability, such as Down syndrome, can perform as effectively as any of what are known as "typical developing children" (Feltmate & Bird 2008).

Keywords: Down Syndrome, First Language, Second Language, Methodology, Teaching Unit.

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L'apprentissage du langage chez quatre enfants bilingues atteints du syndrome de Down: une analyse. *Revue Canadienne d'Orthophonie et d'Audiologie-Vol*, 32(1), 7.

The washback effect regarding Peruvian ESP professors' attitudes on curriculum innovation towards the use of low-stakes tests in undergraduate learners when producing written essays in L2

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The study is based on some qualitative research in L2 writing, more specifically, the washback effect, i.e. the influence of examinations on teaching and learning, after applying process writing techniques to higher education learners in a local university in Lima, Peru.

The context in which the research takes place is San Ignacio de Loyola University, a private tertiary education institution, oriented to the offer of business majors e.g. management, finance, economics, etc., where undergraduate students register in elective subjects taught in English after having passed six semesters on general English courses that take them to early B2 level in the CEFR.

One of the courses students can choose is called English for Business, which is a content-based ESP course where they learn the vocabulary of areas such as marketing, human resources, logistics, etc. contextualised through case studies, and that has a writing component as a cross-curricular purpose. Students are involved in the process writing (Murray, 1972) of an essay which is based on a topic they like to investigate from their own major, and mostly applied to the Peruvian business reality.

The stages in which students are involved to elaborate their essays range from the election of the topic, the construction of a thesis statement, the outlining of the whole essay, to the recursive process of paragraph drafting, especially the central ones which support one of the three points stated in their thesis statements.

Within this process, teachers apply instruments in the classroom: low-stake tests, which take the form of formative assessment (Scriven, 1967) and that ever since their application in late 2014, have had a direct impact on curriculum innovation. In this context, and for the purpose of the inquiry, a set of inclusion criteria was devised in order to construct the profile of the average informant or teacher, as well as the instruments that were applied to gather the data.

The results of the study seem to indicate that there are very positive attitudes from the part of the instructors, towards a constant innovation of the curriculum contents in the English for Business course at San Ignacio de Loyola University. However, the nature of the washback itself seems to vary from teacher to teacher, and thus, the contents of the feedback provided run along a spectrum of situations which are particular to each group of learners, which in turn, may hinder the arrival of generalisations by the end of the study.

Keywords: washback, L2, process writing, qualitative research, essay, formative assessment, curriculum innovation.

WORKSHOPS (in alphabetical order)

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How to do an oral presentation without making a mess of it

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