



BOOK OF ABSTRACTS

VI INTERNATIONAL CONFERENCE ON INNOVATION IN PHILOLOGY AND COMMUNICATION STUDIES

'WHEN PHILOLOGISTS THINK OUTSIDE THE BOX: PRACTICAL IDEAS FOR INNOVATION AND RESEARCH'

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KEYNOTE SPEAKER ABSTRACTS (alphabetical by last name)

***From quantitative/qualitative/mixed to critical research-implications for the design
and carrying out of empirical studies***

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Abstract

Detectar la bipolaridad mediante técnicas cuantitativas de la lingüística de corpus

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Los trastornos bipolares afectan a la mente y se deben probablemente a ciertos desequilibrios biológicos localizados en el cerebro. El lenguaje, reflejo del pensamiento y de las ideas, y vehículo de comunicación entre los seres humanos, es un claro expositor de los trastornos que pueden darse en el cerebro.

En esta sesión nos fijaremos en los trastornos bipolares de Poe, asumiendo que dichas anomalías psíquicas podrían verse reflejadas en su propia producción literaria.

Nos basaremos en el análisis del léxico contenido en 42 de sus 69 cuentos. Con este fin, nos valemos de variables léxicas estándares, típicamente usadas en los estudios léxicos realizados con técnicas de corpus. Seleccionaremos ocho variables léxicas, agrupadas en tres categorías: (i) riqueza léxica, (ii) rasgos léxicos del lexicón mental, y (iii) la dificultad textual de carácter léxico-semántico. Los resultados obtenidos podrían revelar si existen fluctuaciones lingüísticas anormales que son significativas, y que avanzan paralelamente a los trastornos ciclotímicos de Poe.

PALABRAS CLAVE: *Trastornos bipolares, manía, euforia, investigación literaria basada en corpus, análisis léxico*

Educational Innovation and Plagiarism Detection

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This talk aims at examining the ways Educational Innovation and plagiarism detection are interconnected. The discussion also suggests an approach to combat intellectual fraud by using technology, e.g. plagiarism detection software, to educate learners in observing and respecting individual intellectual property rights when they write their academic papers, rather than to persecute and mark plagiarism out. Moreover, we will offer a multi-layered approach for examining borrowings from one text in another, since, contrary to popular belief apparent textual similarity may not always fall in the category of literary plagiarism.

Educational Innovation has given people access to innumerable sources of information, has enabled personalized learning experience at scale, using technology, e.g. Blended Learning, Open Educational Resources (OER), etc., and has expanded access for both traditional and new student audiences. It is a fact that, at present, learners all over the world can have free access to learning platforms, databases and repositories from their home desk only by clicking the mouse of their PC. However, inexperienced or untrained learners often engage in a wrong use of the countless sources of information when they borrow substantial parts of original texts without giving credit to their authors. Learners become, though most of the times in a rather unconscious way, accidental plagiarists because of the fact that the training they receive lacks essential contents related to social norms, legal rights, and infringement of the law, e.g. Moreover, learners have received little or no training in writing texts and citation references observing intellectual property rights.

Plagiarism has become an increasingly alarming social problem in the Society of Information and Knowledge affecting all types of scientific, academic, and professional fields. Since the beginning of the 21st century, software-assisted plagiarism detection has been, in fact, a major concern in Educational Innovation (Lukashenko, Gaudina, & Grunspenkis, 2007, pp. 1-6; Woolls, 2003: 102-12; 2010: 576-90; 2012: 517-29). In academic circles and in politics some well-known examples of plagiarism detection tools using external plagiarism detection methods to combat intellectual fraud are either costly software such as EVE-2, iThenticate, Turnitin, Crossref, and CopyCatch or free software such as Antiplagiarist, Approbo, Articlechecker, Copyscape, Educared Antiplagio, and WCopyfind. However, the question is whether or not plagiarism detection software actually detects plagiarism.

Key words: *Educational Innovation, Copyright Law, Intellectual Property Rights, plagiarism, plagiarism detection, plagiarism detection software*

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Spoken grammar 20 years on: where are we now?

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In this talk, I will look at progress in our understanding of spoken grammar over the last 20 years, marking two decades since the publication of Carter and McCarthy (1995). Until the advent of modern audio recording devices and the development of corpus linguistics, grammarians had to rely on written texts for their evidence. Spoken corpora now give us a unique window into the ordinary usage of ordinary people. Transcripts of everyday conversations force us to re-assess some of the descriptions and prescriptions of canonical grammars. I will examine four core areas of spoken grammar to illustrate the kinds of insights that have been gained from spoken corpus analysis. Firstly, I look at co-construction and how this relates to the notion of 'sentence'. Next, I consider uses of the tense-aspect system which serve the interactive requirements of face-to-face interaction, after which I will present examples of what, in conventional grammars, is labelled as 'dislocation'. I then turn to situational ellipsis as a core feature of contextualised speaking. I argue that these features and others not only lead us to alter the descriptive statements we make but also to question the metalanguage we use to talk about grammar. I will conclude with a look at public attitudes towards correctness and how spoken grammar often conflicts with them, and a brief mention of the influence of globalisation and technology on the current trajectory of grammatical change (McCarthy, 2017).

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Key words: *grammar, spoken corpus, conversation*

Cultural Awareness: “The Fifth Skill” and how cultural differences impact our language choices.

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In this short presentation, I propose to take a closer look at some of the topic areas which confront all English language learners and how the linguistic aspect of these topics requires an understanding of the underlying culture of the country or even the region of a country in order to fully appreciate the subtleties of meaning and appropriacy of use.

I will confine my observations and comparisons to what I know and that happens to be Spanish and Valencian culture and English language and culture. Almost all the examples I have chosen are based on my own experiences of teaching English and training English teachers as an expat British citizen for 20 years in the Valencian community.

At some point, we are all confronted with those “untranslatable” words or phrases as well as concepts which, in themselves, are totally “foreign” to us. Why is some language “untranslatable”. The stock answer is: because that word isn’t used in the other language. But perhaps we need to examine more closely “why” it isn’t used by examining the culture and drawing conclusions about what this tells us about sections of British or Spanish society.

So, as teachers and students of English, we are constantly discovering the psyche of the country – what people regard as important, what their views are on family, patriotism, hospitality, fairness – to quote a few examples. The Dutch author and psychologist, Geert Hofstede, refers to this aspect of language learning as “Software of the Mind”. He explains the need for “teaching a mindset” and the need to adapt our use of language – in this case, English - so that it reflects the values and unique qualities of the country’s culture.

Through the looking glass: An action-research and threshold-concept-informed approach to research in languages and linguistics

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This paper discusses how a model of action-research and threshold-concept-informed (Cousin, 2008; 2009; 2010; Flanagan 2017) pedagogy has been implemented at Coventry University (UK) to carry our research with students and for students. Seeing one's research project through 'the looking glass' of one's students (Orsini-Jones, 2014) can provide a fresh perspective on both research and practice. 'Action research' is an expression first coined by the social psychologist Kurt Lewin in 1946. It is problem-focused, context-specific and future-oriented. It involves a change intervention and a cyclic process in which research, action and evaluation are interlinked. It aims at improvement and involvement and is underpinned by the adoption of a will to embrace transformation and change on a continuous basis. It is founded on a research relationship in which those involved are participants in the change process.

Although there are issues surrounding action research and some researchers dismiss it as a 'soft' research methodology option (e.g. Mackey and Gass 2005; Dörnyei 2007), it is maintained here that it is the best possible approach for the purpose of improving your curriculum with students, identifying troublesome knowledge and helping them with understanding challenging threshold concepts that can be both subject-specific and generic. The 'research with' model offered by action-research provides the opportunity to directly involve students in the research work. There is a considerable amount of literature that evidences that action-research is established as an accepted and rigorous approach to research-led curriculum inquiry and change (e.g. Wallace 1998; Burns 1999 and 2010; Elliot 1991).

Examples will be provided of how 'expert students' supported the analysis of CMC exchanges in telecollaborative projects and how staff benefitted from seeing their practice through their 'looking glass' (Orsini-Jones, Gazeley-Eke and Leinster 2016; Orsini-Jones, Altamimi and Conde, 2017).

Key words: *action research; threshold concept pedagogy; CMC; telecollaboration; role-reversal*

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WORKSHOP ABSTRACTS (alphabetical by last name)

The Final Degree Project in English. Structure and form

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The information presented here is aimed at helping students in the production of their BA final project or undergraduate dissertation in English. The guidelines provided here emphasise the importance of a good project organisation, supported arguments and a neat academic layout (Berry, 2004). At this point of their university degree, the students are supposed to show their academic research abilities and combine them with the professional contents learned along the university years. Therefore, an analysis based of scientifically tested variables as well as a clear, neat and valid presentation of results with mature reflections are expected.

This paper aims at outlining the strategies and skills needed to succeed in the development of a BA for a university student and provide knowledge on the central aspects of the BA for both the written and the oral skills needed when writing and presenting a BA in English (Bellés-Fortuño, 2016), especially to those students whose English is not their mother tongue but has become an medium of instruction (EMI) at university.

In the different sections, I will firstly introduce the structure and outline of the written academic BA project to later continue with the strategies, skills, layout and recommendations to follow when presenting the project in front of an evaluating Board.

Key words: BA project, English instruction, writing tips, students' strategies.

References

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Performing *Sentiment Analysis*

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This workshop is an introduction to automated Sentiment Analysis in texts using Lingmotif, a tool developed by the Tecnolengua Group at the University of Málaga. We introduce the basic concepts of Sentiment Analysis: classification of texts by polarity, creation of sentiment lexicons and techniques commonly used in the discipline. Next, how to operate the Lingmotif software is explained and hands-on practice is carried out with this software in the analysis of various texts in order to extract information from them and evaluate the performance of Lingmotif and its potential. The approach of this workshop is eminently practical, allowing attendees to become familiar with Sentiment Analysis and the tool. Participants in this workshop are reminded that they will need to bring their own laptops, making sure that either Windows 7 or a later system has been installed. It also works with MacIntosh computers.

Doing research towards a DFD: Bibliographical resources and databases

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This workshop is aimed at students and young researchers who are in the process of writing a degree final dissertation (DFD) or an MA thesis. In this hands-on workshop, our aim is to show them how to access online resources and databases for journal articles, books and theses at the University of Valencia library and do bibliography searches for academic work. We further explore ways to produce store and manage bibliography online and offline using free-access software tools. Finally, we show students how to use a style sheet for their academic work and produce bibliographical lists in the appropriate format.

Keywords: *degree-final dissertation (DFD); MA thesis; online databases; bibliography searches.*

Brainstorming for research in translation and interpreting

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This workshop is open to students from a variety of degrees (English Studies, Translation & Interlinguistic Mediation, Modern Languages, and so on) who might be interested in doing research in translation and interpreting. The work will consist of two parts: (1) a few lines of research will be briefly presented (particularly those that have been gaining strength over the last few years –i.e. audiovisual translation, public service interpreting, cultural translation, and gender & translation); and (2) a brainstorming session will follow, in which we will try to put up a tentative proposal for a research dissertation. In so doing, we will present the main structure of a dissertation (whether for an MA or a PhD), as well as the main modalities of research within the field. Students' participation is especially encouraged.

Key words: *translation research, interpreting research, gender and translation, audiovisual translation, cultural translation, public service interpreting*

The oral presentation of your DFD: the icing on the cake

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Room 104

Abstract

ORAL PRESENTATION ABSTRACTS (alphabetical by last name)

Teaching in the Big House

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This session aims at presenting an overview of the Spanish public education system and a specific and hopefully unconventional approach to education and students with very specific educational needs. This overview will include a brief approach to requirements for both teachers and students, the basic legal framework and the current situation of secondary and adult public education in Spain and the Valencian Community. The session will include a hands-on section, with active participation of the audience, based on experience with actual students with specific or special educational needs. Even though we will focus on language learning in students with specific needs, integration of different languages and CLIL will be important factors as well.

Students who consider the possibility of teaching in the future, no matter the educational level, subject or country, will be able to reflect on a set of conditions criteria which stakeholders and educational institutions need to meet. Programming and teaching without taking into account the impact that diversity has on education is unrealistic. This session will deal with diversity and reality in a way that probably most students are not familiar with. Our itinerary will start with a reflection on this diversity and reality, whom to teach, where, when and how, as a world of endless possibilities. It will end with a reflection on how to teach a very peculiar group of students.

Keywords: *Public Secondary Education for Adults (Adult Education), Language learning, Integration, Students with specific and special needs*

The learner as linguist: Using corpora for case-study teaching in a semantics course

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The use of corpora in the classroom has opened new paths for language teaching (O'Keefee et al., 2007). This presentation addresses their potential for opening also new paths in the teaching of linguistics. Corpus queries exhibit many of the qualities of a suitable pedagogical tool for case study learning. Case study learning is an active method which has the description or narration of a real-life situation as its starting point

and involves group and all-class discussions of relevant issues and possible decisions (Benito & Cruz, 2007; Wassermann, 1994). The main advantages of the method include its suitability for enhancing learner motivation, for fostering flexible and critical thinking, for coping with ambiguous situations, for working in group, and for understanding the connection between innovative theories and practical settings, among other things. In the proposal presented here I will focus on how corpus queries can be integrated in the analysis of a case in the context of a university course on semantics. The didactic unit selected for the case study deals with the evolution from the classical binary models of word meaning to the more complex models developed since the 1970s. This topic features prominently in recent university textbooks on semantics—see, for instance, Valenzuela (2017). The starting point for the case analysed describes the clash between an authentic example of use of a word and the definition of its meaning in a group of prestigious monolingual dictionaries of English. The proposal shows how corpus queries performed in class can be used to support and enrich the dialogical phase of the case teaching method, helping students to raise awareness of the limitations of traditional, Aristotelian definitions of meaning in terms of necessary and sufficient conditions, and stimulating an evaluation of alternative methods of semantic analysis.

Keywords: *case study teaching/learning, semantics, corpus-based cognitive linguistics, semantic features, collocation.*

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Breaking down the communication barrier in the foreign language classroom – a gestural solution

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Of all the subjects in a primary school child's curriculum, none shares the complications and disadvantages of teacher / student communication as foreign language learning. The resourceful teacher will use available visuals, some comprehensible text on the whiteboard, scaffolding speech and probably the odd gesture or two (perhaps even "taboo" translation!). However, as the communication barrier is consistently in place in the elementary foreign language classroom, each communicative interaction between teacher and students requires a renewed and tiring effort on both sides to resolve the problem of transmitting instructions, ideas, thoughts and feelings. Many times this interaction simply fails. A recent study carried out as part of a doctoral thesis at Seville University experimented with a complete gesture language used to accompany the input of spoken English. A group of fifth year primary level children from a Seville state school were selected and taught English over one academic year. Iconic and meaningful gestures accompanied teacher talk facilitating communication to such an extent that the teacher could employ full sentences and reduce scaffolding. The experiment showed that, compared to the control group, far more English was used communicatively and orally in class thus enhancing the possibilities of improved language acquisition. In this talk, examples of class management and teaching English through gestures will be offered as well as practical gesture glossaries provided for your own classrooms.

Post-editing strategies for machine translation output of user generated content

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With the advent of Web 2.0 and the active participation of users, online consumer-generated reviews have become a clear reference in purchasing decision-making processes. A common feature of most review platforms is the use of machine translation systems to immediately make that review available to as many users as possible in different languages.

The research question that motivates this work is that in the case of user-generated reviews in the domain of tourism, the message is not only transmitted through linguistic resources but there are other elements or textual artifacts that should be taken into consideration in the post-editing strategy, in addition to relevant grammar and stylistic post-editing guidelines (Babych, 2014; Vilar et al., 2006). In other words, opinions are not only conveyed through language, as there are some genre specific features such as

intertextuality, or reference to other opinions, the profile of the reviewer or paralinguistic elements that contribute to the reliability and credibility of consumer reviews.

Several studies have already confirmed that there are no universal guidelines for post-editing (Allen, 2003; TAUS, 2010), and each genre requires specific quality rating scales. Thus, this work highlights the need to pay special attention to the textual conventions during any post-editing strategy in addition to identifying linguistic error patterns common to most post-editing guidelines. More specifically, the objective of this work is to compare textual characteristics of user reviews originally written in English and in Spanish from data derived from a corpus-based approach analysis that serve to design standard guidelines for MT output post-editing tasks.

L'educació plurilingüe del professorat valencià

Dr Margarida Castellano i Sanz

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Una de les apostes fortes de la Conselleria d'Educació, Investigació, Cultura i Esport és aconseguir que els nostres alumnes adquirisquen competències plurilingües, per tal de moure's amb facilitat en aquesta Europa rica en llengües.

Partim de la sort de tenir dues llengües, cosa que ens facilita ampliar aquests coneixements lingüístics a l'aprenentatge d'altres i, doncs, necessitem fer un canvi en la metodologia d'ensenyament/ aprenentatge que incloga el tractament integrat de llengües i contingut. El Decret 9/2017 de Plurilingüisme camina cap ací, així com també d'altres accions que s'estan promovent entre el professorat, com ara les estades a l'estranger adreçades al professorat o el requisit de la capacitat en valencià i difusió de la capacitat en llengües estrangeres.

Amb aquesta comunicació pretenem mostrar un panorama de la situació actual, així com convidar a la reflexió sobre les propostes de millora per tal d'aconseguir un professorat i un alumnat realment plurilingüe.

Fomento del espíritu emprendedor en el aula de Inglés para Fines Específicos

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Uno de los principales retos de la educación del siglo XXI es conectar el aprendizaje en el aula con situaciones laborales reales, de manera que los estudiantes sean capaces de afrontar los problemas que surgen en contextos socioeconómicos cada vez más

complejos y globalizados. Con el objetivo de acortar distancias entre la universidad y el mundo laboral, durante el primer semestre del curso académico 2016-2017 se llevó a cabo un proyecto de innovación que giró en torno al emprendimiento y al diseño de productos y de servicios innovadores en el aula de inglés para fines específicos. Este proyecto, que contó con la colaboración de profesores de distintos ámbitos de conocimiento, se desarrolló en asignaturas de lengua inglesa del Grado en Negocios Internacionales y el Doble Grado en Turismo y Administración de Empresas de la Universitat de València.

Los estudiantes llevaron a cabo, paso a paso, el diseño de un producto o servicio innovador y su lanzamiento al mercado. A través de la compleción de las distintas tareas necesarias para lograr tal fin (que incluyeron desde el análisis de casos de empresas innovadoras internacionales, hasta la formulación de propuestas de valor para sus modelos de negocio, el desarrollo de estudios de mercado, el diseño de estrategias de marketing...), se enfrentaron a situaciones realistas en las que debían resolver problemas y trabajar en equipos plurinacionales utilizando la lengua inglesa para comunicarse. Una vez creados los productos y servicios, los alumnos elaboraron relatos digitales y presentaciones orales en que explicaron las principales características de los mismos. Estos relatos digitales y presentaciones orales fueron la base de una feria ficticia de inversores celebrada a final de semestre en la Facultad de Economía. Tras esta experiencia, varios de los equipos de estudiantes que trabajaron en el proyecto participaron con sus ideas en los Premios MOTIVEM, organizados anualmente por la Universitat de València al objeto de estimular la creatividad de los alumnos y potenciar su empleabilidad.

Los datos cuantitativos y cualitativos recogidos durante el semestre permiten concluir que estas situaciones favorecieron el desarrollo de competencias de resolución de problemas, interculturales, lingüístico-comunicativas, interpersonales y digitales, todas ellas fundamentales en el siglo XXI.

Differentiation in the language teaching context: One size does not fit all

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Students in any classroom represent a range of perspectives, capabilities and learning styles. In the foreign language classroom, these differences can be particularly pronounced. This is due to the fact that some students have a natural ear for language while others struggle. However, all students face different learning obstacles, such as questions related to grammar, pronunciation, difficulties acquiring vocabulary and problems regarding reading and listening comprehension.

According to Tomlinson (2017:1), “differentiating instruction means ‘shaking up’ what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn”.

Overall, Tomlinson states that teachers that implement effective differentiation assume that different learners have differing needs, so they proactively plan lessons that engage and challenge the full range of learners in the classroom.

In this talk, I will describe some key strategies to accomplish differentiation in the foreign language classroom (differentiation by outcome, differentiation by task and differentiation by support), together with some sample activities to go along with those strategies (free-answer prompts, color-coded worksheets, optional support sheets...). I will also talk about differentiation in assessment for learning and the impact it may have on students' progress.

Finally, I will offer some suggestions on how to integrate the use of new technologies in order to cope with diversity in the classroom. In particular, I will refer to the TeCoLa European Erasmus + project based on telecollaboration and gamification.

Key words: *Differentiation, differing needs, foreign language classroom, diversity.*

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The use of ICTs in the teaching/learning proces in oral presentations in the ESL class

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Being aware of the vital importance of the student's motivation when it comes to learning English, we will present different ways of dealing with the grammar in three different groups of English IV. Student engagement, use of ICT and presentation skills are key concepts in our project and for this reason, we have taken them into account in the continuous assessment process.

Bearing in mind Bloom's Taxonomy, we wanted our student to be in the center of the learning process by creating their own material, explaining it in their own way to their mates and practicing what they have just explained in an entertaining way.

Furthermore, we will show our conclusion after analyzing the surveys they completed both before and after this type of task comparing them with the traditional way of working the grammar. Moreover, we will go through commenting their self and peer – assessment results as a way of measure their own achievement in the goal.

To end with, we will review the main goals of our project and give our views on its further application for the same and other modules and will suggest changes that could be made in the future to improve the acquisition of this skill.

Keywords: *ICTs, student engagement, Bloom's Taxonomy, self and peer-assessment, student centered learning process.*

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Educational coaching: A powerful tool in an ESL class

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As professors one our main concerns is to achieve student's interest in our classrooms at the same time that they learn all the skills proposed in our subject. However, this goal is increasingly more difficult due to various stimuli they are surrounded by.

Our role as professors has to be more of an advicer or a guide and the student has to be in the center of the learning process.

In this talk I will show an original activity carried out in second year students taking advantage of the philosophy of Educative coaching where emotions take a key role in the learning process. Research has shown that if you appeal people's emotions, their disposition to learn is wider. All these aspects take place without disregarding our main purpose in the class, that is the practice of the skills involved in English Language as listening, writing, speaking and listening.

Needless to say how decisive the ICT are in our student's lives, that is why we have used them in the proposed activity along with songs, group dynamics, conversation in small groups.

To conclude the activity, I tried to measure how effective the activity was when it comes to learning. Motivation, entertainment, effectiveness were aspects they had to self-assess in an individual way.

Adolescent sexualities: exploring young women's hypersexualised virtual subjectivities

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From a post structural and psychosocial research tradition (Ringrose and Walkerdine, 2008; Ringrose and Eriksson Barajas, 2011), I explore how British teenagers are doing gendered and sexualised performances of self. In doing so, I not only analyse how these young girls perform discourses of femininity, but I also throw further light on the pornified discourses employed in these girls' digitised identity construction. From a discourse analysis perspective, this study embraces some of the key elements Gill (2007 and 2008) has theorized about postfeminist media context, and applies them to an empirical, discourse analysis examination of British female teenagers' relational

aggression on Facebook. Taking seriously Gill's (2007) analysis of the intensified post-feminist shift to hypersexualised embodiment and self-regulation for girls, I intend to explore what I consider contradictory discourses of sexual agency in Facebook. In doing so, I intend to answer the following questions: Do the discursive strategies behind these girls' sexualised subject positions give evidence of a new discourse of compulsory agency? Do these sexualised subject positions reveal contradictory relations of gendered sexual identities? To consider these questions, I build on Butler's (1990) claim about individuals repeatedly performing modes of subjectivity and (gendered) identity by analysing episodes of online relational aggression and I hypothesise that these female teenagers' gendered subjectivities rely explicitly on active and complex processes of identification. These processes allow the analyst not only to throw light on the competing discourses that produce different subject positions and forms of identity, but also to trace how teen girls negotiate contemporary discourses of sexual aggression and competition. This, in turn, gives evidence of the sexualisation/pornification of culture and, more importantly, puts new controls on women, redefining femininity and what it means to be a woman in the 21st century.

Key words: *Online aggression, femininity, pornification*

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Who's speaking please? Variation in the pragmatic meaning of common roles

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In our daily professional and personal lives we frequently use terms referring to very common communicative roles (Sluss and Ashforth, 2007) and relational identities (Sedikides and Brewer, 2001), such as mother, neighbour, colleague, boss, etc. These identities are named through widespread standard terms that are usually defined briefly and simply, but their pragmatic meaning and coverage is much more complex than it might seem. In fact, previous CDA research suggests that they are particularly influenced by factors such as cultural and socio-economic context, political-ideological tendency and educational background (van Dijk, 2006).

For example, the term “boss” generally refers to “a person who is charge of a worker or organization” (*Oxford English Dictionary*); however, Giménez-Moreno and Ivorra-Pérez (2017) show that in current British society this term connotes two distinct and almost divergent role constructs: that of an optimistic and encouraging expert with high future prospects, and that of a restrained and gloomy professional worried about corruption, economic crisis and Brexit. This wide variation in the meaning of a common role may cause speakers, from diverse backgrounds, to confidently refer to the same role or relational category, but understand or interpret it from disparate mental models, causing undesirable or surprising inferences in their communication.

On the same grounds, the present study focuses on the terms referred to a person “who teaches at a college or university” (*Cambridge Dictionary*), such as “lecturer”, “professor”, “teacher”, “tutor” and so on. The research is framed within the field of corpus-based cognitive semantics applied to professional communication (Lehrer and Kittay, 1992). The target terms will be qualitative and quantitative analysed in a corpus of texts belonging to the academic press. The results will show the existing variation in the mental models associated to this concept, highlighting their relevance in current university communication.

Keywords: *semantic frames, lexical fields, cognitive linguistics, corpus analysis, relational identities*

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Programa Fulbright FLTA: una visión personal y profesional desde Pensilvania

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Durante los últimos años, la enseñanza del español como lengua extranjera ha ido aumentando paulatinamente su nivel de popularidad tanto en España como en el extranjero. Esta presentación muestra desde dos perspectivas diferentes el *Fulbright Foreign Language Teaching Assistant program*, uno de los programas internacionales de intercambio cultural más prestigiosos a nivel mundial.

La primera perspectiva es la profesional. En esta parte se presentan aspectos generales como la estructura del programa y la orientación previa. Se analizan también cuáles son las expectativas en general y de las universidades receptoras en particular. Finalmente, se exponen las tareas que debe cumplir el candidato seleccionado y, especialmente, el impacto profesional del programa en los nuevos graduados en el campo de las humanidades.

A continuación se presenta la segunda perspectiva. En este caso, se expone una visión personal de las vivencias, la experiencia y el impacto a nivel emocional y profesional. Para ello, se incluye una explicación del funcionamiento del programa en la Universidad de Susquehanna, localizada en el estado de Pensilvania. Se tratan aspectos como la convivencia en el campus, el contacto con gente de otras culturas y el hecho de ser docente y estudiante al mismo tiempo. También se comenta la visión personal del enriquecimiento lingüístico, el choque cultural y el choque cultural inverso.

Por último, se dan unas recomendaciones y consejos a los posibles candidatos para el programa en el futuro.

Palabras clave: *Fulbright, enseñanza, español, cultura.*

***Challenges and advances in natural language processing for Basque: from the
Translate Facebook app to a corpus-driven analysis of hotel websites***

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Being not only a minority language, but also one typologically different from its Indo-European neighbours, Basque faces several challenges when it comes to its implementation and use in new ICTs (information and communications technologies). After providing an overview of the evolution and current situation of Basque NLP (natural language processing), this contribution will briefly showcase some of the main obstacles encountered in the translation process of the Facebook interface. The presentation will then focus on the phraseological and translational study of a Basque, Spanish and English parallel corpus of hotel websites, an ongoing project motivated by the work carried out by the COMETVAL research group (IULMA-University of Valencia) and Fuster-Márquez's (2014) research on lexical bundles and frames. The aim of this part will be to describe the corpus and to report on the most significant issues related to the comparative study of typologically distinct languages, followed by some preliminary results found in the analyses performed so far.

Keywords: *corpus linguistics, translation, lexical bundles, Basque*

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Exploring sexual identity labels in television series

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The aim of the present paper is to examine the linguistic and discursive representation of sexuality in the US television drama series *Queer as Folk* (Showtime, 2000-2005) through its use of sexual identity labels. According to Cameron and Kulick, “[l]anguage gives us categories with which to think about sexuality and conventions for speaking and writing about it” and in so doing, it reproduces “ideological propositions about ‘normal’ and ‘deviant’ sexuality” (2003: 13). Thus, “classification is a linguistic as well as a more broadly discursive practice: it simultaneously produces *and labels* categories, and the selection of labels is not unimportant in the process of defining what categories mean” (23). Drawing on Baker's (2005) corpus-based analysis of US television sitcom *Will & Grace* (NBC, 1998-2006), in which he studied 18 sexual identity labels (such as

fag, gay, heterosexual, homosexual, lesbian, lezzy, queen, queer, sissy or straight), the present paper intends to carry out the same corpus approach to the analysis of sexual identity labels in *Queer as Folk*. The rationale behind this choice is threefold. On the one hand, each series has two clearly distinct groups of people as main characters: one consists of two gay males and two heterosexual females (*Will & Grace*) and the other comprises five gay males and two lesbian females (*Queer as Folk*). On the other hand, each series addressed and/or attracted a different audience: *Will & Grace* was watched by “a mainstream (i.e. mainly heterosexual) audience” (Baker 2005: 95), whereas it is safe to assume based on its content that *Queer as Folk* had more gay and lesbian viewers than heterosexual viewers. Lastly, each series obviously belongs to a different fictional genre: sitcom (*Will & Grace*) and drama (*Queer as Folk*). Thus, this paper sets out to explore whether “the politics of naming and labelling” (Cameron and Kulick 2003: 23) in both series resemble or differ in any way regarding their ideological implications.

Keywords: *sexuality; labelling; corpus; television; series*

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Investigating discourse in online environments: opportunities, challenges and controversies

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It is unproblematic to say that many communicative practices in contemporary professional, educational and interpersonal domains are a consequence of the ‘domestication’ of technology (Berker et al., 2006), the widespread use of the Internet and the implications that these factors brought about in the ways language is used for communicative purposes (Thorne et al., 2015). Not surprisingly then, many disciplines within linguistics are gradually recurring to computer-mediated communication (CMC) (Barton and Lee, 2013) to explore, *inter alia*, the connectedness between language and identity, especially those that understand online environments as “primary settings through which routine constructions of identity and created, and curated, through the use of textual and multimodal expression” (Thorne et al., 2015).

Although this tendency has simultaneously triggered a revision of the multiple methodological approaches to investigate language in online environments (Herring, 2007; Androutsopoulos, 2013), the rather uncharted character of this domain turns research in these lines into a very exciting scientific enterprise. As such, both novice and experienced researchers willing to study language phenomena should be fully aware of the plethora of opportunities, challenges and controversies this entails.

Based on previous experiences in this field, this talk elaborates on the many prospects that doing linguistic research online may offer, such as the ability to collect naturally occurring data, easily gathered, stored and scrutinised. Notwithstanding its numerous advantages, I will also address some of the challenges these environments pose. Quite relatedly, especially issues related to the public/private nature of collected data and those dealing with concepts such as the 'online persona' (Thompson, 2008) some of the major controversies still surrounding this type of research will be identified. Overall though, this talk seeks to raise awareness of the benefits from embarking on this sort of research projects as well as some of the potential pitfalls to be avoided.

Keywords: *online discourse, computer-mediated communication, digital environments*

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Fostering learning through world tales: the "Spanish Language and Culture through Tales around the World" MOOC

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The "Spanish Language and Culture through Tales around the World Massive Open Online Course (MOOC) proposes an innovative way to learn Spanish through a Content and Language Integrated Language Learning methodology which is in turn enriched by the contributions of Education for Sustainable Development, Literary Education and Intercultural Communication. It stems from the TALIS project, which aims at fostering language learning through the use of Intercultural Literature as a communication tool. The linguistic varieties and cultural aspects of the Spanish-speaking world dealt with

are approached through their tales which in turn are the result of writing workshops previously carried out in Latin America and Spain. Different steps were followed in the design process: 1) holding TALIS creative writing workshops in different Spanish-speaking countries; 2) selecting and producing the tales, videos and additional teaching and assessment materials; 3) distributing the course contents along 6 modules which correspond to 6 different countries: Peru, Spain, Chile, Venezuela, Argentina and Mexico; and 4) piloting and assessing the materials. This MOOC is the result of a collective effort through which both the developers and their institution are trying to find new ways of fostering meaningful learning through the use of Internet-based tools. In our current context of globalisation and migratory movements across the globe, it is hoped that this course will contribute towards enhancing intercultural awareness thanks to the use of Intercultural Literature as an effective communication tool among cultures, encouraging participants to take steps towards solidarity and mutual understanding.

Conceptual metaphor as a pedagogical tool to deal with the vocabulary of emotions in higher-education settings

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Since its very onset, Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980) proved a powerful approach to describe the connections underlying sets of expressions related to a wide array of areas of experience in a logical and orderly way. According to CMT, conceptual metaphor (CM) sets like GOOD IS UP/BAD IS DOWN not only guide our understanding of positive and negative experiences in terms of verticality, but also license sets of metaphorical expressions related to various domains of experience in different languages. In the domain of emotions, for example, it provides a logic for verticality-related expressions in English like “to cheer up” or “to feel down in the dumps”, and in Spanish like, “levantar el ánimo”, or “tener la moral por los suelos”. CMT can also become a powerful approach to deal with vocabulary in EFL contexts. Apart from the fact that understanding the logic of a set of FL expressions on the basis of underlying CMs may foster their retention (Boers, 2000), raising the learners’ awareness on specific interlinguistic differences may also foster their mastery in terms of pace of learning and accuracy of use (Boers & Lindstromberg, 2008; Littlemore, 2009).

In this talk we present a small implementation of the CM approach to deal with particular vocabulary related to the domain of emotions in a higher education ESP context. Our study analyses the effects of instruction in the students of the subject English for Psychologists (Universitat Jaume I). Drawing on Sanz (2015), a series of activities exploiting happiness and sadness metaphors were implemented in class. Data were collected by means of pre- and post-tests. Results show the effects of this pedagogical intervention in this specific context.

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Keywords: *ESP, EFL, METAPHOR, EMOTION, VOCABULARY*

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Building a professional online profile: post-graduate students' pre- and post-instruction perceptions

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According to the 2017 CareerBuilder (<http://press.careerbuilder.com>) survey, 70% of employers in the US use social media to screen candidates, 57% are less likely to interview a candidate they can't find online, and 54% have decided not to hire a candidate based on their social media profiles. One of the best strategies for students to provide positive information online about themselves is the creation of a LinkedIn profile. A group of students from two Master's degree courses: Financial Management and Company, Product and Service Management at the Universitat Politècnica de Valencia have engaged in the activities aiming at evaluating their presence online, searching for and analysing the professional profiles of relevant senior managers working in their target career areas, identifying organisations they would like to work for, and professional associations they would be interested to be members of. An important part of shaping their LinkedIn profile was dedicated to the features of the photograph chosen for that. Apart from the peer evaluation of their profiles, the students have also been introduced to the strategies of writing quality posts and tweets. The activities mentioned were preceded by a questionnaire and a debate inquiring into the students' perceptions of the importance of their online public persona with regard to their employability. The results have been later contrasted with their post-instruction views.

Keywords: *profile, online, professional, LinkedIn, perceptions*