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ENGLISH ON THE MOVE:
DISCOURSE AND
COGNITIVE-FUNCTIONAL
APPROACHES TO
LINGUISTIC VARIATION

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Book of Abstracts

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PLENARY SESSIONS

Typology and drift: motion and progressive constructions and the English shift from bounded to unbounded discourse

Teresa Fanego
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Contrastive studies (von Stutterheim et al. 2003, 2020; Carroll et al. 2008) based on data from both Germanic (German, Dutch, English, Norwegian) and non-Germanic (Arabic, French, Russian, Spanish) languages have revealed the existence of fundamental differences in terms of *macro-structural planning* (i.e. what to say, and how to say it).

In a given narrative sequence, German speakers typically view events as *bounded.* Clauses within a larger whole are construed as self-contained units reaching a point of completion (*pc*), with no decomposition into sub-phases. Linkage is based on the relation what happens after pc; this is typically expressed by deictic temporal shifters like *dann* 'then', which provides anchoring to the prior context:

(1) … **dann geht er** *zu der feuchten Stelle und* **dann nimmt er** *einen Felsbrocken und* **dann hämmert er** *ein Loch in den boden*
'… then he walks he up to the wet spot and then he takes a piece of rock and then he hammers a hole in the ground'

In English narratives, by contrast, events are typically presented as *unbounded* situations that are temporally aligned to the situation evoked by another clause that serves as a temporal anchor. Events linked to this external anchor can be segmented or decomposed into different phases, and ongoing events often form an integral part of the sequence, as in (2):

(2) …he **is chiseling** faster and faster as pieces of debris and metal **are getting pushed** towards him and eventually he realizes that he doesn't have enough time… and suddenly we **see the sand filtering** through the rusted hole and the chiseled parts of the earth

My presentation at UPCEL 2022 will explore whether the type of macro-structural planning prevalent in English in modern times:

- is related to, and is a consequence of, the loss of the rule of Verb-second (V2) from about the fifteenth century onwards. V2, which has been well preserved in Germanic languages other than English, obligatorily locates the finite verb as the second constituent in declarative clauses (e.g. German *dann* **geht** *er…* 'then walks he…')*.*
- can account for the emergence and development, in relatively recent times, of a number of English constructions tending in the same direction, whose role is to code events as backgrounded, partly overlapping, situations with respect to the situation evoked by another clause. Such constructions include, among others:

(3) The BE Ving progressive (Kranich 2010; Petré 2016):
The moon was still high in the heavens, […] as we **were creaking and jolting** up the very steep main street of a place whose name I have forgotten, (CLMET3.03 1885 Blind, Tarantella)
(4) The COME/GO progressive (Fanego 2020):

The maid was answering 'Yes' to each of these questions when a hansom cab **came rattling** up to the front of the house, (CLMET3.03 1897 Caine, The Christian)

(5) Situation-oriented premodifying -ing participles (De Smet & Vancayzeele 2015):

Swinging on her heel, she grabbed a glass of champagne from the tray of a **passing** waiter.

(6) The Way Construction (Israel 1996; Fanego 2019):

A favourite animal, white as snow, brought by one of the visitors, **purred its way gracefully among the wine-cups**, (CLMET3.03 1885 Pater, Marius the Epicurean)

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From WWI to Covid-19: Ups and downs in the linguistic democratization of English(es)

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The 20th century saw the development of various processes of linguistic change associated with shifting socio-cultural norms, such as colloquialization, democratization, informalization, tabloidization, and conversationalization, among others (Farrelly and Seoane 2012, Hiltunen and Loureiro-Porto 2020). My focus in this talk will be on democratization, understood as "[t]he phasing out of overt markers of power asymmetry with the aim of expressing greater equality and solidarity" (Farrelly and Seoane 2012: 393). As such, democratization had already been considered a trigger for language change in Myhill's pioneering (1995) study, where he explains the decline of modal *must* as marking a desire to avoid face-threatening, hierarchical relations in favor of more egalitarian ones (using the semi-modals *have (got) to, need to, want to*), a view that was further supported by Leech (2011), among others. Another familiar example of democratization concerns gender neutrality, reflected, for instance, in the decline of generic *he* with genderless antecedents (e.g. *Each reader will bring his own book*), and a corresponding increase in the (democratic) combination *he or she* and the singular *they* (e.g. *Each reader will bring their own book*), as discussed in Farrelly and Seoane (2012: 394) and Loureiro-Porto and Hiltunen (2020), and elsewhere. These two grammatical changes, the decline of *must* and of generic *he*, are well attested in inner-circle varieties of English (Leech 2011, on modals in British and American English, and Paterson 2014, LaScotte 2016, and Pauwels 2001, on epicene pronouns in the UK, the USA and Australia) and also in a few outer-circle ones (e.g. Collins 2009, on modals, and Loureiro-Porto 2020, on epicene pronouns).

Despite this apparent universal behavior, democratization is not a constant, unidirectional phenomenon. Because it is associated with socio-cultural changes, it is highly sensitive to them. The question of whether different varieties of English undergo ups and downs in the process of democratization – and if so, how – will be the focus of this paper. In particular I will consider, (i) the modal *must* and the semi-modals *have (got) to* and *need to*, and (ii) the epicene pronouns *he, he or she* and *they*. Exploring historical corpora, such as COHA, and synchronic ones, such as ICE and GloWbE, I will show how critical moments that shake society (from WWI to the recent Covid-19 pandemic) have an impact on (and are reflected in) the linguistic choices of speakers in different English-speaking territories. This will allow us to address issues such as, (i) the role played by consciousness (i.e. Labov's (2007, 2010) changes from above or from below) in this process of linguistic change, and (ii) a comparison between inner and outer-circle varieties, as well as between different outer-circle varieties, regarding their degree of democratization. Taken together, the findings will help us to gauge the effect of particular historical events on the overall process of the democratization of language.

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Scholars' digital communication practices: the challenges of analysing the publication and dissemination of knowledge in English

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Scholars are increasingly encouraged not only to publish their research findings in English-medium high-impact journals, books or monographs, but also to disseminate their knowledge production and to ensure the visibility of their findings, bringing them close and making them accessible to different audiences and stakeholders. This transfer and dissemination of scientific knowledge is frequently done online through different digital practices and genres, and in English, especially when undertaken within the framework of international projects, with the intention to reach wider audiences. All of these professional practices can pose discursive challenges for scientists and researchers in general and for those who do not have English as their L1 in particular.

These discursive challenges, thus, offer the discourse analyst a central opportunity to explore scholars' new digital practices and genres, such as blogs, research project websites, or social networks (e.g. Twitter, Facebook, Instagram, ResearchGate or Academiaedu), which have emerged as a response to evolving social contexts and demands. Bearing in mind their communicative purpose and function, we need to look into their characteristic lexico-grammatical, pragmatic, discursive, rhetorical, and multimodal conventions. The digital medium has brought with it affordances and technicalities which have promoted the interactivity, interdiscursivity, hybridity and multimodality of online academic genres. As a result, many methodological perspectives and frameworks originated for the study of static, print texts and textual practices need to be adjusted, modified, or supplemented to tackle the analysis of such digital scholarly communication practices. The affordances and technicalities that the web 2.0 offers can problematise the compilation of a corpus of digital texts or the application of frameworks such as metadiscourse to analyse their interpersonal dimension. I will draw on our InterGEDI research project analysis of institutional websites (intergedi.unizar.es) and on our compiled EUROPRO digital corpus to illustrate how we have tackled the analysis of digital scholarly discursive practices, in general, and the visibility of the research groups which generate and disseminate scientific knowledge, in particular. In all, it is my intention in this talk to look into the challenges that digital practices pose for the discourse analyst and to discuss some theoretical and methodological approaches to the study of digital academic discourse.

GENERAL SESSIONS

The construction of stance in the academic writing of Spanish university students

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Stance is understood as a way speaker/writers use language in order to position themselves toward the information conveyed in a certain discourse (Berman & Ravid 2009). Effective academic writing involves decisions about positioning toward the propositions and the linguistic mechanism of stance is central to this quality (Hyland 2005; Lancaster 2016).

This study attempts to address first, how Spanish university students differ from expert writers in the stance pattern of their essays in specific disciplines and second, how Spanish university students differ from expert writers in the stance pattern of their final degree papers in specific disciplines. Regarding research questions, we expect that there is no difference between Spanish university students and expert writers in the stance pattern of their essays and final degree papers in specific disciplines.

Data for this study will be drawn from Varieties of English for Specific Purposes database (VESPA), British Academic Written English (BAWE), and research articles. We will work on Hyland (2005) stance model and Biber (2006) lexico-grammatical feature of stance. After all the texts have been collected, they will be converted into text files. All the samples will be uploaded to the AntConc (Anthony, 2011) program to determine the frequencies of stance features. Stance lexical items will be derived from related studies (Aull & Lancaster 2014; Lee & Deakin 2016, Wu & Paltridge 2021). This will be followed by manual analysis of each stance item in order to assure the stance function of the detected items. The frequencies will then be normalized to 1000 words, and the statistical difference will be calculated using log likelihood tests. Statistical Package for the Social Sciences (SPSS) software will be used for this purpose. The grammatical construction of stance, moreover, will be analyzed manually according to Biber's (2006) model. For manual reading of the data, one person with expertise in English linguistics will work with me on the 20% of the corpus. We will work independently in order to remove subjectivity in the ratings. Ultimately inter-rater agreement will be assessed in order to ensure the stance function of each rhetorical item and their grammatical structure.

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Examining first-person epistemic parentheticals across varieties of English: the case of *I believe, I guess* and *I suppose* in Hong Kong English and British English

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Over the last few decades a great deal of scholarly attention has been devoted to comment clauses (*cf.* Quirk *et al.* 1985: 1112-1118), that is, "parenthetical disjuncts that have a clausal structure and comment on the clause to which they are attached" (Brinton 2008: 4-5), in particular to first-person epistemic parentheticals such as *I think* or *I guess*. For English, most previous research on this parenthetical type has concentrated on the reference varieties (*e.g.* Thompson and Mulac 1991; Thompson 2002; Brinton 2008; Kaltenböck 2008, among others), while with very few exceptions (*e.g.* Kolbe-Hanna 2014; Mazzon 2019), the construction remains widely unexplored in the context of World Englishes.

The present study intends to cover this gap by exploring first-person epistemic parentheticals across varieties. In particular, I compare the variety of English spoken in Hong Kong and its matrilect, British English, drawing on data from the *International Corpus of English* (ICE). The focus is on the parentheticals *I believe*, *I guess* and *I suppose*, as in (1), as well as on the complementation structures from which they are thought to derive historically (*cf.* (2) below), in accordance with Thompson and Mulac's (1991) matrix clause hypothesis.

(1) *There were no other applicants, I believe, for that job* (Quirk *et al.* 1985: 1113)
(2) *I believe that there were no other applicants for that job* (Quirk *et al.* 1985: 1113)

The aim of the present study is twofold. First, to identify similarities and differences in use between the non-native variety and its historical input variety in order to detect potential new usage patterns in Hong Kong English. Second, to determine the degree of grammaticalisation of the parentheticals examined, by paying attention to a number of variables, including (1) medium (oral or written), (2) polarity (affirmative vs. negative), (3) position of the parenthetical in relation to its host clause (initial, medial, final or as a stand-alone unit), (4) scope (clausal vs. phrasal), and (5) TAM (Tense, Aspect, Modality) variability.

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From Alaska to Hawaii. An intracultural study of tinder profiles

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In the last few years, the number of people using dating apps has visibly increased. In fact, the US alone counts with 7.8 million Tinder active users according to Business of Apps (Iqbal 2021). Notwithstanding, not many studies have been conducted on Tinder self-presentation (but see Tom Tong et al. 2019) and intracultural differences.

This study attempts to draw a picture of the digital identity projected by Tinder users in the US. Additionally, it also intends to analyse these profiles from an intra-cultural perspective (see Schrauf 2009) and establish the similarities and disparities between the profiles and the expected behaviour according to the stereotypes present in the collective imaginary (as reflected in blogs).

For this research, Frederik Mees' Tinder bot (created using Python and Selenium) was used to scrape data from real Tinder profiles from the 50 US states (N=600). Then, the information in these profiles (profile picture, description, keywords) was analysed quantitative and qualitatively with the help of the software tools LIWC, Nvivo, and R Studio respectively. This analysis builds upon the results obtained by Spencer-Rodgers & McGovern (2002) and, for its purpose, three classifications were utilised: schr & van Leeuwen's (2006) analysis of images, Tidwell et al's (2013) categories of salient traits in romantic dating settings and Trompenaars & Hampden-Turner's (2021).

It is expected that the better-known a state is, the more likely it will reflect the stereotypes attributed to it. Moreover, there is a chance that gender, and sexual orientation are deployed differently in more egalitarian and open-minded cultures (e.g., more multicultural states such as New York) than in those more hierarchical and conservative ones (e.g., Alabama). Further studies are needed to increase the sample and conduct interviews with Tinder users so as to find out to what extent these intra-cultural differences may result in dissonance o cultural shock.

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The semantics and pragmatics of deontic modality: commissive strategies in English, Spanish and Romanian – a contrastive study

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The focus of the paper lies on comparing and contrasting the semantics and pragmatics of commissive modality between three languages: English, Spanish and Romanian; the data will be extracted from the European Parliament Proceedings Parallel Corpus, which contains data in 22 languages (21 European languages and Greek) collected from 1996 and 2011. This corpus has been chosen because it represents a wide source of spoken excerpts that account for genuine language use and, even more, the political nature of the discourses entails a considerable quantity of commissive strategies. The dissertation also proposes to analyse a self-gathered corpus from online interaction.

What the study aims for is the identification of the main strategies used by English, Spanish and Romanian native speakers when performing commissive speech acts, understood as commitment to do something, such as a promise or a threat, in their mother tongue in political face-to-face speech and in written online interaction. The paper will then compare these particularities between the three languages and observe the differences between the linguistic devices employed to perform commissive speech acts by native speakers in their mother tongue. The corpora will, hence, include instantiations of online interaction of native speakers of English, Spanish and Romanian.

Regarding the methodology, for Europarl, the author will register each occurrence of commissive modality found in a database, together with the relevant semantic and pragmatic factors. This database will serve to compare the higher or lower frequency of the factors in the six subcorpora. As for the self-gathered corpora, the paper shall focus its attention on the asynchronous type of digital community, i.e. on comments available on digital platforms like Facebook and Instagram made by native speakers of the three languages aforementioned.

Overall, the expected linguistic behaviour in the corpora from the point of view of deontic modality, representing the first hypothesis, is most use of modal verbs in the case of English, as it heavily relies on them, and modal verbs, modal adverbs, moods and modal-flavoured verbs for Spanish and Romanian. On the other hand, there is also a grammatical strategy that profusely characterizes Spanish and Romanian, and not English, i.e. the verbal mood; hence, the third hypothesis is a higher degree of use of the verbal mood to express commissive speech acts for Spanish and Romanian.

A corpus-based study on the role of metaphor in discourse on social media's effect on mental health and wellbeing.

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In today's society, social media plays a central role in people's daily lives and is now an essential tool in almost all aspects of life. Since social media became widely available to the public, numerous studies have been carried out in the field of psychology (Orben 2020) to investigate whether social media positively or negatively affects mental health and wellbeing. Further studies in the field of anthropology have investigated the role played by social media in everyday life (Miller et al. 2021). However, to date, few studies approach this subject from the perspective of Conceptual Metaphor Theory and corpus linguistics.

This study uses Steen et al.'s (2010) MIPVU to identify metaphors in a corpus of two 100,000-word data sets from opinion articles (*The Guardian* and *The Independent*), and personal and professional mental health blogs. The aims of this study are to discover which source domains people use to conceptualise social media's effect on mental health, and to analyse how people use these source domains to frame the effect of social media on mental health.

The results revealed that people use the source domains of ADDICTION, WAR, PLACE, and WATER to conceptualise their relationship with social media, and the activity that takes place on social media platforms. People use the source domain of ADDICTION when discussing the addictive nature of social media, framing it as either food, alcohol, or drugs, depending on how harmful they perceive social media to be. When discussing the effect of social media on mental health, people use the WAR domain to frame social media as either an ally or an enemy, as well as conceptualising social media as a battlefield. Finally, people combine the source domains of ADDICTION, WAR and JOURNEY to express how difficult they find it to disconnect from social media.

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Negotiation of meaning in telecollaborative exchanges: A partnership between Japanese and Spanish university students

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A pivotal aspect in the development of TEFL as a field is the implementation of ICTs in classroom contexts. This claim becomes even more significant nowadays, since technology is present in both educational contexts and the daily lives of students (Chapelle 2007: 108). Aside from this, communication and its implementation in language lessons have also become crucial (Bou-Franch 2001: 1). Indeed, the acquisition of communicative competence may be nowadays considered the "overarching learning objective" (Hoffstaedter and Kohn 2015: 1).

A reasonably new learning tool featured by a technological nature and a strong focus on communication is telecollaboration, which aims to make international students interact online. Among the diverse affordances of this configuration, Negotiation of Meaning (NoM) episodes can be found, which is a component of interaction focused on the treatment of a trigger or "a breakdown in communication" (Bower & Kawaguchi 2011: 44).

This paper is focused on NoM episodes present in ten audiovisual telecollaborative interactions carried out in English by international university students. The study is being conducted within the context of the VELCOME project, which carried out a telecollaborative partnership between Japanese and Spanish students. The main aim is to determine the relevance of NoM episodes in these experiences, together with defining the nature of said episodes. More specifically, this study will be conducted through the answering of four research questions:

(RQ1). How relevant are NoM episodes in the three interactions?
(RQ2). How many of the triggers found in the corpus were attended?
(RQ3). How many of the triggers found in the corpus were resolved?
(RQ4). Which strategies were used the most?

To do so, the NoM episodes will be firstly analysed based on Smith's (2003, 2005) expansion of the model of Negotiation of Meaning formulated by Varonis and Gass (1985). The objective is to determine to which extent NoM episodes are present in the corpus. In addition, the triggers are going to be classified into attended and unattended to understand why some problems are not addressed by students. Subsequently, the attended triggers will be categorized into resolved and unresolved to examine the degree of success of students at solving said issues. A deeper insight into the nature of these interactions will be provided through the observation of the strategies employed by students, which will be based on Clavel-Arroitia's (2019) categorization of resolution strategies.

Out of these ten interactions, three have already been analysed to obtain some preliminary results. This analysis shows that NoM episodes represent a relevant portion of the interactions. Furthermore, a high percentage of the triggers were attended and resolved, although a substantial number of linguistic triggers were unattended, which implies that students may have perceived language as a functional

tool. Finally, the salient presence of strategies such as confirmations, comprehension checks, and gestures provide further information about the nature of face-to-face telecollaborative exchanges, which may resemble real-life interaction. The ultimate hypothesis is that, when the data from all ten interactions are analysed, the results will be remarkably similar to those presented in this paper.

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An introduction to the software ALTXA for authorship attribution studies

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The present research intends to attribute to the play *Arden of Faversham*, which was written during the Elizabethan period and it still remains anonymous (Elliot and Greatley-Hirsch 2017), its likeliest authorship with a forensic linguistic study that will consider Christopher Marlowe and William Shakespeare as the potential candidates. The presentation will discuss the main methodological foundations of this discipline and provide an explanation of the distinct linguistic methods that can be followed to analyse the authorship of a literary text, such as n-gram tracing (Grieve et al. 2018) or a Zeta test (Craig and Kinney 2009). Lastly, the software ALTXA, which has been specifically programmed for the conduction of the study, will be introduced. ALTXA presents an accessible interface and is able to conduct a wide catalogue of procedures that are essential within the disciplinary field of forensic linguistics. Even though the primary goal of the project is to analyse the authorship of *Arden of Faversham*, its ultimate objective is to offer to the academic community a computational tool that facilitates the labour of other forensic linguists and paves the way for the inclusion of authorship attribution studies in educational contexts.

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Regional English accent perception in source and translated Film and Comedy

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Regional accent discrimination is frequently present in English society. This linguistic bias can be perceived in many different ambits, including representations of stereotypes found in film and in televised comedy. This project aims to provide a briefing on some of the most frequently stereotyped regional speeches, to highlight instances in which this bias can be appreciated, and to determine the most used strategies to solve the difficulties involved in accent translation. Differences in the fields of film and televised comedy will be focused on, due to the variations in use that each ambit implies and the gap in formalised research that exists in the latter. Finally, implications of these stereotypes amongst the spectatorship will be taken into account and reflected upon, providing concise considerations surrounding these subject matters.

The main objective for this research paper is to gain a general understanding of the sensation that exists amongst the English public towards specific regional accents based on previous studies. Other objectives are to consider the individual translation strategies most frequently used to relay English accents into Spanish in film and comedy and to discuss the implications that these instances have on the public's perception in both the source and the target language.

To achieve these objectives, previous works on accent perception will be considered so that a general understanding of regional speech bias and its implications might be acquired. Once frequently stereotyped speeches are selected and compiled, the theoretic part of the project will serve as a basis for the samples presented in the practical section, in which various instances of accent perception and transmission will be compared, both for film purposes and for comedy. Once presented, the implications of these stereotypes and translation strategies will be discussed individually and as a whole, to consider the effects that they produce on their respective viewers and the differences between them.

The practical section will be presented by means of a study. Instances in which strategies used for translating accents in dubbing contexts will be selected and considered. The individual translation methods used in each case will be studied and the implications that they result in amongst the public will be reflected upon. The difference that exists between recognised translation techniques for accents in film and those used for comedic purposes will be highlighted, given that the latter implies a more complex level of difficulty.

This paper will provide a concrete outlook on cultural bias regarding English regional accents. It will consider and compile translation techniques that could be used and consulted in future investigation projects, as well as helping to better understand the most frequent strategies used for accents transmission in these areas by means of exemplification and possible solutions to the various problems that arise in this type of translation. Also, it will lay groundwork for compilations of translation tendencies that might fundament a guideline for translating English accent comedy into European Spanish.

The role of multiperspective in identity construction: The case of Eustacia Vye in *The Return of the Native*

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The current paper aims at analysing the resulting image of Eustacia Vye, the main character in Thomas Hardy's *The Return of the Native* (1878), through the study of multiperspective. In order to achieve this objective, an analysis on Hardy's novel will be conducted, exploring the subjective stances regarding Eustacia while focusing on the construction of her identity through different perspectives.

One of the main theoretical lines on which this project draws is the stereotype reversal found in Hardy's female characters. In Victorian England, many authors appeared (including Hardy) who made use of well-known and consolidated stereotypes—mainly female-centered—and reversed them, creating controversial and ground-breaking characters. Eustacia Vye is a clear example. With a quick glance, she can be included in the fallen woman vessel, as a woman who does not follow the ideal of womanhood. However, if closely regarded, one can observe how she differs from this categorisation. Regarding this aspect, several experts have explored Hardy's unique use of stereotypes, such as Chattopadhyay (2011) or Cerqueira (2018). In addition, this project also draws on theories regarding perspective in Hardy's novels. There are several studies dedicated to this theoretical field, such as Boumelha (2009) or Morgan (1991).

Following the aforementioned lines of thought, it is believed that Eustacia's identity will be construed as the sum of the characters' perceptions found in the novel. The paper, based on stereotype reversal and multiperspective theories (such as Mey 2000; and Sanders and Spooren 1997), aims at exploring Eustacia's character construction from a cognitive linguistic approach. The paper advocates that concepts such as subjectivity and categorisation as understood in cognitive linguistics will help construct all characters' perceptions regarding Eustacia.

Therefore, this project defends that to explore Eustacia Vye's portrayal, it is necessary to analyse the linguistic tools that Hardy uses when giving all his characters a voice. Thus, an analysis of the subjective predicates regarding Eustacia will be necessary, as they will contribute to her identity construction. As a result, it will be shown that the characters, through their multiperspective, have the role of categorisers. Their contrasting perceptions will construct (or deconstruct) Eustacia Vye, whose identity will rebel against one single categorisation, creating thus a complex and multidimensional character.

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Fantastic Creatures Categorisation and Linguistic Relativity: do we think the same?

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Does the language we speak influence the way we think about the world? As many studies have been carried out on real entities to understand how humans categorise, my PhD thesis aims to discredit the strong version of the Sapir-Whorf hypothesis through an empirical experiment carried out on speakers of English, Chinese and Spanish. The total number of participants collected for the research is 1,213 from 44 different countries. The objective is to demonstrate that despite the great differences between languages, the human mind has the same perception of basic categories. The theoretical framework touches a great variety of topics: linguistic relativity, categorisation, image schema, blending and metaphors, fantastic creatures around the world, origin of Chinese classifiers etc. After a series of questions such as age, nationality, languages spoken, education etc., the experiment consisted in completing a questionnaire with 16 visual stimuli of unreal entities formed by hybrids between animals or an animal and a human. Participants had to give them a name, choose a category, and a proportion of the two blended entities. Chinese speakers also had to determine a classifier for each hybrid. My research questions are: a, how do Chinese speakers categorise fantastic creatures from animal hybrids and human-animal hybrids according to their classifier system? b, do English and Spanish speakers categorise the same fantastic creatures similarly as Chinese speakers? This research aims to claim that the linguistic relativity hypothesis formulated by Whorf is not consistent if we take into account an onomasiological view on how Chinese speakers categorise the same unreal entities as other world language users respond to visual stimuli. My hypothesis is that all subjects involved in my research, despite their native language, would classify a new creature as follows: individual will categorise a hybrid according to the greater part of the two entities. If, given a creature, the body is human but the head is horse-like, the subject would categorise this creature in the human category as the latter represent more than the 80% of the new creature. The two pilot studies carried out before the final test seemed to confirm the hypothesis mentioned before. During the conference, the results from the pilot studies and the final version will be analysed together with future research lines.

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Double objects in motion in L2 English

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English ditransitive verbs vary as to whether or not they allow alternation between the double object construction (DOC, (1)) and prepositional object datives (POD, 2). Previous work on the L2 acquisition of the dative alternation has focused on how a system of alternating verbs is acquired, as well as on the role of L1 transfer in the semantics and distribution of DOCs (Cuervo 2007; Yang & Montrul 2017).

Little work so far has sought to connect L2 acquisition of datives to the long debate over whether DOCs and PODs have a transformational or idiosyncratic lexical relationship (see Citko et al. 2017). One consensus in this debate is that there is a double asymmetry in the syntax of DOCs: A-bar movement (wh-questions and relative clauses) of the goal argument is ungrammatical (3), while A-bar movement of the theme is acceptable (4). Conversely, A-movement (passivization) of the theme argument is ungrammatical (5) while A-movement of the goal (6) is grammatical. This study uses the notion of movement asymmetry to explore whether L2 grammars treat double object constructions and prepositional object datives as transformationally related structures.

Participants included advanced L2 English learners with Chinese (*n*=14), Korean (*n*=19), and Spanish (*n* = 21) as first languages, as well as English native speakers (*n*=41). An acceptability judgment task targeted twelve verbs (*give, send, tell, text, buy, make/*return, *push, *say, *yell, *purchase, *create*) across seven syntactic contexts: DOCs, and wh-questions, passivization, and relativization targeting theme and goal arguments.

A GLMM (generalized linear mixed model) analysis found effects (Fig. 1) for the interaction of argument type and syntactic movement. The analysis, which controlled for lexical differences between participants, showed that the dative distinction functioned in a similar way for participants at higher proficiency levels (Fig. 2), as well as for native speakers. While dialects differ in terms of whether a given verb allows a DOC, learner grammars show internal consistency in their sensitivity to abstract syntactic asymmetries. Based on these results it is suggested that, contrary to lexicalist accounts, DOCs and PODs have a deeper syntactic relationship that can be readily explained under a transformational analysis.

Examples:

   (1) Mary gave the student a book.
   (2) Mary gave a book to the student.
   (3) *Which student did Mary give a book?
   (4) Which book did Mary give the student?
   (5) *The book was given a student.
   (6) The student was given a book.

Figure 1

Probability of acceptance with interaction of movement and argument type
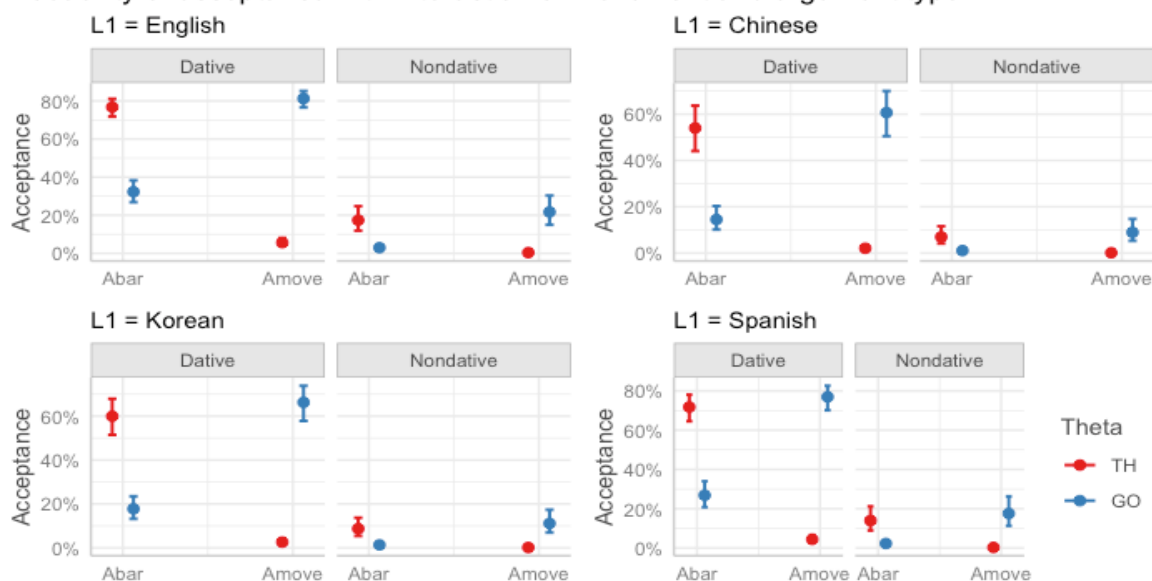
Figure 2

Interaction of proficiency with effect of dative vs. nondative distinction
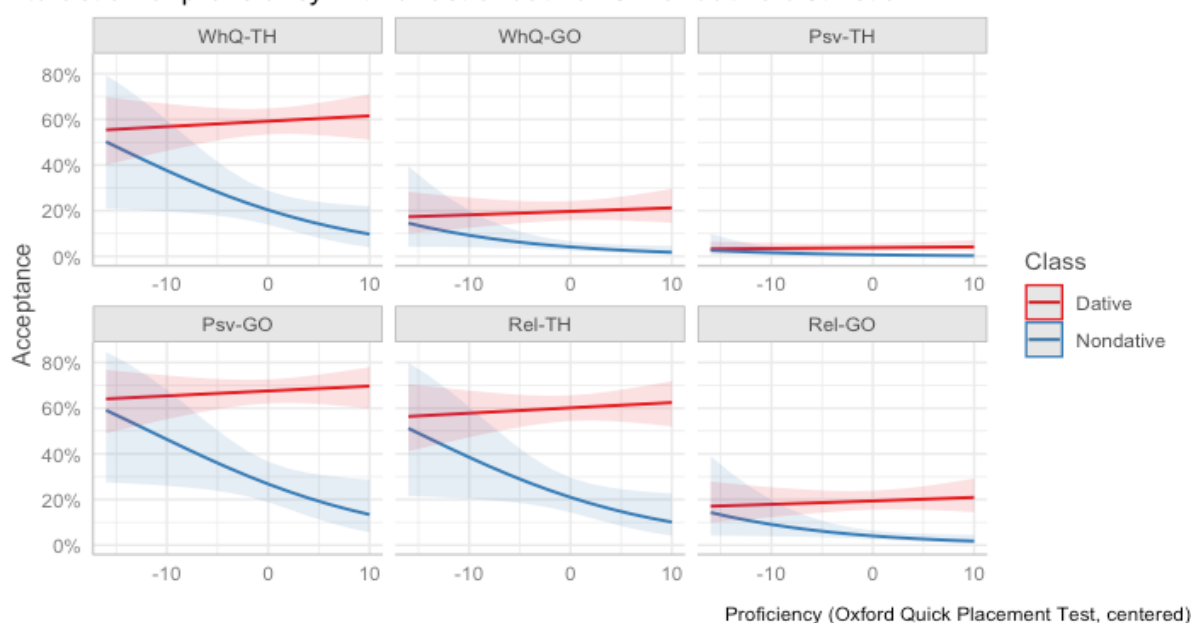
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Legal phraseology across different legal systems: a corpus-based study of similarities and differences between US and Mexico judgments

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Many phraseologists, particularly in the area of Law, have been reluctant to study in detail legal phraseological units (PUs), since understanding their meaning requires a deep knowledge of the field (Kjaer 2007). Translators with insufficient legal terminological competence do not always find it easy to identify the appropriate equivalent, since the information provided by dictionaries is often insufficient and ambiguous. This complication is further aggravated when dealing with PUs which contain diatopic variations (Tabares 2016).

Although all languages are subject to synchronic and diachronic changes, diatopic variation has always been considered a minor issue (Mogorrón 2020). The reason behind this is that contrastive phraseology studies often fail to address the phenomenon of the geographical limitation of the PUs, but start from the idea of a set of units common to the language as a whole. This conception is inapplicable to languages such as English or Spanish, characterised by a multitude of diatopic variations (Piirainen 2007).

Given this need, we will perform a quantitative and qualitative analysis which may enhance research in legal phraseology and diatopy and provide a support tool for translators and legal professionals in cases where a Spanish-English contrast is present. Particularly, we hope to contribute to the development of the legal phraseology section in Frasytram, an online dictionary of multilingual fixed expressions created at the University of Alicante, as it does not currently exist.

For this purpose, a comparable bilingual corpus of unidisciplinary nature and single textual genre will be compiled. It will gather four subcorpora with criminal judgments from the UK, the US, Spain and Mexico. PUs from a total of 400 judgments issued by the highest judicial body in each country will be extracted using the AntConc corpus analysis tool. Then, PUs will be classified following the legal phraseology models by Kjaer (2007) and Tabares (2016).

In this presentation we will concentrate on similarities between US and Mexico subcorpora in terms of terminology and phraseology. It is expected that similar structures will be found, in spite of the differences in legal systems, due to the geographical and historical relationship between the two countries.

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Students' perceptions of language learning through WhatsApp and the timing of corrective feedback

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Among the pedagogical choices language teachers face each day, one is when to provide corrective feedback to errors made during communicative tasks. Teacher manuals (Anderson 2017; Scrivener 2011) advocate for delayed feedback out of concern that immediate correction disrupts the flow of communication and embarrasses the learner. However, research shows that students seem to prefer and expect frequent immediate correction (Quinn 2014). Some second language acquisition (SLA) theories like the Interaction Hypothesis and Skill Acquisition Theory even seem to favour the immediate modality. Corrective feedback timing becomes yet more complex when learners and teachers interact within a mobile-mediated communication (MMC) context in which written corrective feedback might be less disruptive, more salient, and more permanent (Long 2017). To date, there is seemingly no study that compares two timing conditions of feedback provision in a mobile-instant messaging (MIM) context, yet MIM is an increasingly useful language learning tool in a pandemic-laden world, and Li (2018) calls the timing of corrective feedback "of theoretical and pedagogical significance" and a "topic that has received little attention" (p. 96). To address these issues from the students' perspective, the present study examined the experience of 11 adult English as a foreign language (EFL) learners in a WhatsApp group and their perceptions of receiving two types of corrective feedback provision in this context. The research questions were as follows: **RQ1-**What are students' perceptions about the use of MIM as part of an online language course? **RQ2-**What are students' perceptions toward during-task and post-task text-based corrective feedback in the context of MIM? Over five weeks, students participated in the group as an extension of their online B2 English class and completed a series of weekly language-based tasks from which errors were selected for correction provided either during the tasks (during-task feedback for weeks 2 and 3) or after the series of tasks were completed (post-task feedback for weeks 4 and 5). The chat transcript was analysed quantitatively to give a holistic view of students' participation and interaction during the intervention. Semi-structured interviews and questionnaires gathered data regarding students' perspectives on WhatsApp and the two feedback procedures. Results showed that students had positive attitudes toward using WhatsApp for language learning and overall preferred during-task corrective feedback for practical and cognitive-related reasons. This experimental study contributes insight into future research and pedagogical implications for practitioners.

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Metonymy as a licensing factor of conceptual integration in multimodal advertisements

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Metonymy is, after metaphor, the figure of thought most widely studied in the literature (Barcelona 2000; Ruiz de Mendoza 2011, 2021a). Several authors have acknowledged the power of this figure of thought as a structuring principle in different areas such as translation studies (Peña & Ovejas forthcoming), the creation of hyperbole (Ovejas 2021); or grammar (Panther, Thornburg & Barcelona 2009). In this proposal, we draw on Ruiz de Mendoza's (2017, 2021b) recent research on conceptual complexes in order to study if those analytical tools and principles of knowledge organization can be applied to a multimodal environment. We are also interested in examining whether those analytical tools allow us to shed additional light on the study of conceptual complexes. In this respect our main objectives are: (1) to test if conceptual complexes apply to multimodal environments and (2) to explore if the application of those tools to a multimodal context helps to further develop the phenomenon of conceptual complexes. According to Ruiz de Mendoza (2021b: 100), a conceptual complex is "a combination of cognitive models whose existence can be detected from a careful examination of the meaning effects of some linguistic expressions." Ruiz de Mendoza distinguishes between two types of conceptual complexes: (1) those that integrate non-operational cognitive models (frames and image-schemas); and (2) those that integrate operational cognitive models and that are grounded on cognitive operations (metaphor and metonymy). In a conceptual complex we find different elements, i.e., the matrix frame, i.e., the frame that receives the structure coming from the imported or donor frame, the donor frame, and outgoing elements. The matrix and donor frames need to share at least partial image-schematic structure for integration to be possible. We can also find outgoing elements that are the result of the replacement of elements in the matrix frame by new ones of the donor frame. The analysis of our corpus, which consists of 62 multimodal advertisements taken from the internet, reveals that metonymy acts as a licensing factor previous to the integration of the donor frame into the matrix. When metonymy plays a role previous to the integration, the donor frame only imports part of the frame into the matrix frame. However, the whole matrix frame, even if not explicitly present, it is always latent, and is activated metonymically. Additionally, we explore how metonymy plays a role independently of the integration, and how such integration is possible in different examples taken form the corpus.

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Informative pragmatic strategies and salient medium affordances in the dissemination of international research through Twitter

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In the process of undertaking international research projects among various universities and institutions, one fundamental aspect to be considered lies in the dissemination of results and outlets from such projects. Relatedly, clear advantages are brought about by digital genres and platforms for scholars to increase the visibility and accessibility of their research (Mur-Dueñas 2018), and social networks stand out because of their ubiquity, immediacy and dialogicity. For scientific and academic purposes, Twitter is notably valued as a venue for researchers and professionals to communicate updates and achievements in their research agendas to a heterogeneous audience of both specialized and lay users. As regards international research projects, such potential not only helps popularize and circulate new knowledge stemming from their ongoing results and outcomes, but also contributes to increasing the interest of beneficiaries and stakeholders in their research, boosting the project impact and outreach. These actions comply with the mainstream trends of engaging the public through science communication (Bowater and Yeoman 2013).

As part of my PhD thesis focused on digital discursive practices developed by international research groups, in this presentation I seek to analyse, from a pragmatic perspective, the strategies they deploy in the dissemination of new information about their research projects through Twitter. In particular, informative strategies are explored into a ready-made corpus, the EUROPROtweets corpus, which consists of 20 Twitter accounts held by Horizon2020 research projects (34,450 tweets). These strategies, together with sets of promotional and interactional ones, make up a data-driven taxonomy geared towards the study of the intentions research groups have when communicating and spreading their scientific research. The NVivo 12 analysis software is used to code the pragmatic strategies and review them. In this study, quantitative data regarding the frequency and use of the 10 informative strategies identified as salient in the corpus is offered, and representative examples from original tweets are discussed to unveil such pragmatic intents. A wide use of various Twitter affordances is displayed in the instantiation of diverse informative strategies: hashtags/mentions in "Acknowledging research funding", hyperlinks in "Stating general background around the project" or emojis in "Giving details about an event". Other strategies, such as "Informing about the aim of research" and "Presenting the content of outreach", primarily resort to linguistic resources to convey the intent of the research group and intersperse them with the addition of some Twitter affordances.

Overall, the present study identifies current digital discursive practices in Twitter used for research purposes by members of international projects through the analysis of informative pragmatic strategies. This may have significant implications in the way researchers express their communicative intents online and exploit the affordances of social media, and could help design linguistic guidelines of good practice in the communication of international research.

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Changes in the prototypicality of competing forms: A diachronic collocational analysis

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The notion *collocation* was brought to the fore by Firth (1957) and Sinclair (1966), advocates of the distributional corpus-based approach. One fundamental principle of this approach is that the semantic and functional features of words closely correlate with their distributional patterns, a principle reflected in Firth's (1957: 11) quote "you shall know the word by the company it keeps." Major advancements have recently taken place in the field of corpus linguistics and a plethora of methods have been put forward to examine the collocational behavior of words (e.g., SVS modelling, collocational networks). Such methods have been successfully applied to the analysis of near-synonyms (e.g., Peirsman 2008, Liu & Espino 2012), but only a handful of investigations have adopted a diachronic perspective to the study of near-synonymy (e.g., Baker 2017).

Against this backdrop, the present contribution zooms in on the most prominent noun collocates of three near-synonymous adjectives from the olfactory domain in recent AmE (1810-2009): *fragrant*, *perfumed*, and *scented*. The noun collocates of the synonyms in an L5-R5 collocation window are extracted from *COHA* (Davies 2010-). Subsequently, these collocates are classified according to McEnery & Baker's (2017: 25-30) typology, which recognizes four types of collocates, namely, *consistent*, *terminating*, *initiating*, and *transient*. The main aim is to detect which collocates are lost or gained over time in order to identify changes in meaning and in the productivity of the different senses of the adjectives.

Results suggest a division of semantic labor between the near-synonyms: *fragrant* is used mostly to denote natural aromas, *perfumed* to designate artificial ones, and *scented* seems to be more or less equally distributed across the two senses. However, regardless of their prototypicality in the different senses, all three adjectives display a high number of 'natural' terminating collocates (e.g., *meadow*, *plant*), while initiating ones mainly correspond with nouns denoting artificial aromas (e.g., *bath*, *candle*). This seems to point to a shift in the prototypicality of the near-synonyms in recent times, a shift which is here postulated to be caused by the modernization and industrialization of American society over the last century.

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The application of Systemic Functional Grammar to the evaluation of "The Blind Owl" in Persian and its English translations

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"The translation studies community often has acknowledged SFL's particular usefulness for translation theorizing and modelling" (Steiner 2019).

The present case study analyzes the short story "*The Blind Owl*", originally written in Persian, and its English translations. The study follows Halliday & Matthiessen's Systemic Functional Grammar (2014), henceforth SFG, and his ideas about translation. The aim of the paper is to see if SFG can be a useful tool for evaluating the original text and its translations. The two translations under study were done by a native-speaker and a non-native speaker of Persian. The hypothesis is that the native-speaker translator knows more about the structure of Persian and, therefore, his translation based on Halliday's ideas is more accurate than the one by the non-native speaker.

Taking the clause as the unit of analysis, 150 clauses from the original text and its translations were chosen and analyzed based on the three metafunctions described in SFG, i.e., experiential, interpersonal, and textual. In terms of the "Experiential metafunction", the results show that the "process" can be a good criterion for analyzing the original text and its translations: the native-speaker of Persian was aware of the different kinds of processes in the original text and translated them more carefully. As regards the "Interpersonal metafunction", the concept of "Mood" was considered the tool for the analysis of the texts. The results show that "Mood" can be a helpful criterion in the Persian text analysis, but it was problematic for the comparison between the Persian and English texts, because of the differences of the two languages (for example, Persian is a pro-drop language). As regards the "Textual metafunction", the analysis shows that markedness is one of the most important features of the original text, so the "marked Theme" was considered essential for the evaluation of the translations too, as Baker already mentioned (2018). In this case, the results show that the native-speaker of Persian achieved a more accurate translation based on marked theme.

To conclude, SFG can give applicable tools to analyze the source text and to evaluate the translations in English, although the experiential metafunction was not as meaningful as the two other metafunctions. Also, this study shows that the translation of the native-speaker of Persian was more accurate than the English native speaker based on interpersonal and textual metafunctions (Sadeghi 2020).

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A kiss-and-burn story: an introduction to medieval humour and exegesis through metaphors

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Criticism on Chaucer unusually focuses on the more eschatological passages of *The Canterbury Tales*, such as "The Miller's Tale". Considered as impolite and narrated by a character lacking in morals, it contrasts with "The Knight's Tale", which portrays the chivalric behaviour of medieval knights. However, the final passage where Absolon burns Nicholas's bottom, frequently regarded just as humorous, is similar to a series of miniatures that decorate the borders of love tracts and manuscripts related to *fin'amor*. This leads to the thought that the tale, far from being a mere narrative full of eschatological humour, demands an exegetical reading. Therefore, this communication seeks to answer the following research questions:

RQ1: What is the metaphorical mapping —as established by Lakoff and Johnson (1980) and Lakoff (1987)— that the final passage follows?
RQ2: What are the implicit meanings of the scene?
RQ3: How does the metaphor of love influence the humour of the story?
RQ4: How is politeness expressed or defied in the story?

To answer these questions, the medieval Avicena's Humoral theory (*circa* 11th century) will be explained since it considers the impregnation of the lover's brain by the *phantasma* of the loved one, a process converted into a metaphor through an eschatological image in "The Miller's Tale" (i.e. "the bottom is the brain"). Through the analysis of this metaphor, an approach will be made to medieval humour, which aims to amuse as well as to transmit a moral doctrine. For this purpose, other passages will be taken as references to the ironic tone of the narrator. Lastly, considering the moral doctrines that prevailed in the Middle Ages, the possible demonstrations of politeness and impoliteness present in the tale, according to Leech's (1983) and Brown and Levinson's (1987) theories, will be analysed although not exhaustively nor definitively.

The analysis is expected to demonstrate through the mapping of the love metaphor that Chaucer is mocking the Humoral theory by using his wide knowledge of medieval medicine. This, contrariwise, might not be understood by all the audience of the tale contest in the book, as not every guest has higher education. The dichotomy between educated and non-educated characters should be a reflection of the educational panorama of the Middle Ages, therefore, it seems that two levels of politeness are established depending on the level of education of the public: one that uses irony and implicatures to convey the taste of the reader; another that explicitly uses eschatology and daily events to amuse the readership.

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A comparison between the representation and conceptualization of war in the political speeches delivered by George H. W. Bush and George W. Bush during the first and the second Iraq wars

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The present study aims to unveil the different ways in which war is represented discursively and conceptualized in the political speeches from the Iraq wars – 1991 and 2003 – delivered by George H. W. Bush and George W. Bush respectively. Adhering to the principles of political discourse analysis (Chilton 2004; van Dijk 1997), conceptual metaphor theory (Kövecses 2017; Lakoff 2006) and considering previous empirical studies on presidential discourse (Charteris-Black 2011), the purpose of this paper is to identify the discursive strategies and metaphors used in the discourse of these two politicians to establish differences or similarities regarding how they represent and conceptualize war. To address this concern, the following research questions have been formulated:

1. How is war represented discursively in the speeches of George Bush and George W. Bush during the Iraq wars in 1991 and 2003 respectively?
2. What are the metaphorical differences (if any) regarding the concept of war between the Iraq wars speeches delivered by George H. W. Bush and George W. Bush?

In order to provide an answer to these questions, this investigation analyzes Iraq war speeches from various ad hoc corpora. More specifically, two principal and two secondary corpora were collected, which included (i) the speeches that the two presidents delivered in the two Iraq war periods (Sub-corpus 1 GHWB: 17,592 words / Sub-corpus 2 GWB: 16,543 words) and (ii) one reference corpora for each president containing all the speeches that did not address the topic of the Iraq wars (85,508 words). The transcribed texts were retrieved from the website of the Miller Center (2019). Regarding the methodological approach, the study uses the software Wordsmith Tools 6.0 to carry out a mixed-methods cognitive-discursive analysis of the corpus material.

Quantitative findings are expected to indicate a higher frequency of words from the semantic field of war in the speeches delivered by George W. Bush than in the ones delivered by his father. Moreover, the qualitative analysis is expected to reveal that during the first Iraq war, George H. W. Bush employed discursive strategies of unity and digression from the war, as well as metaphors in alignment with this idea. In contrast, during the second Iraq war, George W. Bush's speeches are expected to contain more conflict-oriented discursive strategies in order to persuade the audience into the need of the war, in addition to metaphors that support his argumentation, conceptualizing the United States as saviors and their opponent as a threat.

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Receptive Vocabulary Acquisition in Pre-Primary Education through Soft-Content and Language Integrated Learning

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Content and Language Integrated Learning (CLIL) has become the focus of Foreign Language (FL) research within the last decades, as it provides a more complete, naturalistic, and meaningful context to FL learning (Artieda, Roquet & Nicolás-Conesa 2020), which has proven to bring many benefits to learners, such as a higher motivation, promotion of creativity, and better results in receptive skills, vocabulary, morphology, and fluency (Dalton-Puffer 2008; Lasagabaster 2008; Lorenzo, Casal & Moore 2010). Nevertheless, CLIL research focusing on younger learners, namely, pre-primary students, is still very scarce. Therefore, the goal of the present research is to examine the learning of FL vocabulary in pre-primary learners following a soft-CLIL program. The first research question enquired on whether young English learners would be able to acquire a wider range of receptive vocabulary in the FL following a soft-CLIL program, as compared to their same age peers following formal instruction of English. Furthermore, two additional research questions regarding age differences (4- and 5-year-olds) and word frequency effects (high and low frequency words) were stated.

Over the course of six months, pre-primary 4- and 5-year-old students (N=155) took part in a soft-CLIL program, aiming at teaching two curricular preschool units in English within the FL sessions. A longitudinal study was conducted, and students were administered a general vocabulary level pre-test (Peabody Picture Vocabulary Test 4th Edition), as well as a target words receptive vocabulary post-test (developed and piloted by the researchers to include the target words from the soft-CLIL units created).

Results regarding the receptive vocabulary development through soft-CLIL showed positive tendencies, which could become significant results over a longer treatment period. A significant frequency effect was found, which concurs with previous findings indicating that high-frequency words are retrieved more easily than lower-frequency ones. On the contrary, no significant differences were found when comparing learners from the two grades, in the specific context analysed. Such lack of significant differences may be attributed to the small difference in age between the two grades, which may not have been relevant in a low exposure FL learning context. Nevertheless, it remains unknown whether some differences would arise if those same learners were followed over a longer period of time.

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Approaching L1 beliefs and practices in an EME university context

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The use of the L1 in bilingual programmes has often been undesired. However, the shift from a monolingual ideology of English-only education towards an approach that normalises multilingual practices (Paulsrud, Tian & Toth 2020), together with the concept of *translanguaging* (García & Li Wei 2014) and *disciplinary literacy* (Airey 2011), has encouraged a compelling body of research. The focus on translanguaging, as a theoretical lens and a pedagogical practice, has led to a growing number of empirical studies evaluating the pedagogical functions of making use of students' full linguistic repertoire for communicating and learning. In this context, it is interesting to explore the use of the L1 in the academic activity (Orduna-Nocito & Sánchez-García 2022) and how it influences the construction of knowledge in the L2 (Chabert & Agost 2020)

This research aims to study the L1 as a pedagogical resource in building students' L2 academic literacy and to explore the multifaceted ways of translanguaging in the context of the multilingual university classroom. Its overarching question addresses how the L1 is both perceived and used by first year students and also teachers on an English-medium education (EME) business undergraduate programme at Complutense. To do so, the study analyses survey data and qualitative data and proposes an ethnographic approach involving a translanguaging classroom research design to collect interactional data linked to biliteracy practices during the coming months. The results are expected to shed light on the roles of the L1 (Dafouz & Smit 2020) regarding the specific context analysed. Moreover, they are expected to validate the positive contribution of the pedagogical use of the L1 to students' construction of disciplinary content knowledge in the L2. This study is framed within the ongoing longitudinal, research project 'Understanding the Internationalisation of Higher Education from the Student Perspective: A Longitudinal Examination of Disciplinary Literacies in English-medium education' (SHIFT), which focuses on the examination of students' Disciplinary Literacies (DLs) in EME settings (bilingual degrees in Business and Economy, at UCM and WU universities), addressing students as key stakeholders in the process of internationalisation and EME.

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Analyzing language change in British parliamentary discourse: Power and authority markers, 1930-2000

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In recent literature, one of the processes of language change which has received much attention has been the concept of democratization of discourse (Fairclough 1992: 201, for example), which often falls under the study of critical discourse analysis. This approach can take full advantage of corpus linguistics (Partington & Marchi 2015: 217; Flowerdew 2012: 175), in order to quantitatively analyze how sociocultural changes have an impact on parliamentary discourse. The primary goal of this paper is to assess to what extent and how these changes have been reflected in the language employed by Members of Parliament in Britain. The time framework chosen spans from 1930 to 2000, once universal full suffrage was achieved in 1928 via the Representation of the People Act and the Labour and Conservative parties shared the political power in the United Kingdom.

Two research questions guide this study: (i) how and to what degree has British parliamentary language removed "overt markers of power asymmetry" (Farrelly & Seoane 2012: 393) in the changing and ongoing process of democratization?, and (ii) is there any relationship between the phenomenon of democratization and the alleged decline of the core modals in British parliamentary discourse? In order to answer these questions, this corpus-based political discourse analysis examines the frequency changes of semantically-tagged words associated with expressions of exercise of subjection, command, control, power, obligation and equality. It also investigates the diachronic development of modals which express obligation, necessity, permission, possibility and ability. The data of the present investigation is from the online diachronic Hansard Corpus (Alexander & Davies 2015), which includes written records of British parliamentary debates. The expected results are (i) an overall fall in the normalized frequency of the words associated with authority and subjection of this study, (ii) a higher incidence of those related to equality and inclusion, and (iii) a decline in the number of occurrences per million words of the core modals aforementioned. Establishing connections between broad socio-cultural tendencies and specific linguistic changes may pave the way for future corpus-based political discourse analysis research.

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"Letter from the chairman and the CEO": Joining forces to enhance the power of persuasion

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The present study investigates the use of persuasive language in management statements (MSs), focusing on a particular letter to stakeholders written jointly by the chairman and the CEO of a European renewable energy (RE) company. Motivated by bringing into discussion an unexplored economic sector, the renewables industry, to the linguistic community, the aim of this research is to examine how different this joint MS is compared to those authored individually by chairmen or CEOs of other European RE companies regarding the persuasive communication strategies employed to engage their existing and potential stakeholders.

I present a comparative corpus-driven discourse analysis. Although I focus on a case study of a single document, the corpus comprises a total of eighteen MSs, which were extracted from the English version of 2018 annual reports of twelve European RE public listed companies, randomly selected. Firstly, I applied Antconc (Anthony 2019) and UAM CORPUS TOOL (O'Donell 2019) to extract raw data automatically. Then, I used spreadsheets to analyse the data qualitatively (manual revisions and classifications) and quantitatively (normalised frequencies).

Inspired by Biber et al.'s (2002) taxonomy and Fuoli's (2018) study, I examined the persuasive purposes of stances and modal verbs used to promote a positive corporate image and gain stakeholders' trust. Furthermore, based on Wieczorek's (2009) theory, I analysed how pronouns are employed to involve the audience into the discourse. This investigation also intends to contribute with new data to different existent theories (Karapandza 2016; Li 2008; Vogel 2009) concerning the strategic utilisation of verb tenses to attract stakeholders' interest. Additionally, I studied the use of active and passive voice, apparently associated with successful and unprofitable businesses, respectively (Clatworthy & Jones 2006). Findings suggest that the joint MS could be considered as a new and independent hybrid MS since it presents singular promotional characteristics such as greater inclusivity of the audience within the discourse, enhanced certainty, greater emphasis on past achievements and increased straightforwardness and clarity.

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Does varying linguistic knowledge impact eye-gaze? A sociolinguistic perception study of emotional prosody processing using virtual eye-tracking

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This study investigates how individuals process visual and linguistic input to test the relationship between emotional prosody and racial stereotyping. African American English (AAE) is the most well-studied minoritized variety of English in the U.S., yet there is still much we do not know about cognitive processing of the variety. Understanding the mechanisms of AAE cognition is critical to building an inclusive model of language. Given the current sociopolitical climate in the United States where linguistic prejudice and discrimination continue to persist, the need to understand the impact of implicit linguistic bias is paramount (Craft, Wright, Weissler, & Queen 2020). This study tests listeners with varied experiences with AAE as demonstrated through exposure, familiarity, and usage measures. Participants listened to emotional and racially indexed voices while looking at faces; eye gaze to the matching face was measured using virtual eye-tracking. Varied exposure and familiarity did not show a statistically significant relationship with variation in eye gaze. The usage measure was just at the level of significance, suggesting that usage of African American English features can predict participants' stereotyped looking preferences. The usage measure result aligns with the findings which show that by operationalizing the Angry Black Woman trope, we can see perception of race influences perception of emotion (Weissler & Boland 2019). This work contributes to further understanding of how social information and stereotypes interface with cognitive processing within a multidialectal frame.

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Discursive and visual analysis of audiovisual materials to be used in the EFL classroom

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Nowadays, audiovisual materials are commonly used in the EFL classroom due to their benefits as a source of authentic language (Donaghy 2015; Goldstein & Driver 2015). It is the aim of my PhD thesis to compile and analyze a corpus of audiovisual materials through a discursive and visual analysis (Hart 2020; Van Leeuwen 2015), and to plan and design activities based on the results of such analysis to be used in the EFL Secondary Education classroom. The use of audiovisual materials as multimodal input will contribute to developing students' linguistic and communicative competences, their visual and media literacies (Serafini 2014) and their 21st century skills, such as communication, creativity and critical thinking (Binkley et al. 2012).

The main aim of this paper will be to show how audiovisual materials can be analysed to be used with EFL Secondary Education students. The analysis and proposal will be based on 10 fragments selected from 2 different film or series titles targeted to 3rd year students. The titles and fragments presented have been selected based on criteria such as the topics, lexis and grammar present in the fragment, semiotic and cinematographic aspects as well as more practical ones, like accessibility, relevance, and age appropriateness. A discourse analysis involving verbal and non-verbal elements, looking at their multimodality will be carried out for each of the fragments. This will be done by means of analytical tools containing relevant lexico-grammatical and visual elements, trying to respond to EFL students' needs and objectives.

This paper will aim to answer the following questions: What are the most common lexico-grammatical, discursive and visual features in each of the fragments? What are the applications and implications of this analysis for the EFL classroom?

The criteria used for the selection of titles and fragments, as well as the tools presented to analyse them verbally and visually, could be used by other EFL teachers for their own purposes, being able to be adapted to different contexts.

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