

Equality policies in the English press: A study of diversity in a diachronic corpus of newspapers

This is the peer reviewed version of the following article:

Original:

Zanca, C. (2019). Equality policies in the English press: A study of diversity in a diachronic corpus of newspapers. In Book of Abstracts - Discourse and Persuasion 3.0: Identities in a Hybrid and Multimodal World (pp.140-142). Teruel : Universidad de Zaragoza.

Availability:

This version is available <http://hdl.handle.net/11365/1083209> since 2019-10-29T15:17:46Z

Publisher:

Universidad de Zaragoza

Terms of use:

Open Access

The terms and conditions for the reuse of this version of the manuscript are specified in the publishing policy. Works made available under a Creative Commons license can be used according to the terms and conditions of said license.

For all terms of use and more information see the publisher's website.

(Article begins on next page)



DISCOURSE AND PERSUASION 3.0:
IDENTITIES IN A HYBRID AND MULTIMODAL WORLD
University of Zaragoza, TERUEL
(24-27 September 2019)

BOOK OF ABSTRACTS

Edited by

**Encarnación Hidalgo-Tenorio
Miguel Ángel Benítez-Castro
Ana Virginia López Fuentes
Rosana Villares Maldonado**

**University of Zaragoza
Teruel Campus**

September, 2019



TABLE OF CONTENTS

1. SPONSORS AND ORGANISING INSTITUTIONS	4
2. ORGANISING COMMITTEE	5
3. SCIENTIFIC COMMITTEE	6
4. PLENARY SPEAKERS (ABSTRACTS AND BIONOTES).....	8
LAURA ALBA-JUEZ	8
FRANCESCA DE CESARE ¹ & CRISTIÁN SANTIBÁÑEZ ²	11
MATTEO FUOLI	13
JOSÉ MARTÍN-ALBO LUCAS	15
PASCUAL PÉREZ-PAREDES	17
ADELINA SÁNCHEZ ESPINOSA	19
4. INVITED ARTISTS.....	21
RANI DREW	21
JOHN DREW	22
MEDIEVAL MUSIC CONCERT: ARTESONADO.....	23
5. PRE-CONFERENCE WORKSHOPS.....	25
ELENA ALBESA PEDROLA	25
STEF BAROZZI.....	27
RANI DREW	30
JOHN DREW	31
6. PARTICIPANTS' ABSTRACTS	33
MARIA CRISTINA AIEZZA	33
OSEI YAW AKOTO.....	34
ISABEL ALONSO BELMONTE & MARÍA FERNÁNDEZ AGÜERO.....	35
MOHAMED AMINE DRISS & KOUIDER MERBAH	37
PILAR ARRANZ & EMILIO PERDICES.....	38
PILAR ARRANZ, JOSÉ-ANTONIO GABELAS & EMILIO PERDICES	40
GIUSEPPE BALIRANO ¹ & MARCELLA CORDUAS ²	42
AMELIA BANDINI & CRISTINA PENNAROLA	43
STEF BAROZZI.....	45
MIGUEL-ÁNGEL BENÍTEZ-CASTRO ¹ , AZZAM DHIAB HASSAN ² & ENCARNACIÓN HIDALGO-TENORIO ²	46
MIGUEL-ÁNGEL BENÍTEZ-CASTRO ¹ & ENCARNACIÓN HIDALGO-TENORIO ²	48
PAU BERTOMEU PI	50
MERCEDES BUENO ALADRÉN.....	51
MARIAVITA CAMBRIA	52
OANA MARIA CARCIU ¹ & LAURA-MIHAELA MURESAN ²	54
PAOLA CATENACCIO.....	55
VINCENT COPPOLA ¹ & FABIEN GIRANDOLA ²	56
VINCENT COPPOLA ¹ & FABIEN GIRANDOLA ²	58
MARCELLA CORDUAS & SOLE ALBA ZOLLO	60
RUBÉN CRISTÓBAL HORNILLOS.....	61
STEFANIA D'AVANZO.....	63
RAÚL DE ARRIBA BUENO ¹ , MANUEL BRANCO ² & MARÍA VIDAGAN MURGUI ³	64
ELEONORA ESPOSITO	65
MANUEL FRANCISCO ¹ , AZZAM DHIAB HASSAN ¹ , MIGUEL-ÁNGEL BENÍTEZ-CASTRO ² , ENCARNACIÓN HIDALGO-TENORIO ¹ & JUAN-LUIS CASTRO ¹ ..	67
JUAN GARCÍA COLLAZOS.....	68
PATRICIA GASCÓN & ANTONIA ISABEL NOGALES-BOCIO.....	70



JAVIER GIL-QUINTANA ¹ , SARA OSUNA-ACEDO ² & CARMEN MARTA-LAZO ³	71
IWONA GÓRALCZYK & JOANNA ŁOZIŃSKA	73
DERMOT HEANEY	74
JUDITH LERÍN GROS	75
ANA VIRGINIA LÓPEZ FUENTES	77
LUIS FRANCISCO LÓPEZ LÓPEZ.....	78
JOANNA ŁOZIŃSKA & IWONA GÓRALCZYK	80
ANTONIO LUCAS-ALBA & ANA HERNANDO MAZÓN	81
MARÍA JOSÉ LUZÓN.....	83
RAFFAELE MANNA, ANTONIO PASCUCCI & JOHANNA MONTI	85
M. CARMEN MARTÍNEZ SAMPER.....	86
NICLA MERCURIO	87
VALERIA MONELLO.....	89
ESTEFANÍA MONFORTE GARCÍA	90
JENNIFER MORENO MORENO	92
SERENA MOTTOLA.....	93
ANTONELLA NAPOLITANO	95
CLAUS PETER NEUMANN	96
ANTONIA ISABEL NOGALES-BOCIO ¹ & BIANCA SÁNCHEZ-GUTIÉRREZ ²	97
EUGENIA ESPERANZA NÚÑEZ NOGUEROLAS	98
EWELINA NYSKE.....	100
SOFIA OLIVEIRA DIAS	102
DEBORAH ORPIN	103
ROXANNE HOLLY PADLEY.....	104
MARIA CRISTINA PAGANONI.....	105
ALICIA PASCUAL FERNÁNDEZ	107
PEDRO JESÚS PÉREZ ZAFRILLA	109
ADA PLAZZO	110
M. DOLORES PORTO REQUEJO	111
M. DOLORES PORTO REQUEJO ¹ & ISABEL ALONSO BELMONTE ²	113
MARGARET RASULO	114
FERNANDO REPULLÉS SÁNCHEZ	116
FELIPE REYES GUINDO	118
GIORGIA RIBONI	119
CHRIS RICHARDS.....	121
MANUELA ROMANO	122
M ^a CRISTINA ROQUETA FÉLEZ.....	124
PILAR ROYO GRASA	126
FARAH SABBAH.....	127
FRANCISCO JOSÉ SÁNCHEZ GARCÍA	128
BURCU GÜLÜM TEKİN	130
ELDA SILVA TOMÉ	131
JEAN MATHIEU TSOU MOU	133
MARCO VENUTI	135
HÉCTOR VIELVA DIEGO.....	136
SERKAN YÜKSEL	137
MARIA ZAŁĘSKA	139
CESARE ZANCA.....	140
7. PRESENTERS' CONTACT DETAILS	143
8. CITY AND UNIVERSITY MAPS	147



1. SPONSORS AND ORGANISING INSTITUTIONS





2. ORGANISING COMMITTEE

- Chair: Miguel Ángel Benítez-Castro, University of Zaragoza
- Teresa Barea García, University of Zaragoza
- Juan Francisco Belmonte Ávila, University of Zaragoza
- Oana Maria Carciu, University of Zaragoza
- Esther Edo Agustín, University of Zaragoza
- Luisa Esteban Salvador, University of Zaragoza
- María García-Figueras Rodríguez, University of Zaragoza
- Santiago Gascón Santos, University of Zaragoza
- Luis Ángel Gil Acirón, University of Zaragoza
- Manuer Górriz Villarroja, University of Zaragoza
- Ana Virginia López Fuentes, University of Zaragoza
- Jennifer Moreno Moreno, University Jaume I
- Alba Morte Marco, University of Zaragoza
- Rosario Marta Ramo Garzarán, University of Zaragoza
- Fernando Repullés Sánchez, University of Zaragoza
- Burcu Gülüm Tekin, University of Zaragoza
- Rosana Villares Maldonado, University of Zaragoza



3. SCIENTIFIC COMMITTEE

- Tom Bartlett, Cardiff University (UK)
- Monika Bednarek, University of Sydney (Australia)
- Francisco Cabello Luque, University of Murcia (Spain)
- M^a Lourdes Cadena Monllor, University of Zaragoza (Spain)
- Violeta Delgado Crespo, University of Zaragoza (Spain)
- Tiziana Di Cimbrini, University of Teramo (Italy)
- Emília Fernandes, University of Minho (Portugal)
- Antonio Fruttaldo, University of Nápoles "L'Orientale" (Italy)
- Óscar García Luengo, University of Granada (Spain)
- Fernando González Caballero, University of Granada (Spain)
- Ignacio Guillén Galve, University of Zaragoza (Spain)
- Gonca Güngör Göksu, Sakarya University (Turkey)
- Cristopher Hart, Lancaster University (UK)
- María Dolores Herrero Granado, University of Zaragoza (Spain)
- Encarnación Hidalgo-Tenorio, University of Granada (Spain)
- Susan Hunston, University of Birmingham (UK)
- Kathy Ling Lin, Shanghai Jiaotong University (China)
- Veronika Koller, Lancaster University (UK)
- Emmanuel Le Vagueresse, University of Reims (France)
- Antonio Lucas Alba, University of Zaragoza (Spain)
- María José Luzón Marco, University of Zaragoza (Spain)
- J. Lachlan Mackenzie, Vrije Universiteit Amsterdam (Netherlands)
- Héctor Marín Manrique, University of Zaragoza (Spain)
- María Martínez Lirola, University of Alicante (Spain)
- Rocío Montoro Araque, University of Granada (Spain)
- Cristina Nisco, University of Naples "Parthenope" (Italy)
- Kieran O'Halloran, King's College London (UK)



- Carmen Pérez-Llantada Auria, University of Zaragoza (Spain)
- Margherita Rasulo, University of Campania “Luigi Vanvitelli” (Italy)
- Pilar Royo Grasa, University of Zaragoza (Spain)
- Raúl Ruiz Cecilia, University of Granada (Spain)
- M^a Ángeles Ruiz Moneva, University of Zaragoza (Spain)
- M^a Jesús Salillas Paricio, University of Zaragoza (Spain)
- Charlotte Smith, University of Leicester (UK)
- Paul Thompson, University of Birmingham (UK)
- Ignacio Vázquez Orta, University of Zaragoza (Spain)
- Marco Venuti, University of Catania (Italy)
- Francesca Vigo, University of Catania (Italy)

4. PLENARY SPEAKERS (ABSTRACTS AND BIONOTES)

Laura Alba-Juez

UNED (Spain)
lalba@flog.uned.es



Persuasive strategies and emotion manipulation in journalistic discourse: The case of fake news

My talk will be mainly based on our findings (Alba-Juez & Mackenzie, in press) related to the general characteristics of the discourse of fake news and the types of manipulation found in this subgenre of journalistic discourse. By means of the analysis of samples of fake news in English and Spanish I will show how this kind of journalism aims at manipulating the readers' emotions not only by the use of prototypical lies (i.e. assertions whose content the speaker believes to be false, uttered with the intention to deceive the hearer), but also and mainly by means of complex discourse-pragmatic strategies such as the skillful manipulation of the three main Appraisal subsystems, attitude, engagement and graduation (Martin & White 2005), the triggering of deceptive presuppositions and emotional implicatures (Schwarz-Friesel 2010, 2015) or the display of misleading images, thus playing with the scalarity of lying (Meibauer 2018). This in turn leads us to some important conclusions showing that the fact that the linguistic expression of falsity can be scalar has a tight connection with the concept of *bullshit* (Frankfurt 2005) and *post-truth* (Keyes 2004): A good story that somehow touches the readers' emotions, even if it is deceiving, prevails over a true story, because the readers choose to accept as true what makes them 'feel good'.

Also, when dealing with the characterization of the (manipulated) emotion processes found in fake news, my talk will be focused not only on the identification of the different emotion processes expressed, but also on those triggered in the readers or audience, based on the evidence that emotion processes are dynamical and therefore display relational work (Locher & Watts 2008): In line with Russell (1991), the analysis performed here rejects the idea of describing emotion as a static thing, in favor of conceiving it as a sequence of subevents (causes, beliefs, feelings, physiological changes, overt actions, vocal and facial expressions, and desires). And even though Martin & White's (2005) Appraisal Model can be said to be the most complete and elaborate linguistic theory of evaluation (including emotion) to date, it cannot be said to account for many of the (socio) pragmatic aspects that interact with language to convey emotive meanings. Thus, I will also argue in favour of the methodological need for the development of finer and more specific parameters for the characterization of emotion in discourse (in particular (here) the discourse of fake news) than those found in the Appraisal Model for the subsystem of AFFECT. In this endeavour



my work will be multidisciplinary, and I will draw on the findings of studies such as Benítez Castro & Hidalgo Tenorio (2019), as well as on some concepts coming from the field of sociopragmatics and the psychological appraisal theories, in an attempt to refine the *Parameter* variable of the Emotive Functional Relationship ($Em = F(PH, LL, Deg, ContPos, P, Mo)$) previously proposed and developed for the analysis and comprehension of emotion processes in discourse (Alba-Juez 2018).

References

- Alba-Juez, L. 2018. Emotion and appraisal processes in language: How are they related? In M^a de los Ángeles Gómez González & J. Lachlan Mackenzie (eds.), *The Construction of Discourse as Verbal Interaction*, 227-250. Amsterdam: John Benjamins.
- Alba-Juez, L. & J. L. Mackenzie (in press). Emotion, lies and bullshit in professional discourse: the case of fake news. *Ibérica* 38, Fall 2019.
- Benítez-Castro, M. A. & E. Hidalgo-Tenorio. 2019. Rethinking Martin & White's AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion. In J. Lachlan Mackenzie & Laura Alba-Juez (eds.), *Emotion in Discourse*, 301-332. Amsterdam: John Benjamins.
- Frankfurt, H. 2005. *On Bullshit*. Princeton, NJ: Princeton University Press.
- Keyes, R. 2004. *The Post-Truth Era: Dishonesty and Deception in Contemporary Life*. New York: St. Martin's Press.
- Locher, M. A. & R. J. Watts. 2008. Relational work and impoliteness: Negotiating norms of linguistic behavior. In Derek Bousfield and Miriam Locher (eds.), *Impoliteness in Language: Studies on its Interplay with Power in Theory and Practice*, 77-99. Berlin: Mouton de Gruyter.
- Martin, J. R. & P.R. White. 2005. *The Language of Evaluation: Appraisal in English*. Houndmills/New York: Palgrave Macmillan.
- Meibauer, J. 2018. The linguistics of lying. *Annual Review of Linguistics* 4. 357-375.
- Russell, J. A. 1991. In defense of a prototype approach to emotion concepts. *Journal of personality and Social Psychology* 60(1): 37-47.
- Schwarz-Friesel, M. 2010. Expressive Bedeutung und E-Implikaturen - Zur Relevanz konzeptueller Bewertungen bei indirekten Sprechakten: Das Streichbarkeitskriterium und seine kognitive Realität. In William Rudnitzky (ed.), *Kultura Kak Tekst* (Kultur als Text), 12-27. Moskau: SGT.
- Schwarz-Friesel, M. 2015. Language and emotion. The cognitive linguistic perspective. In Ulrike M. Lüdtke (ed.), *Emotion in Language*, 157-173. Amsterdam; John Benjamins.

Bionote

Laura Alba-Juez is Full Professor of Linguistics at the UNED in Madrid, Spain. She holds a Master's degree in Applied Linguistics from the UNAM (Mexico), and a Ph.D. in Linguistics from the Complutense University of Madrid, Spain. From 1997 to 2001, she held the positions of Visiting Researcher and Lecturer at Georgetown University (Washington DC, USA). In 2013 she stayed at King's College London (University of London, UK) as a visiting Senior Research Fellow in the Center for Language, Discourse and Communication. Her main areas of research are Discourse Analysis and Pragmatics. She has been the Principal Investigator of several projects, the last one being the EMO-FunDETT project (2014-2018, funded by the Spanish Ministry of Economy and Competitivity), which studied both the emotive and persuasive functions of language in work situations, i.e. corporate and institutional discourse. She has published fourteen books and numerous scientific articles. Her three last books are *Evaluation in Context* (in co-edition with Geoff



Thompson, 2014, John Benjamins), *Pragmatics: Cognition, Context and Culture* (in co-authorship with J. Lachlan Mackenzie, 2016, McGraw Hill), and *Emotion in Discourse* (in co-edition with Lachlan Mackenzie, 2019, John Benjamins).

Francesca De Cesare¹ & Cristián Santibáñez²

Universidad de Nápoles "L'Orientale" (Italia)¹ y Universidad Católica de la Santísima de
Concepción (Chile)²
fdecesare@unior.it¹ & csantibanez@ucsc.cl²



La fuerza persuasiva de la imagen en el discurso de la gestación subrogada

En esta presentación procuramos integrar los campos de estudio de la teoría de la argumentación y el análisis crítico del discurso. Para tal efecto, analizamos los argumentos visuales que promueven la ideología e intereses subyacentes en las campañas comerciales de las empresas dedicadas a la gestación subrogada. Nuestros objetivos son: identificar y analizar las estrategias persuasivas específicas que se utilizan a través de la imagen para construir un tipo de hablante ideal; identificar y analizar cómo, a través de tales estrategias, se promueve un determinado tipo de noción de maternidad y paternidad; e identificar y analizar las maniobras estratégicas a través de las que se construye un tipo de audiencia. Desde el punto de vista teórico, planteamos primero la continuidad estructural existente entre los argumentos verbales y visuales y problematizamos la noción de cognición distribuida para arrojar luz sobre una posible concepción de lo visual persuasivo. Desde el punto de vista del corpus metodológico, ofrecemos una serie de imágenes de empresas dedicadas a la gestación subrogada con un claro propósito persuasivo de venta de sus servicios y productos, y reconstruimos los argumentos que tales imágenes contienen. Entre nuestras conclusiones, abiertas a la discusión, indicamos que tales empresas utilizan un discurso fuertemente emocional que puede, con facilidad, identificarse como manipulador, y que la construcción del ethos del(los) hablante(s), en vez de manifestarse bondadosa, como explícitamente podría pensarse, en realidad desvela una posición populista y misericordiosa.

Referencias

- Amossy, R. 1999. La notion d'ethos. De la rhétorique à l'analyse du discours. In R. Amossy (ed.), *Images de soi dans le discours. La construction de l'ethos*, 9-30. Lausanne: Delachaux et Niestlé.
- Amossy, R. 2010. *La présentation de soi. Ethos et identité verbale*. París: Presses Universitaires de France.
- Charaudeau, P. 2005. *Le discours politique. Les masques du pouvoir*. París: Vuibert.
- Charaudeau, P. 2009. Identité sociale et identité discursive. Un jeu de miroir fondateur de l'activité langagière. In P. Charaudeau (ed.), *Identité sociale et discursive du sujet parlant*, 15-29. París: Harmattan.
- Ducrot, O. 1984. *Le dire et le dit*. París: Édition Minuit.



- Eggs, E. 2000. Logos, ethos, pathos, l'actualité de la rhétorique des passions chez Aristote. In C. Plantin, M. Doury & V. Traverso (eds.), *Les émotions dans les interactions*, 15-31. Lyon: Presses Universitaires de Lyon.
- Fairclough, N. 1989. *Language and Power*. Londres: Longman.
- Goffman, E. 1959. *The Presentation of Self in Everyday Life*. Nueva York: Anchor Books.
- Huebner, B. 2015. *Macrocognition. A Theory of Distributed Minds and Collective Intentionality*. Nueva York: Oxford.
- Kong, K. 2014. *Professional Discourse*. Cambridge: Cambridge University Press.
- López Eire, A. & J. Santiago de Guervós 2000. *Retórica y comunicación política*. Madrid: Cátedra.
- Maingueneau, D. 1999. Ethos, scenographie, incorporation. In R. Amossy (ed.), *Images de soi dans le discours. La construction de l'ethos*, 75-100. Lausanne: Delachaux et Niestlé.
- Tindale, C. 2015. *The Philosophy of Argument and Audience Reception*. Nueva York: Cambridge University Press.
- Toulmin, S. 1958. *The Uses of Argument*. Cambridge: Cambridge University Press.
- Van Dijk, Teun A. 1998. *Ideology. A Multidisciplinary Approach*. Thousand Oaks, CA: Sage Publications.
- Wittgenstein, L. 2002. *Investigaciones filosóficas*. Barcelona: Crítica.
- Woerther, F. 2007. *L'éthos aristotélicien. Genèse d'une notion rhétorique*. Paris: Edition VRIN.

Bionotes

Francesca De Cesare holds a PhD in Iberian Studies at the University of Bologna, and is currently a Senior Lecturer in Spanish Linguistics at the University of Naples "L'Orientale". Her research thus far has focused on the study of the discursive construction of several social, economic and political phenomena in the Spanish press, as well as in political speeches and programmes. To do so, she has drawn extensively on corpus-assisted (critical) discourse analysis, framing theory, and conceptual metaphor theory. Among her most recent publications, of particular interest is her research on populist discourse, as evidenced in a co-edited issue in the *I-Land Journal* (December 2017) and the co-edited volume *Populist Discourse: Critical Approaches to Contemporary Politics* (Routledge; March 2019). Since 2016, she has been the Deputy Director of the I-Land (Identity, Language and Diversity) Interuniversity Research Centre.

Cristián Santibáñez is Professor at the Department of Language and Literature Sciences, at Catholic University of the Holy Concepción, Chile. He studied Sociology and Linguistics, and obtained his Ph.D. (2005) at the University of Houston, USA, and did a postdoctoral internship at the University of Amsterdam (2009). He develops research on argumentation theory, reasoning psychology, epistemology and cognition. He has been a professor and visiting professor at the universities of Buenos Aires (Argentina), Diego Portales (Chile), del Valle (Colombia), EAFIT (Colombia), Granada (Spain) Lugano (Switzerland), Michigan Technological (USA), San Marcos (Peru), Tucumán (Argentina), UNED (Spain), Windsor (Canada). His last book is *Origen y función de la argumentación. Pasos para una explicación cognitiva y evolutiva*. Lima: Palestra Editores.

Matteo Fuoli

University of Birmingham (UK)
m.fuoli@bham.ac.uk



How persuasive is persuasive discourse? Using experimental methods to assess reader response empirically

Persuasion and manipulation have been central concerns of Critical Discourse Analysis since its beginnings (e.g. Van Dijk 1996). Traditionally, the persuasive properties of texts have been explored by means of interpretive analysis. The actual perlocutionary effects of the strategies identified through this process, however, are rarely empirically tested. As a result, CDA has often been critiqued for presenting subjective readings based on political motivations rather than empirically grounded analyses (Widdowson 2004). In this talk, I aim to show that experimental methods offer a valuable means of verifying claims concerning the persuasive properties of texts. To illustrate this argument, I will present the findings of three recent experimental studies in which I address persuasive features of corporate and political discourse. The first study (Fuoli & Hart 2018) uses a scenario-based experiment to test the effects of trust-building strategies in corporate public-facing communication. The results show that evaluative language can enhance readers' perceptions of the trustworthiness of company accused of questionable behavior. However, contextual factors such as the strength of the evidence against the company and individuals' generalized beliefs about corporations also play a significant role. The second study focuses on corporate crisis communication. It shows that blame-avoidance strategies aimed at obscuring agency, such as the use of passive voice or nominalization, can actually backfire and lead to further damage to a company's reputation. The results of these two studies, in line with (Chilton 2005), thus demonstrate that readers are more skeptical and less susceptible to manipulation than is sometimes assumed in CDA research. The third study, conducted in collaboration with Chris Hart (Lancaster University), assesses the effects of two epistemic legitimization strategies which are frequently used in political discourses seeking justification for military interventions, namely subjectification and objectification (Hart 2011). The experiment tests the hypothesis that speakers appear more credible when they are able to attribute their knowledge to reliable sources, especially when their trustworthiness has been cast into doubt (Van Dijk 2011). These studies demonstrate that experimental techniques can usefully complement traditional discourse analysis methods by allowing researchers to test hypotheses about the effects of texts and thereby gain new and empirically-grounded insights into the discursive dynamics of persuasion, social influence and power.



References

- Chilton, P. 2005. Missing links in mainstream CDA: Modules, blends and the critical instinct. In R. Wodak and P. Chilton (eds.), *A New Research Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity*, 19-52. Amsterdam: John Benjamins.
- Fuoli, M. & C. Hart. 2018. Trust-building strategies in corporate discourse: An experimental study. *Discourse & Society* 29(5). 514-552.
- Hart, C. 2011. Legitimising assertions and the logico-rhetorical module: Evidence and epistemic vigilance in media discourse on immigration. *Discourse Studies* 13(6). 751-769.
- Van Dijk, T. A. 2006. Discourse and manipulation. *Discourse & Society* 17(3). 359-383.
- Van Dijk, T. A. 2011. Discourse, knowledge, power and politics: Towards critical epistemic discourse analysis. In C. Hart (ed.), *Critical Discourse Studies in Context and Cognition*, 27-64. Amsterdam: John Benjamins.
- Widdowson, H.G. 2004. *Text, Context, Pretext: Critical Issues in Discourse Analysis*. Oxford: Blackwell.

Bionote

Matteo Fuoli is a Lecturer in Corpus-Based Discourse Analysis in the Department of English Language and Linguistics at the University of Birmingham (UK). His research takes a mixed-method approach to the study of business communication, exploring how companies use discourse to negotiate public trust and social legitimacy from both a theoretical and empirical perspective. A more detailed presentation of Matteo Fuoli's research is available at: <https://www.birmingham.ac.uk/staff/profiles/elal/fuoli-matteo.aspx>

José Martín-Albo Lucas

University of Zaragoza (Spain)
jmartina@unizar.es



**“Motivation, persuasion and teachers”:
Self-regulated motivation and educational persuasion**

Persuasion has been defined as the ability or skill to convince a person through reasons or arguments to think in a certain way or do something. In recent years, numerous studies have been conducted on the role played by persuasion in different fields (e.g. politics, social opinion, marketing, education, etc.), particularly on how it can motivate us towards a particular goal.

In the educational context, one of the tasks that we have as teachers is to convince students that all learning content is useful and, more importantly, that they can achieve their goals of learning, thus reducing academic failure resulting from lack of motivation.

In general, motivation has been defined as the (internal or external) processes that orient and maintain our behavior to achieve a goal. As for persuasion, it has to do with instilling a new motivation in the other, mobilizing all cognitive, affective and behavioral resources towards a new goal.

Currently, one of the motivational theories with more scientific evidence is Self-Determination Theory (SDT) (Deci & Ryan 2000, 2017). SDT claims that motivation is a continuum ranging from amotivation (i.e., where the person is completely alienated from their own conduct) to self-regulated motivation, (i.e., where the subject perceives that they have complete control of their behavior). This theory poses that the highest levels of self-regulated motivation depend on the satisfaction of basic psychological needs (autonomy, competence and interpersonal relationships). Numerous studies in the educational context lay stress on the relevance of the role of the teacher as a key element within the context to generate motivating environments, in other words, persuasive, where the student is convinced that they will achieve their learning objectives with the resources available (e.g. Núñez, Martín-Albo, Paredes, Rodríguez & Chipiana 2011) .

Many studies have analyzed the impact of the information provided by the teacher at the beginning, during and at the end of the teaching / learning activities on the students' motivation and performance (e.g., Niemiec & Ryan 2009). In particular, studies have analyzed the role of the type of feedback that teachers make available to students during and after the task. In this sense, the language (verbal and non-verbal) used by the teacher can be key to understanding the effectiveness of feedback and their persuasive effect on learning.



References

- Niemiec, C. P. & R. M. Ryan. 2009. Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education* 7(2). 133-144.
- Núñez, J. L., J. Martín-Albo, A. Paredes, O. Rodríguez & N. Chipiana. 2011. The mediating role of perceived competence: testing a motivational sequence in university students. *Universitas Psychologica* 10(3). 669-680.
- Ryan, R. M. & E. L. Deci. 2000. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist* 55. 68-78.
- Ryan, R. M. & E. L. Deci. 2017. *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Publishing.

Bionote

José Martín-Albo holds a degree in Psychology from the Complutense University of Madrid. From 1996 to 2009 he was a Lecturer at the University of Las Palmas de Gran Canaria, where he obtained a PhD in Psychopedagogy. Since 2010, he has worked as a Senior Lecturer and researcher in the Department of Psychology and Sociology of the University of Zaragoza. His research has focused on the development of motivational models applied in contexts of achievement, mainly sports and education. He has published numerous high-impact articles (JCR index) related to the study of self-regulated motivation and emotional self-regulation in the adolescent population. Since his arrival at the University of Zaragoza, he has combined his research and teaching with management and administration, having been Coordinator for the Degree in Psychology, Deputy Director of the Department of Psychology and Sociology and, currently, Dean of the Faculty of Social and Human Sciences at the University of Zaragoza.

Pascual Pérez-Paredes

University of Cambridge (UK)
pfp23@cam.ac.uk



Constructing international students in UK universities after the Brexit referendum

Despite the consensus that “identity” fails to recognize the complexity and context-sensitive nature of discursively constructed social processes (Jones & Kryzanowski 2008), mass media do encourage the formation of collective identities that are characterized by a suppression of a sense of belonging and a reductionist categorization of migrants. This research looks at the construction of international HE students in the UK during a 3-year period immediately after the Brexit referendum. Two corpora representative of different political tendencies, Labour in the case of The Guardian, and Conservative in the case of the Daily Mail, were compiled. Using a combination of different corpus linguistics methods (keyword analysis, collocational profile and colligation analysis), together with qualitative analysis, our research examines the emergence of themes in the discursive construction of international students in the UK press. Our results lend evidence to the fact that HE students are constructed around different themes (Baker Gabrielatos & McEnery 2012) in the two newspapers analysed: while the Daily Mail prefers to frame them as part of the net immigration debate, the Guardian uses them to pursue an anti-Brexit agenda. We will discuss a model that integrates the notion of acknowledgement of the contributions of these students to the UK economy as well an ideological framing of diasporic communities that masks more complex social processes such as transnationalism and the role of HE in neo-liberal economies.

References

- Baker, P., C. Gabrielatos & T. McEnery. 2012. Sketching Muslims: A corpus driven analysis of representations around the word ‘Muslim’ in the British press 1998-2009. *Applied Linguistics*. 1-25.
- Jones, P. & M. Krzyzanowski. 2008. Identity, belonging and migration: Beyond constructing ‘others’. *Identity, belonging and migration* 17. 38-53.

Bionote

Pascual Pérez-Paredes is a Lecturer in Research in Second Language Education at the Faculty of Education, University of Cambridge. His main research interests are learner language variation, the use of corpora in language education and corpus-assisted discourse analysis. He has published research in journals such as *CALL*, *Discourse & Society*, *English for Specific Purposes*, *Journal of Pragmatics*, *Language, Learning & Technology*, *System*, *ReCALL* and the *International Journal of*



Corpus Linguistics. He is the Overall Coordinator of the MEd Research Methods Strand at the Faculty of Education, University of Cambridge.

For more info: <http://www.educ.cam.ac.uk/people/staff/perez-paredes/>

Adelina Sánchez Espinosa

University of Granada (Spain)
adelina@ugr.es



Resisting cultures of inequality through countervisuality practices in recent Spanish fiction and non-fiction cinema

My contribution starts by looking at the relationship between gender and visual discourse, focusing upon theories of "the gaze" in Laura Mulvey (1975) and of the "right to look" and "countervisuality" in Nicholas Mirzoeff (2011). Next I will move onto the concept of "situated knowledges" by Donna Haraway (1988) so as to analyse to what extent situated feminist gazes in fiction and non-fiction cinema have the power to resist gender cultures where inequalities have been legitimised, naturalised and made invisible. I would like to use this framework as a basis to explore how film discourses can indeed operate as a technologies of social response-ability and accountability before the challenges present in the current feminist agenda in Spain. To that effect I will review Spanish classic fiction-films such as *Te doy mis ojos* (Iciar Bollain, 2003) or *Los años desnudos* (Dunia Ayaso & Felix Sabroso, 2008) and recent documentaries such as *Yo decido. El tren de la libertad* (Chus Gutiérrez et al, 2014) *Yes, we fuck* (Antonio Centeno & Raúl de la Morena, 2015), or *Serás hombre* (Isabel de Ocampo, 2018).

The research presented in this talk is one of the results of the GRACE "Gender and Cultures of Equality in Europe", Horizon 2020, Marie Curie Research Project. WP4: Textual and Artistic Cultures of Gender Equality. Visualising Gender Equality in Europe through Art and Screen.

References

- Ayaso, D. & F. Sabroso. 2008. *Los años desnudos*. Universal Pictures. Spain.
- Bollain, Iciar. 2003. *Te doy mis ojos*. Producciones La Iguana. Spain.
- Centeno, A. & R. de la Morena. 2015. *Yes, we fuck!*. Centeno, De la Morena and crowdfunding. Spain. Available online: <https://vimeo.com/123177395>
- Gutiérrez, C. et al. 2014. *Yo decido. El tren de la libertad*. Crowdfunding. Spain.
- Haraway, D. 1988. Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies* 14(3). 575- 599.
- Mirzoeff, N. 2011. The right to look. *Critical Inquiry* 37. 473-496.
- Mulvey, L. 1988/1975. Visual pleasure and narrative cinema. Constance Penley (ed.), *Feminism and Film Theory*, 57-68. New York and London: Routledge.
- Ocampo, Isabel de. 2018. *Serás hombre*. Crowdfunding. Spain.



Bionote

Adelina Sánchez Espinosa is Senior Lecturer in English Literature at the University of Granada, Spain. She is Scientific Coordinator of GEMMA: Erasmus Mundus Master's Degree and Consortium in Women's and Gender Studies (a joint project that brings together 20 universities and 38 industrial partners in Europe and America); and PI at the University of Granada for the H2020 MSC (Marie Curie) GRACE "Gender and Cultures of Equality in Europe" Project and the "*Recepción, modos y géneros de la literatura en lengua inglesa*" (Reception, modes and gender in English Literature) Research Group. She belongs to the board of experts on Gender Studies for the European Science Foundation, in charge of ERIH (European Research Index for the Humanities). Among her most recent publications outstand "The Film Text as Palimpsest: Translating Women's Gazes from Page to Screen" (2011, Peter Lang); "Feminist Approaches to Close Reading" (co-authored with Jasmina Lukic; 2011, Routledge); "Bodies in Siege: Thomas Hardy and Victorian Fin-De-Siècle Sexual Politics" (2012, Lodz University Press); "Reading Between the Lines in Late Victorian Fiction: The Case of Thomas Hardy" (2013, Punctum); "Bauman's Liquidity and Women's Transnational Action in Higher Education" (2014, Università "L'Orientale"); "Perspectives in Gender Studies: Spain" (*About Gender*, 2015); "Feminist Politics of Responsibility and Art therapy" (coauthored with Ángela Harris; 2017 Routledge).



4. INVITED ARTISTS

Rani Drew

Cambridge (UK)

ranidrew2010@yahoo.co.uk; rdrew@waitrose.com



For over 30 years, **Rani Drew** has been writing: poems, stories, a novel and plays. She has also produced close to 40 plays. Feminist theatre made its appearance in the 1970s. By the 1980s there were a lot more plays written by women about women. The stage as a public platform was key to making women visible and audible. It was in 1988 that she committed herself to writing about women. In that one year alone, she wrote three plays and produced them herself. The first two, *The Oedipus Question* and *Sofia Tolstoy*, were staged in Cambridge; the third, *Women are Talking*, saw the stage lights in Shanghai. Since then, she has written many more plays, carried out theatre workshops internationally and has overtaken Shakespeare's total of thirty-six. Further information is available at: <https://ranidrew.wordpress.com/>. In Linguaging Diversity 2019, Rani Drew will lead a Pre-Conference Workshop titled *Persuading teachers and students to teach and learn English through drama: How to write and stage plays*. Along with John Drew, during the Conference Reception, she will also give a poetry reading with a focus on multiculturalism and diversity: *"Shanghai in flames and Teruel retaken": Poems from across the world*.



John Drew

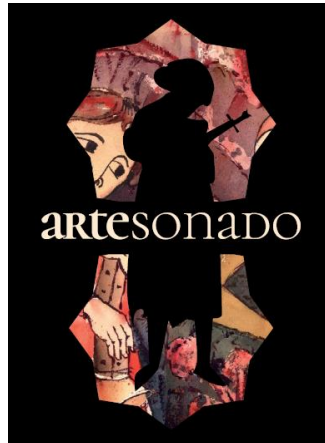
Cambridge (UK)
cambridgepoetry@hotmail.com



John Drew, a poet and tutor, has studied, taught and published in a dozen or more countries in the northern hemisphere, this year in Bangladesh. He lives in Cambridge with his wife, the writer Rani Drew.

In Linguaging Diversity 2019, John Drew will lead a Pre-Conference Workshop titled Persuading teachers and students to teach and learn English through poetry: Adapting and creating poems. Along with Rani Drew, during the Conference Reception, he will also give a poetry reading with a focus on multiculturalism and diversity: "Shanghai in flames and Teruel retaken": Poems from across the world.

Medieval music concert: ArteSonado



ArteSonado is a musical ensemble from Teruel offering a different and original approach to medieval art and culture, all within a rich and creative interdisciplinary context combining music, along with iconography, poetry and dance. Ever since its foundation back in 1997, ArteSonado has become a musical ensemble with broad and solid experience in the recovery and interpretation of the medieval and Sephardi repertoire. All the ensemble members have carved out highly distinguished and successful musical and performing careers, coupled with their work within the field of musicological and artistic research. The musical instruments played by the ensemble members are historical reproductions/replicas based upon the images from the Mudéjar roof of Teruel's Cathedral (13th century); they were all hand-crafted by the *luthier* Asier de Benito. The ensemble, throughout its more than 20-year history, has developed their extensive concert activity/career in the context of a wide array of cultural events: specialised festivals, conferences, radio broadcasts for Radio Nacional de España, including even institutional events in such venues as the Aragonese Parliament (*Cortes de Aragón*) or the Spanish Embassy in Rome. Noteworthy is also their participation in several artistic research projects at the University of Zaragoza. All the ensemble members have also participated as vocal or instrumental soloists in the two editions of the medieval-inspired opera *Amantes*, by the composer Javier Navarrete.



Concert: *Loving soul. Music and creativity in 13th and 14th century southern Europe*

This *ensemble's* repertoire includes European musical compositions from the 13th and 14th centuries. These musical pieces, exquisitely and movingly beautiful, come from highly valuable sources such as: Alfonso X El Sabio's *Cantigas de Santa María* (two of them set in the province of Teruel); the lyrical compositions by King Teobaldo I of Navarra's (known as the "troubadour/minstrel King"); the *Llibre Vermell*, a manuscript kept at the Montserrat Monastery; or the *Codex Rossi*, a 14th century Italian music manuscript kept at the Vatican Library. This wide-ranging variety of musical sources, which takes the listener through troubadoresque, sacred and paraliturgical themes/topics, draws on a highly appealing linguistic diversity, ranging from Galician-Portuguese, Occitan or *Langue d'Oc*, through to Latin or Italian. Music therefore becomes the perfect vehicle to convey the lyrical, emotive and spiritual force of compositions that have survived for over 800 years and that, even nowadays, still have a lot to tell us if we are able to capture, perceive and understand their essence.

Repertoire

Amours me fet comencier

Dame

(Teobaldo de Navarra)

Cantia nº 4

(*Cantigas de Santa María* de Alfonso X El Sabio)

Sexta estampida real

(Danza Instrumental)

Polorum Regina

(*Libre Vermell*)

Cantiga nº 191

Cantiga nº 171

(*Cantigas de Santa María* de Alfonso X El Sabio)

Chanconetta Tedesca

(Danza Instrumental)

Che ti zova nascondere

Amor mi fa cantar a la Francesca

Per troppo fede

(Ballate del *Codex Rossi*)

Seigneurs, Sachiez

(Teobaldo de Navarra)



5. PRE-CONFERENCE WORKSHOPS

Elena Albesa Pedrola

Universidad de Zaragoza (España)
ealbesa@unizar.es

¿Cómo nos persuaden los anuncios para comprar? Las estrategias pragmalingüísticas de la publicidad

Este taller nace de la curiosidad, pero también de la necesidad, de conocer las estrategias que utiliza la publicidad para conseguir su objetivo final: que el receptor adquiera el producto que se anuncia. Se centra en el análisis de las técnicas pragmáticas en el nivel lingüístico de diversos anuncios de publicidad de comercial (tanto escritos como orales y procedentes de diversas fuentes); de este modo, se puede englobar dentro de la persuasión en el lenguaje.

La publicidad tiene, sin duda, una finalidad persuasiva y se puede enmarcar dentro de los denominados textos argumentativos, pues pretende llevar al receptor hacia una conclusión (adquirir el producto) a través de una serie de razones o argumentos (Edeso 2007; Márquez 2007). Dichos argumentos se apoyan en topoi, que son lugares comunes que nos guían fácilmente a la conclusión (Alcaide & Fuentes 2002) y en marcadores discursivos, elementos formales a través de los cuales se construye la interpretación del anuncio (Anscomb & Ducrot 1983). Por otra parte, en la publicidad también encontramos otra serie de elementos lingüísticos que contribuyen a la función perlocutiva, como puede ser el predominio de la función apelativa, las exclamaciones, adjetivación abundante, uso de comparativos y superlativos, los anglicismos y tecnicismos, entre otros. Además, los anuncios comerciales juegan con la cortesía verbal (Lakoff 1973; Leech 1983; Brown & Levinson 1987) y con los principios de cooperación (Grice 1975), así como con la violación de estos por un motivo concreto, pues en la publicidad todos los detalles están controlados.

Este taller está dirigido tanto a estudiantes de Grado como a profesores e investigadores interesados en el uso de la lengua con fines específicos. Puesto que se comenzará con una explicación de los conceptos teóricos más importantes, no es necesario que el público tenga unos conocimientos específicos previos. La base teórica es sencilla, y así se anima a los asistentes a participar, pues se trabajará de una manera eminentemente práctica. Tras una breve exposición teórica apoyada en ejemplos de anuncios reales, se trabajará en grupos y también individualmente otros anuncios analizando las características lingüísticas persuasivas propias de estos. Los resultados se presentarán ante el resto de asistentes y se animará a hacer relaciones de lo que se está exponiendo con anuncios que recuerden o que estén en emisión en esos momentos en tv, radio, prensa, etc.

Los principales objetivos de este taller son los siguientes: localizar estructuras lingüísticas que dirijan la argumentación, concienciar al público de las técnicas de persuasión lingüística usadas en la publicidad, detectar dichas técnicas para poder hacer frente a ellas, aplicar los conocimientos de este taller a la vida diaria.

Referencias

- Alcaide Lara, E. & C. Fuentes Rodríguez. 2002. *Mecanismos lingüísticos de la persuasión: Cómo convencer con palabras*. Madrid: Arco/Libros.
- Anscomb, J.C. & O. Ducrot. 1983. *La argumentación en la lengua*. Madrid: Gredos.



- Brown, P. & S. Levinson. 1987. *Politeness, Some Universals in Language Use*. Cambridge: Cambridge University Press.
- Edeso Natalías, V. 2007. Análisis de textos publicitarios de televenta. *Interlingüística* 17. 313-322.
- Grice, H. P. 1975. Logic and Conversation. En P. Cole y J.L. Morgan (eds.), *Syntax and Semantics*, vol. 3: *Speech Acts*, 41-58. Nueva York: Academic Press.
- Lakoff, R. 1973. The logic of politeness or Minding your P's and Q's. *Proceedings of the Ninth Regional Meeting of the Chicago Linguistic Society*. 345-356.
- Leech, G. N. 1983. *Principles of Pragmatics*. Londres: Longman.
- Márquez Guerrero, M. 2007. Estrategias de descortesía al servicio de la persuasión en publicidad. *Tonos Digital: Revista de Estudios Filológicos* 13. <https://www.um.es/tonosdigital/znum13/portada/monotonos/monotonos.htm> (enero, 2019).



Stef Barozzi

University of Granada (Spain)
stefb@ugr.es

Multiple identities, power & privilege - Challenging stereotypes and myths about gender and sexual identities

This proposal is about two workshops given in English, which are interconnected with each other, as both deal with prejudice and mainly against lgbtiq+¹ people, hence their relevance to the conference. The participants will represent diversity and the language that goes with it. The time needed to carry out both workshops is of about 3 hours and 30 minutes (about 4 discrimination hours with the break), depending on the number of participants, which should be of at least 10, although the number will be flexible. The participants will be trained on how to deal with power and privilege and how to challenge stereotypes and myths, especially in an educational environment. They can contribute with their own personal and professional experience.

Workshop 1: 'Multiple identities, power & privilege' (adapted from GLEE 2002: 20-23; Bedford 2009). Its relevance to the conference theme is due to the fact that the participants will have to impersonate different types of people with multiple identities (not only lgbtiq+ people), focusing on the power and privilege earned or unearned in our society.

Purpose: To introduce the idea of 'unearned privilege' and explore the ways in which some groups/identities hold power within our societies; to consider the ways in which we can become allies to groups that have been traditionally deprived of privilege and power in our communities.

Time: 90 minutes or more, depending on the final debate and the number of participants.

Materials: Power shuffle statements, list of characters (provided by the facilitator).

Space: A (class)room where tables and chairs are removed or left on the sides of the room. The participants need an open space in order to be able to move around.

Activity and its expected results: To perform this workshop, the participants stand side-by-side in a line holding hands. Each participant is given a different character with multiple identities. The facilitator (myself) reads a number of power shuffle questions aloud one at the time. The participants require to respond by taking a step forwards if the statement read is true for their assigned character, or a step backwards if it is untrue. Each question illustrates an example of unearned privilege or lack of privilege (for most assigned characters). For example, "Can you shop in a department store without fear of being followed or watched?" (This may not be so for youth or non-white people, for example). Or "Can you walk home after dark without fear of intimidation or attack?" (This may not be so for women or trans people, or people with multiple identities, for example).

¹ I prefer to write lgbtiq+ in small letters because, although it is an acronym, it stands out in a text and my intention is to use it as any other word. It is often employed as an adjective (lesbian, gay, trans, bisexual, trans, intersex, queer or questioning, etc. people).



After asking all the questions, it will be interesting to observe where each participant is standing in the room, and whether or not it was possible for them to keep their hands held in a line (most likely not). A few moments of silence are provided for the participants to observe one another's position and to reflect on the activity. Then the whole group gathers to debrief and the facilitator will ask specific questions related to how they have felt during the activity and what they have learnt from it. The facilitator will point out and highlight some important aspects to be discussed, concentrating on the doubts and questions raised by the participants (e.g. regarding people with hiv², trans or intersex people).

The participants will learn how power and privilege is earned or unearned and why. They will also contribute with real examples of situations that they have experienced and might learn new aspects about people with multiple identities who are usually discriminated against.

Workshop 2: 'Challenging stereotypes and myths' (adapted from GLEE 2002: 46-48; Bedford 2009). It is related to the previous workshop as diversity and discrimination will be analysed through direct confrontation. In this case language will be more important and the participants will do most of the talking. It is therefore a continuation of the first workshop, where the participants' language related to diversity will be central for discussions, hence its relevance to the conference.

Purpose: To give the participants a practical experience on how to challenge lgbtiq+phobia and identify successful techniques to counteract it.

Time: 90 minutes or more, depending on the number of participants and their capacity to sustain confrontation.

Materials: a chair for each participant.

Space: a (class)room with chairs (tables are not needed).

Activity and its expected results: The group brainstorms lgbtiq+phobic statements or views they have heard, expressed by students, colleagues, anybody, even themselves. These are recorded on the board and simultaneously on slips of paper. Half of the participants are invited to take their chairs and make a circle facing outwards in the middle of the room. The remaining people then each take their chairs and sit opposite from one of the people in the middle so that each person has a partner (facing each other).

The people on the outside are each given a slip of paper which contains one of the lgbtiq+phobic statements, such as 'Why are all gay men so promiscuous?' 'Trans people should be fully operated on to become a man or a woman', etc. The people on the outside are then given a minute or so to think about their statement and arguments to back it up. The people on the inside are going to have the opportunity to deal with 3 lgbtiq+phobic statements, challenging a fellow participant. The people on the outside will make the statement and they will have about 10 minutes to deal with the issue. These people's role is to act like someone who believes their statement to be true and to be prepared to defend that point of view.

After the first round, people on the outside will stand up and move one place to the right and then repeat the exercise. This procedure is then repeated once more after the second round. By then the people on the inside will have had the opportunity to deal with 3 different statements

² I also prefer to write hiv (and aids) in small letters as it stands out in a text. My intention is to reduce its social stigma.



and the people on the outside will have heard 3 different responses to their statement. A debriefing will take place after this first round. The exercise is then repeated with the roles being reversed.

Finally, the facilitator will ask precise questions related to how the participants have felt with the different statements and the different roles (defending and attacking) and the whole group will discuss how challenging stereotypes and myths regarding lgbtiq+phobia can be useful in this direct way, especially in educational/academic settings.

References

- Bedford, T. 2009. *Promoting Educational Equity through Teacher Empowerment. Web-assisted Transformative Action Research as a Counter-heteronormativity Praxis*. Oulu: Oulu University Press.
- GLEE. 2002. *GLBTQ Educational Equity Project. Leadership Training Course Manual*. Unpublished. Oulu University, Finland.



Rani Drew

Cambridge (UK)

ranidrew2010@yahoo.co.uk; rdrew@waitrose.com

**Persuading teachers and students to teach and learn English through drama:
How to write and stage plays**

Rani Drew (<https://ranidrew.wordpress.com/>) has given drama workshops many times at conferences in various countries. She has also taught full drama courses in Hungary & China.

This workshop is intended to give students a clear sense of how a play is planned and staged. A preliminary talk will offer the basis of theatre/drama, particularly: its differences from poetry or novel; and what makes a play and how to write it.

Students will then be split into groups, and each group will choose a director and actors. Each group will create their own play. The play will require thinking of a theme, i.e., historical or modern or mythical. Then, students will think of the material and do a bit of research: How would you structure it? How many acts and how many scenes in each Act?

The dialogue/short play will have to be impromptu or as spontaneous as possible. Each actor is told to think along certain lines following the type of character they are playing. The director, in consultation with the actors, should try to think about how the play will be put together and staged. Once the time for preparation and rehearsal is over, performances will start, with the other groups as the audience.

At the end, after my opinion and feedback on the structure of the play and its staging, the other groups will be asked questions so that they can provide their view on it. Each group will respond to their critique.



John Drew

Cambridge (UK)
cambridgepoetry@hotmail.com

**Persuading teachers and students to teach and learn English through poetry:
Adapting and creating poems**

This workshop is designed to persuade teachers of the English language who are not already doing it that there is no better way to language diversity than to encourage anyone from 8 to 88 to engage in creative writing. Workshops focus on the craft as well as the freedom of writing. Teachers will be asked to try it for themselves. If it is lively for them, it will be lively for their students - and this applies not only to accomplished language students but even to those with very little English.

In Teruel, you will be asked to choose a poem from a different time or language and update or translate it into contemporary English. You will then be asked to read it out to the group. If you have not managed a complete poem, you may read out a stanza, a line or a phrase that has worked. You may explain why you have not managed to write anything at all. There will be no comment: just the writing and reading out. After discussion following the first assignment, we will try our hand at others: perhaps interpreting a poem by acting it out, unscrambling a sonnet, or writing about an object in, say, ten different ways.

The rest of our time will be spent discussing how to run a poetry workshop. It is a matter of encouraging free writing but also offering reassuring "models" that develop the craft. Writing, reading out, listening: that is all that is required. No expertise needed in the teacher, no expertise in the students, though for both a jumping in at the deep end.

The Dean of a remote Chinese University who had us in to run semester-long courses terrified his language and linguistics students when he told them they would be writing poems and plays in English. After the course, when the best of their works were published, first on walls and then in books, he said that he was not only amazed at their productivity and originality but how little he had known his own students until they wrote as they did in a foreign language.



6. PARTICIPANTS' ABSTRACTS

Maria Cristina Aiezza

University of Sannio (Italy)
mariacristina.aiezza@unisannio.it

“Solve the Brexit mess”: A discourse and genre analysis of UK online petitions on the British withdrawal from the EU

Popular petitioning has long been used as a form of direct and democratic political participation in which, by collecting a significant number of signatures, advocates acquire the power to express a collective need to a higher authority - generally government agencies and business organisations - and request policy changes. The contemporary crisis of representative democracy, the increased availability of the Internet and its growing interactivity have led to the emergence of new forms of civic engagement, as the cyberspace can nowadays be used to sensitise and mobilise online communities. In particular, e-petition websites have brought into our time the centuries-old right to petition the rulers. *Change.org* is one of the most popular petition sites, where anyone can start an online campaign addressing decision-makers to drive solutions to local, national, and global problems.

Research on both paper and online petitions has regarded them as instances of persuasive writing and as a hybrid genre combining, e.g., features of legal case, political propaganda, and fundraising letter. Several previous studies on e-petitions have focused on the factors - including linguistic and semantic features - which influence their popularity. E-petition texts are seen as supposedly constructed with the aim of enhancing endorsement by other citizens through a series of persuasive discursive strategies, e.g. by suggesting the need for urgent action, by exploiting emotional appeals, by stressing the credibility of the author and by providing detailed supporting data.

The British decision to withdraw from the European Union represents one of the most debated and controversial issues in today's political landscape. Decided through a referendum - a further mechanism of direct political participation -, Brexit is currently being negotiated and is causing second thoughts and concerns about its consequences. Although petitions are often criticised for their limited, if any, impact on politics, they still represent a highly valuable democratic tool as they contribute to raising public awareness on social issues, setting agendas, and starting new debates. A petition on the UK Government and Parliament Petitions website which called on the government to stop Brexit has even become the most popular and probably the biggest official petition in British history. Nevertheless, the government ruled out cancelling Brexit and rejected a previous petition for a second referendum.

The present study analyses a corpus collecting a selection of online petitions supporting positions in favour and against Brexit published on the British version of *Change.org*. The study focuses on the persuasive strategies and motifs exploited in the user-generated discourse of e-petitions to gain support for the cause presented. In particular, the investigation analyses the way e-petitioners raise public awareness about the pros and cons of Brexit and appeal to the citizens' civic sense and responsibility. The corpus is also examined from a genre analysis viewpoint to uncover the recurring rhetorical structures used in the texts.

References

- Aiezza, M.C. Forthcoming. "Sign and make your mark on the world a positive one": A discourse and genre analysis of UK online petitions to reduce single-use plastics. In J. Engberg & O. Palusci (eds.), *Environmental conflicts and legal disputes across media discourse. Anglistica AION: An Interdisciplinary Journal*. Naples: Università degli Studi di Napoli "L'Orientale".
- Cheung, H. 26 March, 2019. Brexit debate: "Do petitions ever work?" *BBC News*. <https://www.bbc.com/news/world-47693506> (26 June, 2019).
- Dodd, G. 2007. *Justice and grace: Private petitioning and the English Parliament in the Late Middle Ages*. Oxford: Oxford University Press.
- Hagen, L., T.M. Harrison, Ö. Uzuner, W. May, T. Fake & S. Katragadda. 2016. E-petition popularity: Do linguistic and semantic factors matter? *Government Information Quarterly* 33(4). 783-795.
- Lindner, R. & G. Aichholzer. 2016. Electronic democracy in Europe: An introduction. In R. Lindner, G. Aichholzer & L. Hennen (eds.), *Electronic democracy in Europe: Prospects and challenges of e-publics, e-participation and e-voting*, 1-17. Cham, Switzerland: Springer.
- Macintosh, A. 2003. Using information and communication technologies to enhance citizen engagement in the policy process. In J. Caddy & C. Vergez (eds.), *Promise and Problems of Edemocracy: Challenges of Online Citizen Engagement*, 19-142. Paris: OECD.
- Wright, S. 2015. E-petitioning. In S. Coleman & D. Freelon (eds.), *Handbook of Digital Politics* 136-150. Cheltenham, UK & Northampton, MA: Edward Elgar Publishing.

Osei Yaw Akoto

Kwame Nkrumah University of Science and Technology (Ghana)
oyakoto.cohss@knust.edu.gh

Power, persuasion and identities in church names in Ghana: A linguistic landscape approach

Power, persuasion and identity are three key interrelated concepts that are deemed to be inherent in names (Aldrin 2019; Garner 2005; Blader & Chen 2014). People, therefore, enact certain identities through their choice of certain languages and the 'power' behind such languages aid the choosers to achieve their intended communicative goals (Marshall 1993). The present study explores language choice in church names (ecclesionyms) in Ghana to highlight the extent to which power, persuasion and identities interplay in ecclesionymy for socio-rhetorical effect. I, therefore, gathered names of churches from the religious landscape in Ghana ranging from online (i.e. websites of associations of Christian churches in Ghana) to 'offline sources' (e.g. posters, billboards, etc.). In all, the corpus for the study totaled thousand two hundred.

Guided by Akoto's (2018) global-local model of language choice, I adopted content analysis to identify all languages, and the 'language networkings' in the church names. I found that churches in Ghana adopt global languages (Hebrew, Greek, Sanskrit and Aramaic), a glocal language (i.e. English), and local languages (Akan, Ewe, and Ga). These languages help the namers to construct identities consistent with the multilingual nature of Ghana in order to rhetorically position themselves to appeal to all language groups in the country (Yankson 2018). It is argued further



that the statuses of the global, glocal, and local languages as canonical/biblical languages, a world language, and 'Ghanaian majority' languages respectively enable the churches to foreground their uniqueness. Further, the degree of power is increased and persuasion is enhanced through language mixing in the names, resulting in unilingual and bilingual church names (Taylor-Leech 2012). It is supported further that it is not always just what is in a name that matters, but most crucially too the 'language of the name' or the 'name of the language of the name'. The findings have implications for scholarship on and the linguistic landscape and the under-theorized field of ecclesionymy (study of church names).

References

- Akoto, O. Y. 2018. Language choice and institutional identity: A study of the mottos of Ghanaian educational institutions. *WORD* 64(3). 177-190.
- Aldrin, E. 2019. Naming, identity, and social positioning in teenagers' everyday mobile phone interaction. *Names* 67(1). 30-39.
- Blader, S. L. & Y. R. Chen. 2014. What's in a name? Status, power, and other forms of social hierarchy. In *The psychology of social status*, 71-95. Springer, New York, NY.
- Fairclough, G. T. 1960. "New Light" on "Old Zion": A study of the names of white and negro Baptist Churches in New Orleans. *Names* 8(2). 75-86.
- Garner, R. 2005. What's in a name? Persuasion perhaps. *Journal of Consumer Psychology* 15(2). 108-116.
- Marshall, R. 1993. Power in the name of Jesus': Social transformation and Pentecostalism in Western Nigeria revisited. In *Legitimacy and the state in twentieth-century Africa*, 213-246. Palgrave Macmillan: London
- Taylor-Leech, K. J. 2012. Language choice as an index of identity: Linguistic landscape in Dili, Timor-Leste. *International Journal of Multilingualism* 9(1). 15-34.
- Rogers, P. B. 1963. Naming Protestant Churches in America. *Names* 11(1). 44-51.

Isabel Alonso Belmonte & María Fernández Agüero

University Autónoma of Madrid (Spain)
isabel.alonso@uam.es & m.fernandez@uam.es

Secondary teachers' reactive discourses to bilingual education policies in the Region of Madrid

In education, the interplay between the expectations of education authorities and societal forces on the one hand and teachers professional prospects on the other can be explained in terms of power relations and enacted identities (Pavlenko & Norton 2007; Fernández Barrera 2017). This is particularly acute in contexts where top-down education policies are implemented, probably looking for a short-term political return. The Bilingual Programme (BP) of the Region of Madrid represents one of those large endeavours. At present, nearly half Madrilean state secondary schools (N=152) participate in this programme and offer 30%-50% of their school time in English, applying Content and Language Integrated Learning (CLIL). CLIL has significantly contributed to the promotion of plurilingualism in monolingual regions like Madrid but it has also had an important impact on

teachers' work situations, career development opportunities and professional identities (Pavón-Vázquez & Rubio-Alcalá 2010; Fernández Barrera 2017; Codó & Patiño-Santos 2018).

Following existing research on the social issues that affect teachers in the light of neoliberal impulses within education and how local teaching practices either support or reject educational policy measures (De Costa & Norton 2017; Murillo & Martínez-Garrido 2018; Hidalgo-McCabe & Fernández-González 2019), this paper presents an analysis of secondary teachers' peripheral discourse regarding Madrid's BP in relation to their views on the power structures in this context. By peripheral discourse we mean an alternative, outlying version of reality which reacts to the more institutionalized, hegemonic one (Raiter 2003; Raiter & Zullo 2008). More specifically, we look into how both foreign language and content teachers position themselves within these power structures, their self-perceptions as teaching professionals and their imaginings of teacher selves. Drawing on the interpretive ethnographic tradition, data was collected with the help of a semi-structured interview, which was designed *ad hoc* for the present study. This tool was constructed in Spanish to facilitate participation among the teachers and included 22 open questions which were divided into three blocks: (a) about the subjects' professional profile; (b) about their working experience in BPs, and (c) about their opinion on the BP. For the qualitative analysis of the semi-structured interviews, Grounded Theory (Glaser & Strauss 1967) was employed to code the data and draw meaning from it. For this study, we present data from the transcription and annotation of 30 semi-structured interviews to experienced secondary teachers working in CLIL and non-CLIL secondary schools in different areas of Madrid and with students from different socio-economic origin. This opportunistic convenience sample allows us to gauge how certain teachers reproduce the regional hegemonic discourse on the benefits of CLIL. Some others, however, point to clear tensions in reconciling their personal beliefs and professional motivations within the current organisational and political setting. Results are discussed in relation to the notion of teachers' "bilingual" identity (Fernández Barrera 2017) and on the contextual factors that promote or hinder it.

References

- Codó, E. & A. Patiño-Santos. 2018. CLIL, unequal working conditions and neoliberal subjectivities in a state secondary school. *Language Policy* 17. 479-499.
- De Costa, P. & B. Norton. 2017. Introduction: Identity, transdisciplinarity, and the good language teacher. *Modern Language Journal* 101(S1). 3-14.
- Fernández Barrera, A. 2017. Language appropriations, ideologies and identities in bilingual schools in Castilla-La Mancha (Spain). *Bellaterra Journal of Teaching & Learning Language & Literature* 10(2). 41-58.
- Glaser, B. & A. Strauss. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine Publishing Company.
- Hidalgo-McCabe, E. & N. Fernández-González. 2019. Framing 'choice' in language education: The case of freedom in constructing inequality. In L. Martín-Rojo & A. Del Percio (eds.), *Language and Neoliberal Governmentality (Language, Society and Political Economy)*, 69-90. London: Routledge.
- Pavlenko, A. & B. Norton. 2007. Imagined communities, identity, and English language learning. In J. Cummins & C. Davison (eds.), *International Handbook of English Language Teaching*, 669-680. New York: Springer US.
- Pavón-Vázquez, V. & F.D. Rubio-Alcalá. 2010. Teachers' concerns and uncertainties about the introduction of CLIL programmes. *Porta Linguarum* 14. 45-58.

- Murillo, J. & C. Martínez Garrido. 2018. Magnitud de la segregación escolar por nivel socioeconómico en España y sus Comunidades Autónomas y comparación con los países de la Unión Europea. *Revista de la Sociología de la Educación* 11(1). 37-58.
- Raiter, A. 2003. *Lenguaje y Sentido Común: Las Bases Para La Formación del Discurso Dominante* (Spanish Edition). Buenos aires: Biblos.
- Raiter, A. & J. Zullo. (eds.). 2008. *La Caja de Pandora. La Representación del Mundo en los Medios*. Buenos Aires: La Crujía.

Mohamed Amine Driss & Kouider Merbah

University of Mustapha Stambouli-Mascara (Algeria)
drissamine20@yahoo.fr & mer_riadh@yahoo.com

“The 13th Warrior as sample” the other’s image and the presence of ethos, pathos and logos in his discourse

Several studies have highlighted the role linguistics plays in determining the speakers’ identity within the so-called Sociolinguistics and Ethnolinguistics, and one could not turn a blind eye to the importance of studies which have tackled the question of text and discourse, stressing the similarities and dissimilarities between the two, and how discourse, in its common pragmatic sense, is deemed a social branding, made out of various components and by which the indicative intents are achieved. Besides, the discourse shows the speaker’s social status and his knowledgeable abilities, and many other aspects which lead to understand the kernel of Man’s personality. This makes the discourse an ideology-laden process which draws attention to the dialectic between Selfhood and Otherness.

Persuading and influencing others require a rhetorical craft, or the ‘faculty of observing in any given case the available means of persuasion’ (McCormack 2014, p. 131). This Aristotelian concept (Rhetoric) comprises 3 modes of persuasion which revolve around the argumentative sphere, and namely are:

- Ethos (Appeals to Persuader’s Credibility): it deals with the character of the speaker. According to Aristotle, there are three prerequisites that are necessary to appear credible: competence, good intention and empathy.
- Pathos (Appeals to Emotion): it comprises the emotional influence on the audience such as compassion, hatred, anger, fear...
- Logos (Appeals to Logic): it involves adopting logical reason by putting forward an argument to be sound for the audience (Golden et al 2007; Kennedy 1991; Lanham 1967; Van Noorden 1993).

With that in mind, we intend to analyse the film ‘The 13th Warrior’, inspired by Michael Crichton’s ‘Eaters of the Dead’, which has portrayed Arabs through the protagonist Ahmad Ibn Fadlān and his trip to the country of Saqāliba (Slavs). Notwithstanding the disparities between Ibn Fadlān’s original story authenticated by his Arabic notable the *Message (Risalat) of Ibn Fadlān* and this film -which are beyond the purpose of the present study- the latter narrates the voyage of an Arab knight who has been chosen to join twelve warriors in response to the Northmen call to help them confronting



the Wendol. The film also depicts a sort of clash between Ibn Fadlān's background as being Muslim, pious and virtuous, and the environment of the northerners characterized by paganism, promiscuity and depravity. On that basis, the selection of the corpus was made to firstly show where the dichotomy selfhood/otherness focalizes in discourse and how the Aristotelian's modes of persuasion may intervene. In order to do so, the film was segmented into scenes (6 minutes for each), and the most prominent examples of ethos, pathos and logos are displayed, as well as those related to selfhood and otherness alike. The method varies from the descriptive-analytical one to the content analysis as far as discourse and the other's image are concerned. The results show the ubiquity of the Aristotelian persuasive modes (ethos, pathos and logos) as factual and not virtual discursive dimensions which intersect with each other within a mobility that is embodied in the act of communication.

References

- Connor, U. & J. Lauer. Understanding persuasive essay writing: A linguistic and a rhetorical approach. *Text* 5. 309-326.
- Crowhurst, M. 1991. Interrelationships between reading and writing persuasive discourse. *Research in the Teaching of English* (25)3. 314-338.
- Covino, A. & A. J. Davide. 1995. *Rhetoric: Concepts, Definitions, Boundaries*. Boston, Mass: Allyn & Bacon.
- Golden, J.L., F.B. Goodwin, W.E. Coleman & R. Golden. 2007. *The rhetoric of Western thought: From the Mediterranean world to the global setting*, 9th edition, Dubuque, IA: Kendall Hunt Publishing.
- Kennedy, G.A. 1991. *Aristotle 'On Rhetoric': A Theory of Civic Discourse* (trans/ed). New York/Oxford: Oxford University Press.
- McCormack, K.C. 2014. Ethos, pathos, and logos: The benefits of Aristotelian rhetoric in the courtroom. *Wash. U. Jur. Rev* 7(1). 131-155.
- Lanham, R.A.A. 1967. *Handlist of Rhetorical Terms*. Berkeley: University of California Press.
- Van Noorden, S. 1993. A translation of Aristotle's Rhetoric. *The Classical Review* 43(2). 251-252.
- Dubrow, E. (Executive Producer), A. Vajna (Executive Producer), J. McTiernan & M. Crichton (Directors). 1999. *The 13th Warrior* [Motion Picture], USA: Touchstone Pictures.

Pilar Arranz & Emilio Perdices

Universidad de Zaragoza (España)
parranz@unizar.es & eperdi@unizar.es

Promoción de la igualdad de género en el estudiantado del ámbito universitario

En una organización, los procesos de comunicación tanto externos como internos, deben tener en consideración el grupo de agentes a que van destinados, más si se trata de una comunicación que conlleva una intención persuasiva, además de informativa y/o formativa. La Universidad de Zaragoza, como toda institución de educación superior, cuenta con tres grupos de agentes internos -profesorado, estudiantado y personal de administración y servicios- con muy diferentes



características e intereses, que, evidentemente, van a condicionar un proceso comunicativo, aún en el caso de ser meramente informativo.

En esta aportación se presenta y analiza la campaña informativa “*Tienes un plan*”, promovida por el Observatorio de Igualdad (actualmente dependiente del Vicerrectorado de Cultura y Proyección Social) y dirigida específicamente al estudiantado, aunque en su contenido se evidencia que las destinatarias principales son las mujeres estudiantes en nuestra Universidad. Tras la descripción y análisis de la web de la campaña y de diversos materiales impresos, invitamos a la reflexión sobre los contenidos informativos y formativos incluidos, así como a los elementos persuasivos que pueden evidenciarse y, que, sin duda, pretenden influir en los receptores del mensaje, modificando creencias, actitudes, reacciones y/o conductas, especialmente en las mujeres estudiantes. En ese sentido, puede afirmarse también que los tres pilares de la persuasión discursiva -logos, ethos y pathos-, en este caso discurso escrito y visual, se observan en los contenidos, los cuales, en conjunto, son un reflejo de muchas de las propuestas de los movimientos en favor de la igualdad de la mujer y de la necesidad de acabar con la violencia de género y con las conductas machistas, principalmente las relacionadas con el acoso sexual o por razón de sexo.

El diseño de la campaña se ha fundamentado, entre otros, en un estudio interno que puso de manifiesto que, además de que un 90% del estudiantado desconocía que nuestra institución cuenta con un Plan de Igualdad y un Protocolo contra el acoso sexual y acoso por razón de sexo, existe todavía un sesgo de desigualdad solapada entre hombres y mujeres, a favor de los varones y del que las estudiantes mujeres no siempre son conscientes. Las respuestas de las y los estudiantes a preguntas cerradas y a los supuestos planteados han dado lugar a algunos de los contenidos de la campaña, tal y como se constata en la web interactiva (<https://tienesunplan.unizar.es/>), que, conjuntamente con la cartelería y marcapáginas (buscando un atractivo emocional también visual) conforman los materiales principales. Obviamente, también a través de las redes sociales que emplea el Observatorio de Igualdad (Facebook, Twitter e Instagram) se ha realizado la difusión pertinente. La edad, además de otros factores también condicionantes sobre los cuales también se puede reflexionar y debatir, han dado lugar a la especificidad de la campaña, la cual, en el caso de la información dirigida al profesorado y al personal de administración y servicios ha tenido un carácter más académico, primando más el ethos y el logos y no el pathos.

Referencias

- Abitol, Alan & Miglena Sternadori. 2016. You act like a girl: An examination of consumer perceptions of femvertising. *Quarterly Review of Business Disciplines* 3(2). 117-138.
- Amigot, Patricia & Laureano Martínez. 2019. Modular la subjetividad. La idealización publicitaria de la identidad neoliberal. *Con-Ciencia Social* (segunda época) 2. 119-127.
- Arranz, Pilar; Sandra Vázquez & Alberto Abán. 2013. El proyecto de aprendizaje-servicio en la Universidad de Zaragoza: Un análisis DAFO. En L. Rubio, E. Prats & L. Gómez (coords.), *Universidad y sociedad. Experiencias de aprendizaje servicio en la universidad*, 299-214. Barcelona: Universitat de Barcelona (Institut de Ciències de l'Educació).
- I PLAN DE IGUALDAD DE LA UNIVERSIDAD DE ZARAGOZA 2016. https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/plan_de_igualdad_2016.pdf
- Marta-Lazo, Carmen (ed.). 2018. *Calidad informativa en la era de la digitalización: Fundamentos profesionales vs. Infopolución*. Madrid: Dykinson.



- Osuna-Acedo, Sara, Carmen Marta-Lazo & Divina Frau-Meigs. 2018. De sMOOC a tMOOC, el aprendizaje hacia la transferencia profesional: El proyecto europeo ECO. *Revista Comunicar* 55. 105-114. <https://doi.org/10.3916/C55-2018-10>
- PROTOCOLO DE PREVENCIÓN Y ACTUACIÓN FRENTE AL ACOSO SEXUAL Y ACOSO POR RAZÓN DE SEXO EN LA UNIVERSIDAD DE ZARAGOZA. 2014. <https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/Protocolo%20de%20prevencion%20y%20actuacion%20frente%20al%20acoso%20sexual%20UZ.pdf>
- SHEKNOWS. 2014. She Knows unveils results of its Femvertising survey. Recuperado de <https://www.sheknows.com/living/articles/1056821/sheknows-unveils-results-of-its-femvertising-survey-infographic/> (22 de junio, 2019).
- Valcárcel, Amelia. 2008. *Feminismo en el mundo global*. Madrid: Cátedra.

Pilar Arranz, José-Antonio Gabelas & Emilio Perdices

Universidad de Zaragoza (España)
 parranz@unizar.es, jgabelas@unizar.es & eperdi@unizar.es

**La publicidad como promotora de la igualdad de género.
 Un proyecto de aprendizaje-servicio en el contexto universitario**

El Observatorio de Igualdad de la Universidad de Zaragoza (<https://observatorioigualdad.unizar.es/>), dependiente del Vicerrectorado de Cultura y Proyección Social, organiza anualmente el concurso publicitario de un spot audiovisual de no más de 30" de duración, cuyo contenido debe estar relacionado con el título del mismo: "A favor de la responsabilidad e igualdad de género"(concurso financiado por el Instituto Aragonés de la Mujer y en colaboración con la Corporación Aragonesa de Radio Televisión). Las personas participantes deben ser estudiantes de la Universidad de Zaragoza y el spot puede presentarse individualmente o en grupo.

En 2019 se ha celebrado la quinta edición de este concurso y, aunque por primera vez se ha logrado que se presentasen spots realizados por estudiantes de otra titulación (un 16,6 %), la práctica totalidad de los trabajos presentados (83,4%) han sido nuevamente resultado del proyecto de aprendizaje-servicio implementado en los créditos prácticos de la asignatura Elementos de la publicidad y relaciones públicas, troncal obligatoria en el cuarto curso del Grado en Periodismo. El alumnado (60 estudiantes aproximadamente) realiza en pequeño grupo el guión y producción de un spot para presentarlo al concurso publicitario "A favor de la responsabilidad e igualdad de género". En diferentes momentos se analizan spots con diferentes características en cuanto a su pretensión y variadas herramientas de persuasión; en una segunda fase, cada grupo de estudiantes presenta sus propias producciones, entendiendo en este caso la publicidad como una forma de promocionar la igualdad de oportunidades y de género. Las propuestas son presentadas posteriormente al concurso publicitario y el premio al mejor trabajo, a juicio de un jurado experto, conlleva la grabación y producción del spot en colaboración con una empresa externa, así como la posterior emisión del mismo a través de la cadena autonómica Aragón TV en 25 pases durante dos semanas. Por otra parte, todos los spots participantes son difundidos a través de las redes



sociales de que hace uso el Observatorio de Igualdad (Facebook, Twitter e Instagram) y de la propia página web.

Desde nuestro punto de vista y dando por acreditado el respaldo a las políticas y prácticas en defensa de la igualdad de género y contra la violencia sobre la mujer que supone el concurso de spots, la metodología aprendizaje-servicio (ApS) se muestra, una vez más, como idónea para lograr que el alumnado se sensibilice, se informe y dinamice competencias transversales (Arranz, Vázquez y Abán, 2013), contribuyendo, a su vez, a la difusión interna y externa de valores, en este caso los relacionados con la defensa de la igualdad de género en todos los ámbitos. Se trata, por tanto, de un proyecto de ApS interno, a través del cual ambas partes (alumnado de la asignatura, por una parte, y la propia universidad, a través del Observatorio de Igualdad, por otra) nos beneficiamos del proyecto, contribuyendo, además, al impulso de la necesaria igualdad de género fuera del ámbito universitario, ya que el spot ganador es visualizado por miles de aragoneses a través de la televisión autonómica. Una vez más, la comunidad universitaria contribuye responsablemente a la sostenibilidad social del entorno próximo.

Referencias

- Abitol, Alan & Miglena Sternadori. 2016. You act like a girl: An examination of consumer perceptions of femvertising. *Quarterly Review of Business Disciplines* 3(2). 117-138.
- Amigot, Patricia & Laureano Martínez. 2019. Modular la subjetividad. La idealización publicitaria de la identidad neoliberal. *Con-Ciencia Social* (segunda época) 2. 119-127.
- Arranz, Pilar, Sandra Vázquez & Alberto Abán. 2013. El proyecto de aprendizaje-servicio en la Universidad de Zaragoza: Un análisis DAFO. En L. Rubio, E. Prats & L. Gómez (coords.), *Universidad y sociedad. Experiencias de aprendizaje servicio en la universidad*, 299-214. Barcelona: Universitat de Barcelona (Institut de Ciències de l'Educació).
- I PLAN DE IGUALDAD DE LA UNIVERSIDAD DE ZARAGOZA 2016. https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/plan_de_igualdad_2016.pdf
- Marta-Lazo, Carmen (ed.). 2018. *Calidad informativa en la era de la digitalización: Fundamentos profesionales vs. Infopolución*. Madrid: Dykinson.
- Osuna-Acedo, Sara, Carmen Marta-Lazo & Divina Frau-Meigs. 2018. De sMOOC a tMOOC, el aprendizaje hacia la transferencia profesional: El proyecto europeo ECO. *Revista Comunicar* 55. 105-114. <https://doi.org/10.3916/C55-2018-10>
- PROTOCOLO DE PREVENCIÓN Y ACTUACIÓN FRENTE AL ACOSO SEXUAL Y ACOSO POR RAZÓN DE SEXO EN LA UNIVERSIDAD DE ZARAGOZA. 2014. <https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/Protocolo%20de%20prevencion%20y%20actuacion%20frente%20al%20acoso%20sexual%20UZ.pdf>
- SHEKNOWS. 2014. She Knows unveils results of its Fem-vertising survey. Recuperado de <https://www.sheknows.com/living/articles/1056821/sheknows-unveils-results-of-its-fem-vertising-survey-infographic/> (22 de junio, 2019.)
- Valcárcel, Amelia. 2008. *Feminismo en el mundo global*. Madrid: Cátedra.

Giuseppe Balirano¹ & Marcella Corduas²

University of Naples "L'Orientale" (Italy)¹ and University of Naples Federico II (Italy)²
gbalirano@unior.it¹ & marcella.corduas@unina.it²

**Political participation and micro-blogging engagement:
Persuasion in the twitter era**

Emerging online environments accelerate the increasing advancement of existing social and interpersonal activities and the creation of unique forms of online political influence. Therefore, Social Networking Systems (SNSs) and microblogging services provide means for intensive interpersonal communication, embodying persuasion in one way or the other by exploiting users' desire to stay connected with their peers. While SNSs empower individuals' freedom of expression, they additionally enable and foment anti-social behaviour, online harassment, cyberbullying, and hate speech. Indeed, SNSs may be regarded as not actually showing users the world out there; instead, "they construct a world to your liking and as such they are breeding ground for echo chambers, and constructions of filter bubbles where all like-minded people get together and reinforce their own perception of the realities and priorities rather than engaging with other views" (KhosraviNik 2018, p. 440). The main objective of this contribution is to propose an analytical tool combining discourse analysis with an innovative statistical model in order to study the overtime evolution of online-generated hate tweets addressing the UK decision to leave the European Union. In particular, the corpus under scrutiny is a collection of tweets collated using the seed words 'Brexit*' and/or 'remain*' and posted by users residing in the UK over a time span ending on March 29, 2019, that is, the first deadline Britain had to face in order to divorce from the EU. We expect that the textual content of the collected tweets will be polarized around positive/negative sentiments. In order to study the evolution of the sentiment about this upcoming change, we combine tools of critical discourse analysis with an innovative statistical model that is able to capture the dynamic patterns of ordinal data distribution. Specifically, sentiment classification often relies on binary classes (concerning positive/negative textual content). In the present work, instead, we consider the degree of polarity (i.e. the degree of positivity or negativity) of tweets by classifying them according to an ordered scale. At a given time point, we can estimate the distribution of such scores. Then, we apply a dynamic CUB model in order to describe how the distribution of such scores changes along the time. The model is characterised by two-time varying parameters that can be interpreted. The first one is a measure of polarization, and the second one is a measure of uncertainty associated with the expression of opinion. The study of the pattern of the estimated time-varying parameters allows the assessment of the evolution of the degree of linguistic polarity, the detection of sentiment changes along time, and the investigation of the way those changes are related to occurring events.

References

- Appel, O., F. Chiclana, J. Carter & H. Fujita. 2016. A hybrid approach to the sentiment analysis problem at the sentence level. *Knowledge-Based Systems* 108. 110-124.
- Corduas, M., M. Iannario & D. Piccolo. 2009. A class of statistical models for evaluating services and performances. In M. Bini, P. Monari, D. Piccolo & L. Salmaso (eds.), *Statistical Methods for the Evaluation of Educational Services and Quality of Products*, 99-117. Heidelberg: Physica-Verlag.



- KhosraviNik, M. 2018. Social Media techno-discursive design, affective communication and contemporary politics. *Fudan Journal of the Humanities and Social Sciences* 11(4). 427-442.
- Piccolo, D. 2003. On the moments of a mixture of uniform and shifted binomial random variables. *Quaderni di Statistica* 5. 85-104.
- Piccolo, D., R. Simone & M. Iannario. 2018. Cumulative and cub models for rating data: A comparative analysis. *International Statistical Review*. 1-30. DOI:10.1111/insr.12282.

Amelia Bandini & Cristina Pennarola

University of Naples Federico II (Italy)
 amelia.bandini@unina.it & cristina.pennarola@unina.it

Markers of persuasion in university discourse: The case of online presentations of international relations Master's degree programmes in Italy, France and Germany

At the end of the last century, Fairclough (1993) was expressing concern at the marketization of universities' discursive practices highlighting the restructuring of the order of discourse along the lines of corporate organizations. In light of marketing policies, universities have changed their communicative strategies and increasingly tend to borrow commercial models and use persuasive practices in order to attract their potential students. In particular, university websites, as the primary source of information for students in the search stage of their degree programme, can be examined as a discourse practice aimed at persuading their potential consumers/applicants to 'buy' their services (Nasti, Venuti & Zollo 2017; Zollo 2016), as well as communicating the institutions' distinctive and mission specific qualities (Saichaie & Morphew 2014).

The present study is aimed at investigating the persuasive features of the home pages of master's degree websites considering their key role in orienting prospective students' navigation (Bozyigit & Akkan 2014). The research focuses on the online presentation of International Relations master's degree programmes taught in Italy, France and Germany in the national languages and in English. Their home pages have been retrieved from the search engine www.mastersportal.com -a private enterprise supported by the European Commission and many higher education institutes- and from the search engines supported by each country's Ministries of Education. Three sub-corpora have been created and analysed: the Italian sub-corpus subdivided in 25 Italian taught masters (35,044 words) and 19 English taught masters (19,838 words), the German sub-corpus consisting of 31 German taught masters (12,659 words) and 35 English taught masters (14,748 words) and the French sub-corpus entailing 19 French taught masters (16,250 words) and 23 English taught masters (15,443 words).

In the light of Aristotle's modes of persuasion, we will investigate the construction of *pathos*, *ethos* and *logos* in the home pages, trying to answer the following questions: How do websites arouse visitors' sympathy? How do they present their educational programmes in order to persuade prospective students to enrol? How do they project the (brand) image of the institution for their promotional purposes? What features of credibility, emotional appeal and/or logical reasoning can be found in the master's degree websites?

While it has been demonstrated that university websites do not differ if they are investigated with content analysis methods in that they follow general marketing strategies (Costales 2012;



Carlos & Rodrigues 2012), the qualitative analysis approach we adopt in this research may yield different findings, especially with regard to the narrative design and the dialogic markers typical of many home pages. For example, in some cases, the master's degree websites point to a direct relationship with prospective students, i.e. they adopt an informal, dialogic /conversational style to attract casual visitors and turn them into enrolled students, while in others they use a formal style and foreground the university's role, history and tradition. In the latter case, they appear to use their credentials to appeal to prospective students by drawing on their logical reasoning. The qualitative analysis will be based on a Discourse Analysis framework (Fairclough 1993, 2003, 2006), particularly on the corpus-based approach to discourse analysis proposed by Upton & Cohen (2009), taking into account the genre analysis of web-mediated texts (Askehave & Nielsen 2005).

References

- Askehave, Inger & Anne Ellerup Nielsen. 2005. Digital genres: A challenge to traditional genre theory. *Information Technology & People* 18(2). 120-141.
- Bozyigit, Sezen & Akkan Erdem. 2014. Linking universities to the target market via web sites: A content analysis of Turkish private universities' web sites. *Procedia - Social and Behavioral Sciences* 148. 486-493.
- Carlos Vera, Silva & Ricardo Gouveia Rodrigues. 2012. Web site quality evaluation in Higher Education Institutions. *Procedia Technology* 5. 273-282.
- Fairclough, N. 1993. Critical discourse analysis and the marketization of public discourse: The Universities. *Discourse and Society* 4(2). 133-168.
- Fairclough, N. 2003. *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Fairclough, N. 2006. *Language and Globalization*. London: Routledge.
- Fernández Costales, A. 2012. The internationalization of institutional websites: The case of universities in the European Union. *Translation Research Projects* 4. Anthony Pym, David Orrego-Carmona, Intercultural Studies Group. URV. Av. Catalunya Tarragona, Spain. 51-60.
- Mourad Maha, E. C. & W. Kortam. 2010. Descriptive evidence on the role of corporate brands in marketing Higher Education Services. *Service Science* 2(3). 154-166.
- Nasti, C., M. Venuti & A. Zollo Sole. 2017. UK University websites: A multimodal, corpus-based analysis. *International Journal of Language Studies* 4(11). 131-152.
- Saichaie, K. & Christopher C Morphew. 2014. What college and university websites reveal about the purposes of Higher Education. *The Journal of Higher Education* 85(4). 499-530.
- Upton, T. A. & M. A. Cohen. 2009. An approach to corpus-based discourse analysis: The move analysis as example. *Discourse Studies* 11(5). 585-605.
- Zollo, S. A. 2016. Internationalization and globalization. A multimodal analysis of Italian universities websites. *Journal of Multimodal Communication Studies* 1-2(3). 1-17.



Stef Barozzi

University of Granada (Spain)
stefb@ugr.es

“Why am I not included?”

Heteronormativity, inclusive and gender non-binary language in the EFL classroom

During my long experience as an English-language learner and more specifically as an English-language teacher, non cis-heteronormative³ people were very rarely taken into account in the EFL (English as a Foreign Language) classroom and in the teaching materials. This is the main reason why I have decided to take action, carrying out two studies which are connected with each other: the first one analyses the presence of heteronormativity⁴ in EFL and the second concentrates on the use of inclusive and gender non-binary language in EFL.

This paper is mainly inspired by Nelson (2002, 2009), who uses queer theory to explore how gender and sexual identities can be addressed in ESL (English as a Second Language) and by Bedford (2009), through the use of transformative pedagogy. Furthermore, I analysed the studies of Paiz (2015) and Way (2016) in relation to heteronormativity in ESL and ELT; Bjørnson (2017), in connection with gender-inclusive language in English; and Prentis (2018), who discusses the use of third-person singular pronouns in English.

The student cohort for the first study is mainly composed of pre-service nursery and primary school teachers of the University of Granada (Spain). It is a case of action research in the classroom, in which discussions were triggered by critical thinking. The class observations and discussions were subsequently transformed and analysed into seven particular cases of heteronormativity in the EFL classroom, in which, LGBTIQ+ (Lesbian, Gay, Bisexual, Trans, Intersex, Queer, etc.) issues were mainly raised by the students. The results show that, although LGBTIQ+ people are absent in the EFL textbooks used in the classrooms, the students are frequently surprised by the presence of heteronormativity and are generally very keen on learning about gender and sexual diversity, as well as on transforming EFL teaching materials into more inclusive ones, which was successfully accomplished.

The second study, which is an ongoing research, analyses inclusive and gender non-binary language in EFL, e.g. the use of ‘they’ in the singular form and job terminology. Data analysis and collection will be gathered using an anonymous test which will be sent using google forms to three corpus groups: 1) pre-service primary school teachers at the University of Granada, who have been exposed to this type of language; 2) students with the same characteristics but without having received any input on inclusive language; 3) native English-language speakers. The main hypothesis of this study is that the students who are exposed to this type of language are likely to show this knowledge in the test; the second group might instead show less knowledge; finally, the English-language natives would be probably more aware of inclusive language than the second group.

The main objective of this paper is to problematise heteronormativity as well as gender binary language in EFL, with the final aim to contribute to a desirable sociocultural and academic change in favour of gender non-binary people.

³ Cisgender/cissexual (cis) people feel comfortable with their sex assigned at birth and their social gender.

⁴ Heteronormativity is the norm that considers heterosexuality superior to all other gender and sexual identities. It is often present in EFL materials (heterosexual families/partners) and it is difficult to counteract as it is generally taken for granted.



References

- Bedford, T. 2009. *Promoting Educational Equity through Teacher Empowerment. Web-assisted Transformative Action Research as a Counter-heteronormativity Praxis*. Oulu: Oulu University Press.
- Björnson, J. 2017. *Gender-Inclusive Language in English. A Feminist Analysis of Gender Biases in the English Language*. Unpublished B.A. Essay. University of Iceland. <https://skemman.is/bitstream/1946/26689/1/JosefineBjornson.pdf> (5 May, 2019).
- Nelson, C. D. 2002. Why queer theory is useful in teaching: A perspective from English as a second language teaching. *Journal of Gay & Lesbian Social Services* 14(2). 43-53.
- Nelson, C. D. 2009. *Sexual Identities in English Language Education: Classroom Conversations*. New York: Routledge.
- Paiz, J. M. 2015. Over the monochrome rainbow. Heteronormativity in ESL reading texts and textbooks. *Journal of Language and Sexuality* 4(1). 77-101.
- Prentis, N. 2018. How English-language pronouns are taught around the world. <https://www.pri.org/stories/2018-03-28/how-english-language-pronouns-are-taught-around-world> (5 May, 2019).
- Way, C. 2016. *LGBT Inclusive Materials in ELT. An Investigation into Teacher and Learner Responses towards Nonheteronormative Materials within a UK-based Context*. Unpublished MA dissertation. University of Surrey. https://englishagenda.britishcouncil.org/sites/default/files/attachments/mda2017_universit_y_of_surrey_philippa_clare_way.pdf (5 May, 2019).

Miguel-Ángel Benítez-Castro¹, Azzam Dhiab Hassan² & Encarnación Hidalgo-Tenorio²

University of Zaragoza (Spain)¹ and University of Granada (Spain)²
 mbenitez@unizar.es¹, kadh@correo.ugr.es² & ehidalgo@ugr.es²

“My heart was tearing apart for having to depart from the brothers”: Persuasion in Jihadist propaganda or the debate on the linguistic realisation of emotion

In the light of the findings of psychology (see Panksepp 1998; Plutchik 2003; Power & Dalgleish 2008; Fontaine, Scherer & Soriano 2013; Barrett 2017) and along the lines of Reilly & Seibert (2003), Benítez-Castro & Hidalgo-Tenorio (2019) address the issue of the classification of the language of emotion by polishing the AFFECT taxonomy derived from the theoretical framework of Systemic Functional Grammar (Martin & White 2005; Bednarek 2008). In the background, there is a conviction that a refined model explaining the way emotion works can be of use for the construction of another one whose main goal is to describe the complex operational principle of the act of persuading. Based on this hypothesis, in this paper, we try to establish the association between different emotions and their corresponding effect. For such a purpose, we carry out a data-driven analysis of a particularly persuasive genre, namely, the propaganda of extremist media outlets such as ISIS' *Dabiq* and al-Qaeda's *Inspire*. Our corpus will be collected from the Internet, one of the loci for the dissemination of Jihadism and its radical narratives (Al Raffie 2012). The Global Terrorism Index report of 2015 helps to understand the rise in death due to terrorism following the 9/11 attack, namely, citizenship, economy, identity, ideology, religion, societal motivations and Western foreign policy. The highest numbers of fatalities caused by Islamic

terrorism currently occur in Iraq, Afghanistan, Nigeria, Pakistan and Syria. Disaffection along with uprootedness are some of the reasons why converts, especially women, and young third-generation Muslims in the UK, France or Belgium have felt the urge to combat the *kafir*, or disbeliever, either by becoming fighters in the battleground of the self-proclaimed Islamic State or committing suicide bomb attacks in Europe (McCauley & Moskalenko 2014). To reach, recruit, indoctrinate and radicalise this population (Kobrin 2010), it is crucial to know how to move each of them, and here it is worth considering that emotive persuasion can be employed differently depending on the peculiarities of the target audience, gender included. Understanding the values and beliefs that move these people from inaction to action can help to specify the contents and formulas used by recruiters. As a consequence, studying them can serve to subvert the process through other counter-narratives that deconstruct jihadist discourse both in substance and in form (Miravittlas 2015). Ethical evaluation combines with emotions such as anger and spite in the discursive construal of the enemy, whether Christians or so-called vanilla Muslims. This achievement may improve the semi-automatic detection of radicalised networks and communities.

References

- Al Raffie, Dina. 2012. Whose hearts and minds? Narratives and counter-narratives of Salafi Jihadism. *Journal of Terrorism Research* 3(2). 13-31.
- Barrett, Lisa Feldman. 2017. *How emotions are made: The secret life of the brain*. London: Macmillan.
- Bednarek, Monika. 2008. *Emotion talk across corpora*. Basingstoke: Palgrave/Macmillan.
- Benítez-Castro, Miguel Ángel & Encarnación Hidalgo-Tenorio. 2019. Rethinking Martin & White's AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion. In L. Mackenzie & L. Alba-Juez (eds.), *Emotion in discourse*, 301-332. Amsterdam: John Benjamins.
- Fontaine, Johnny J.R., Klaus R. Scherer & Cristina Soriano (eds.). 2013. *Components of emotional meaning: A sourcebook*. Oxford: Oxford University Press.
- Global Terrorism Index Report. 2015. <http://economicsandpeace.org/wp-content/uploads/2015/11/Global-Terrorism-Index-2015.pdf> (17 December, 2018).
- Kobrin, Nancy H. 2010. *The banality of suicide terrorism: The naked truth about the psychology of Islamic suicide bombing*. Washington: Potomac Books, Inc.
- Martin, James R. & Peter R.R. White. 2005. *The language of evaluation: Appraisal in English*. Basingstoke & New York: Palgrave Macmillan.
- McCauley, Clark & Sophia Moskalenko. 2014. Toward a profile of lone wolf terrorists: What moves an individual from radical opinion to radical action. *Terrorism and Political Violence* 26(1). 69-85.
- Miravittlas, Enric. 2015. Hacia una tipología de contranarrativas frente al extremismo violento. <http://www.aecpa.es/congresos/XII-congreso/paper.php?paper=1228> (17 December, 2018).
- Panksepp, Jaak. 1998. *Affective neuroscience: The foundations of human and animal emotions*. Oxford: Oxford University Press.
- Plutchik, Robert. 2003. *Emotions and life: Perspectives from psychology, biology and evolution*. Washington DC: American Psychological Association.
- Power, Mick & Tim Dalgleish. 2008. *Cognition and emotion: From order to disorder*. 2nd edition. Hove & New York: Psychology Press.



Reilly, Judy & Laura Seibert. 2003. Language and emotion. In Richard J. Davidson, Klaus R. Scherer & H. Hill Goldsmith (eds.), *Handbook of affective sciences*, 539-559. Oxford: Oxford University Press.

Miguel-Ángel Benítez-Castro¹ & Encarnación Hidalgo-Tenorio²

University of Zaragoza (Spain)¹ and University of Granada (Spain)²
 mbenitez@unizar.es¹ & ehidalgo@ugr.es²

Emotional persuasion or persuasion through emotion.

A theoretical model to explain the working principle of the act of persuading

In Wirz (2018), empirical evidence is found that persuasive discourse such as that advocated by populism (see Rooduijn et al 2017) is in actual fact so due to its appeal to emotion, or “argumentum ad passiones” (LaBossiere 2010). The audience is spurred to take action not by logical reasoning but by a communicative style that helps to move their emotional connection onto the leader and the community he or she allegedly stands for. More than 20 centuries ago, Aristotle’s *Rhetorica* already reported that “the orator persuades by means of his hearers, when they are roused to emotion by his speech; for the judgments we deliver are not the same when we are influenced by joy or sorrow, love or hate” (in Gasché 2017, p. 29). Frijda et al. (2000) support this view, and make manifest the reciprocal relationship between cognition and emotion. It is in this line that in this paper we present a psychology-inspired model (see Storm & Storm 1992; Keltner et al. 2014) that is aimed to study emotion/al language (see Wilce 2009). For such a purpose, we refine Bednarek’s (2006, 2008a, 2008b) approach to Martin & White’s (2005) notion of AFFECT. As Price (2012, p. 16) claims, “persuasion is everywhere in human interactions”, just as emotion does permeate all levels of interaction (Alba-Juez & Thompson 2014, pp. 10-11). Accordingly, based on Benítez-Castro & Hidalgo-Tenorio (2019), we will first intend to categorise the various types of emotions that can be discursively constructed in any text (Thompson 2014, p. 64; Fuoli & Hommerberg 2015, p. 316). Later we will identify which are the distribution and frequency of each in some stereotypically persuasive texts such as political speeches, advertising and propaganda. It is our contention that there is a tendency for some emotions to be more powerful when trying to convince our interlocutors to engage in one activity of our interest or to think about a particular issue in the same way as we do. We will then spot which role each play, and try to establish the correspondence between emotion and discourse function so that we can see later how they are applied more or less successfully to other contexts. So far, much research has been devoted to investigating how fear is used to force individuals to interact with the external world (Marcus, Neuman & MacKuen 2000, p. 128). Interestingly, when people use positive emotions such as empathy, pride, relief or hope, it is moral judgement that is mainly activated (Clark & Brissette 2000, p. 220; Nabi 2002, pp. 296-297; Gleichgerricht & Young 2013). Terror and anxiety have been claimed to be more effective for opinion and behaviour changes (Nabi 2002, p. 292), more than love, affection or enthusiasm. Additionally, individuals sometimes may resort as well to guilt, anger, sadness or disgust even though these differ in ideology and even goals (Nabi 2002, pp. 292-294). We hope our model can predict which emotion will be used to express one and the same intention.

References

- Bednarek, Monika. 2006. *Evaluation in media discourse: Analysis of a newspaper corpus*. London & New York: Continuum.
- Bednarek, Monika. 2008a. 'An increasingly familiar tragedy'. Evaluative collocation and conflation. *Functions of Language* 15(1). 7-34
- Bednarek, Monika. 2008b. *Emotion talk across corpora*. Basingstoke and New York: Palgrave Macmillan.
- Benítez-Castro, Miguel Ángel & Encarnación Hidalgo-Tenorio. 2019. Rethinking Martin & White's AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion. In L. Mackenzie & L. Alba-Juez (eds.), *Emotion in discourse*, 301-332. Amsterdam: John Benjamins.
- Clark, Margaret S. & Ian Brissette. 2000. Relationship beliefs and emotion: Reciprocal effects. In N.H. Frijda, A.S.R. Manstead & S. Bem (eds.), *Emotions and beliefs. How feelings influence thoughts*, 1-9. Cambridge: Cambridge University Press.
- Frijda, Nico H., Anthony S.R. Manstead & Sacha Bem. 2000. The influence of emotions on beliefs. In N.H. Frijda, A.S.R. Manstead & S. Bem (eds.), *Emotions and beliefs. How feelings influence thoughts*, 212-240. Cambridge: Cambridge University Press.
- Fuoli, Matteo & Charlotte Hommerberg. 2015. Optimising transparency, reliability and replicability: Annotation principles and inter-coder agreement in the quantification of evaluative expressions. *Corpora* 10(3). 315-349.
- Gasché, Rodolphe. 2017. *Persuasion, reflection, judgment. Ancillae vitae*. Bloomington & Indianapolis: Indiana University Press.
- Gleichgerrcht, Ezequiel & Liane Young. 2013. Low levels of empathic concern predict utilitarian moral judgment. *Plos One* 8(4). 1-9.
- Keltner, Dacher, Keith Oatley & Jennifer M. Jenkins. 2014. *Understanding emotions*. 3rd edition. Hoboken, NJ: Wiley.
- LaBossiere, Michael C. 2010. *42 fallacies*. <http://www.triviumeducation.com/texts/42Fallacies.pdf> (17 December, 2018).
- Marcus, George E., W. Russell Neumann & Michael MacKuen. 2000. *Affective intelligence and political judgment*. Chicago & London: The University of Chicago Press.
- Martin, James R. & Peter R.R. White. 2005. *The language of evaluation: Appraisal in English*. Basingstoke & New York: Palgrave Macmillan.
- Nabi, Robin L. 2002. Discrete emotions and persuasion. In J.P. Dillard & M. Pfau (eds.), *The persuasion handbook: Developments in theory and practice*, 289-308. London: Sage.
- Price, Darlene. 2012. *Well said! Presentations and conversations that get results*. New York: American Management Association.
- Rooduijn, Matthijs, Wouter van der Brug, Sarah L. de Lange & Jante Parlevliet. 2017. Persuasive populism? Estimating the effect of populist messages on political cynicism. *Politics and Governance* 5(4). 136-145.
- Storm, Christine & Thomas Storm. 1992. The semantics of emotion words: A comparison of three taxonomies. In Maxim I. Stamenov (ed.), *Current advances in semantic theory*, 169-181. Amsterdam & Philadelphia, PA: John Benjamins.
- Thompson, Geoff. 2014. Affect and emotion, target-value mismatches, and Russian dolls: Refining the appraisal model. In Laura Alba-Juez & Geoff Thompson (eds.), *Evaluation in context*, 47-66. Amsterdam and Philadelphia, PA: John Benjamins.
- Wilce, James M. 2009. *Language and emotion*. Cambridge: Cambridge University Press.

Wirz, Dominique S. 2018. Persuasion through emotion? An experimental test of the emotion-eliciting nature of populist communication. *International Journal of Communication* 12. 1114-1138.

Pau Bertomeu Pi

Universidad de Valencia (España)
pau.bertomeu@uv.es

¿Sobran las palabras?: El papel de lo (no) verbal en las peticiones

Desde sus primeros trabajos, el análisis conversacional (cf. Sacks, Schegloff y Jefferson 1974) y el análisis del discurso (Stubbs 1983; Briz y Grupo Val. Es. Co. 2002) han centrado su atención principalmente en los elementos verbales de la interacción, y han dejado de lado otros paraverbales y no verbales que también desempeñan un papel fundamental en la comunicación (cf. Kendon 2004; Schmitt 2007). Sin embargo, con la aparición de dispositivos de grabación que permiten sobrepasar el archivo de audio y captar material audiovisual, hoy en día es posible observar y analizar situaciones en su complejidad multimodal. Por otro lado, desde finales del siglo XX, hay que destacar el auge de la televisión como el medio de comunicación por excelencia y la aparición de los *reality shows* como una vía para hacer accesible al público contenidos reservados hasta entonces al ámbito privado (Schweer, Schicha y Nieland 2002; Mathijs y Jones 2004).

Partiendo de la situación apuntada, en la presente comunicación nos proponemos analizar el papel que ocupan los modos de comunicación no verbal en la expresión de actos de habla directivos (en particular, las peticiones) en la conversación coloquial (cf. Kendrick y Drew 2016). El método de análisis es la observación cualitativa, orientada a la identificación de patrones recurrentes en la interacción. Para ello nos basamos en una colección de interacciones cara a cara procedentes de la emisión en directo de *Gran Hermano* España y *Big Brother* Alemania. Del corpus de trabajo destaca su hibridación, ya que se acerca máximamente a los rasgos situacionales considerados prototípicamente como coloquiales o inmediatos (Koch y Oesterreicher 1990), pero, a su vez, se proyecta en televisión en uno de los formatos de telerrealidad más exitosos hasta la fecha (cf. Sinkeviciute 2017, entre otros). Su carácter híbrido y audiovisual, por tanto, lo convierten en un corpus singular para el estudio multimodal de los actos directivos, estrechamente relacionados con la persuasión en tanto que influyen en el comportamiento futuro del otro. Así, nos planteamos los siguientes objetivos concretos:

- a) ¿Qué recursos no verbales acompañan a la expresión de una petición verbal de información?
- b) ¿Qué elementos no verbales entran en juego en las peticiones de acción?
- c) ¿Existen diferencias entre a) y b) en cuanto al uso de la mirada, los gestos y la posición corporal?
- d) ¿Se perciben divergencias entre el español y el alemán en situaciones comparables?

La observación preliminar de los datos indica que la preferencia por ciertos recursos no verbales u otros está relacionado con la tarea que el participante A realiza en el momento de la petición, la posición de los participantes A y B con respecto a lo solicitado, y los costes asociados a la



consecución de la acción. Asimismo, parece que sí existen diferencias en el uso de la mirada, los gestos y la posición corporal según se trate de una petición de información o de acción, y que estas coinciden en el español y el alemán.

Referencias

- Briz, A. & Grupo Val. Es.Co. 2002. *Corpus de conversaciones coloquiales*. Arco/Libros, Madrid.
- Kendon, Adam. 2004. *Gesture: Visible action as utterance*. Cambridge University Press: Cambridge.
- Kendrick, K. H. & P. Drew. 2016. Recruitment: offers, requests, and the organization of assistance in interaction. *Research on Language and Social Interaction* 49(1). 1-19.
- Koch, P. & W. Oesterreicher. 1990. *Gesprochene Sprache in der Romania: Französisch, Italienisch, Spanisch*. Tübinga: Niemeyer.
- Mathijs, E. & J. Jones. 2004. *Big Brother international. Formats, critics and publics*. Wallflower Press: Londres.
- Sacks, H., E. A. Schegloff & G. Jefferson. 1974. A simplest systematics for the organization of turn-taking for conversation. *Language* 50. 696-735.
- Schmitt, R. 2007. *Koordination. Analysen zur multimodalen Interaktion*. Tübinga: Gunter Narr Verlag.
- Schweer, M. K. W., C. Schicha & J. Nieland. 2002. *Das Private in der öffentlichen Kommunikation. Big Brother und die Folgen*. Colonia: Herbert von Halem Verlag.
- Sinkeviciute, V. 2017. "Everything he says to me it's like he stabs me in the face": Frontstage and backstage reactions to teasing. En Nancy Bell (ed.), *Multiple perspectives on language play*, 166-198. Berlín: Walter de Gruyter.
- Stubbs, M. 1983. *Discourse analysis: The sociolinguistic analysis of natural language*. Chicago: University of Chicago Press.

Mercedes Bueno Aladrén

Universidad de Zaragoza (España)
mercedesbuenoaladren@gmail.com

La invisibilidad del trabajo femenino en el mundo rural: Propuesta expositiva

La propuesta desarrollada analiza el uso de los lenguajes híbridos en una exposición, como medio de comunicación, cuyo discurso aborda una temática de género y de justicia social por la igualdad, para reflexionar sobre una realidad en la que aún queda un camino por recorrer. La idea consiste en utilizar tipos de lenguajes sensibles y didácticos, a partir de un discurso expositivo en el ámbito expositivo, para comunicar y ampliar diálogos mediante la utilización de la expresión artística combinada con la educación (Acaso & Megías, 2017), como un recurso comunicativo cuyo propósito es expandir las formas de educación desde lo estético a lo reflexivo y lo persuasivo.

Es bastante frecuente encontrar que algunos medios de comunicación de masas difunden mensajes de tal forma que favorecen la pervivencia de tópicos y prejuicios discriminadores, como es el caso de las recientes declaraciones de Fran Rivera (torero español) que han sido *trending topic* en Twitter: «... que las mujeres que no se graben porque los hombres son incapaces de no



compartir ese tipo de vídeos», en relación al suicidio de una mujer por la difusión de un vídeo de su vida privada. El uso de lenguajes discriminadores que discriminan a las personas, la manipulación de conceptos y valores como la dignidad, el respeto y el derecho a la intimidad de las personas, nos motivan a intervenir desde nuestros roles de artista y de comisaria de exposiciones, en el ámbito museístico.

Crear exposiciones sensitivas que implementan arte + educación para sugerir nuevos espacios de reflexión y análisis orientados a poner en valor la *otredad*, a reconocer los valores y la importancia del empoderamiento de todas las personas por medio del arte y la cultura.

La originalidad del procedimiento consiste en tramar historias, crear exposiciones con discursos expositivos personales en torno a la invisibilización femenina, con recursos museográficos que facilitan la interacción a través de todos los sentidos e incluso las emociones y los sentimientos con la mediación cultural mediante visitas guiadas, para el público general y especialmente para los más jóvenes.

Se trata de un proyecto expositivo didáctico-artístico e innovador, con un ideario de compromiso ético, activo y participativo, que muestra los objetos y narra las historias de los trabajos invisibilizados realizados por las mujeres *de pueblo*, audiovisuales, *performance*, visitas guiadas e incluso con la implementación de olores, sabores y sonidos. Se trata de una forma de crear exposiciones que va más allá de la mera representación de ambientes costumbristas y/o folclóricos, para sugerir una reflexión donde la tradición y determinados usos del lenguaje siguen mediatizando la relación (abuso) de poder y para la que buscamos una renovación de estos mensajes.

El dar a conocer en este Congreso las posibilidades constructivas de esta iniciativa didáctico-artística para su posible réplica o implementación, como recurso didáctico o museográfico en cualquier otro foro.

Referencias

- Acaso, M. & C. Megías. 2017. Transformar la educación a través de las artes. *Art Thinking. Cómo el arte puede transformar la educación*. Barcelona: Paidós. 30.
- Basteiro, Daniel. 2018. https://www.lespanol.com/espana/20180506/carmen-calvo-acabar-estereotipo-romantico-machismo-encubierto/305220020_0.html. (24 junio, 2019).
- Play Televisión. 2019. Fran Rivera habla sobre la mujer que se suicidó por un vídeo sexual e indigna a la audiencia. https://www.abc.es/play/television/noticias/abci-palabras-fran-rivera-sobre-mujer-suicidio-video-sexual-indignan-audiencia-201905291421_noticia.html. (24 junio, 2019).

Mariavita Cambria

University of Messina (Italy)

mcambria@unime.it

“On the (posthumous) necessity of war”:

The language of persuasion in commemorative events

LD6 conference call for papers proposes research strands linked to persuasion to cast light, among others, on the intricacies of persuasive discourse in contemporary societies. A case in point is offered by discourses on and around war. In multimodal critical discourse studies there has been

a growing interest in the way discourses on and around war are construed and infused via the use of monuments, toys, computer games, commemorative events and exhibitions (Machin & Van Leeuwen 2009, Abousnnouga & Machin 2013). But how persuasive can these “events” be in legitimizing war discourse?

Adopting a multimodal critical discourse approach (Bouvier & Machin 2018, Kress 2010, Machin 2013), this paper sets out to investigate how war discourses are created and reinforced via the commemoration of past events and their musealization. Rather than deconstructing the rationale behind war, thus questioning the choices made, some of these commemorations tend to justify war as “necessary” even as an “ex-post” event. The paper analyses the language of persuasion used in the permanent exhibition “First World War Galleries” at the Imperial War Museum (London) which contains a plethora of memorabilia, interactive maps and games alongside a series of first-hand war experiences the visitors can have such as wearing WWI clothes, living in a trench and listening to bomb whistles. In this type of settings, people’s participation in the consumption, production and transmission of information or “prosumption” (Ritzer & Jurgenson 2010) has also blurred the boundaries between persuader and persuadee in reinforcing the necessity of some past events.

The aim of the paper is to show how this exhibition perpetuates a sort of past time sacralization of the Great War, triggering a simplification of the carnage, as if it were delivered to a space-time universe which is different from ours (Gibelli 2007). Via the re-enacting and re-embodying of the war experience, the exhibition helps to reinforce and keep alive war discourses as something to be performed, promoting a certain type of militarism lurching between fiction and reality. The paper advocates for a multimodal de-construction of the rationale behind certain types of “experiences”, thus creating a safe distance from the commemorative rhetoric that feeds the myth of the possibility of a “good war” sublimating the idea of the catastrophe.

References

- Abousnnouga G. & D. Machin. 2013. *The Language of War Monuments*. London & New York: Bloomsbury.
- Bouvier G. & D. Machin. 2018. Critical discourse analysis and the challenges and opportunities of social media. *Review of Communication* 18(3). 178-192,
- Kress G. 2010. *Multimodality. A Social Semiotic Approach to Contemporary Communication*. London: Routledge.
- Machin D. 2013. What is Multimodal Critical Discourse Studies?. *Critical Discourse Studies* 10(4). 347-355.
- Machin D. & T. Van Leeuwen. 2009. Toys as discourse: Children's war toys and the war on terror. *Critical Discourse Studies* 6(1). 51-63.
- Gibelli A. 2007. *L'Officina della Guerra*. Torino: Bollati Boringhieri.
- Ritzer G. & N. Jurgenson. 2010. Production, consumption, presumption. The nature of capitalism in the age of the digital ‘prosumer’. *Journal of Consumer Culture* 10(1). 13-36.



Oana Maria Carciu¹ & Laura-Mihaela Muresan²

University of Zaragoza (Spain)¹ & Bucharest University of Economic Studies² (Romania)
 ocarciu@unizar.es¹ and muresan.laura@gmail.com²

What power relations stimulate the commute between languages in higher education? A small-scale interview study

The question which drives this paper is the power of one language, that is, English, to affect economic distribution, cultural recognition/domination and political participation. It is well established that the interaction between English and the environment of European higher education institutions has resulted in language domination and language subordination processes. More specifically, the power of English within academia globally poses an interesting conundrum for the linguistic ecosystem of European languages. On the one hand, English is seen as competing for power at the expense of the national language or other academic languages, and considered to result in language loss and anti-multilingualism by some researchers (see Coulmas, 2007; Pennycook, 2008 on English monolingualism). However, on the other hand, the prevalence of English in research, teaching and learning is well-recognised and a politically established target to promote internationalization in higher education. These two contradictory discourses portray English as inherently good, but socially problematic as a result of its power to affect the allocation of financial resources, the recognition/domination of an academic culture and the involvement at the political level of individuals in global communities (Piller, 2016).

The aim of this paper is to contribute to knowledge about how languages and their communicative resources are functionally organised in the linguistic ecosystem of academia. To achieve this aim, a small-scale interview-based study was conducted. A “convenience” sample of ten academics at an European higher education institution immersed in implementing an English-only policy in research, teaching, and learning were interviewed in one-to-one semi-structured interviews in which they were encouraged to talk about the use of English and other languages within their specific disciplinary context, that is, Economics and Business. Using the framework of appraisal (Martin & White, 2005), these interviews were analyzed to identify attitudinal meanings (i.e. affect, judgement and appreciation) towards an English-only or a multilingual orientation across national and international academic settings. In addition, we were interested in what stimulates the commute between languages or what is involved in language choice in European academia, what specific tasks, needs and objectives can be defined. It is hypothesized that multilingual repertoires are salient in the organisation of academia given the transitions that shape membership in a community of practice and academic trajectory (cf. Blommaert & Bachus, 2013). This, in turn, has implications for the ecology of languages in the European higher education area and may contribute to understanding in an increasingly globalised world, what power relations influence the use/choice of language across social contexts and diverse interlocutors and shape academics’ linguistic, cultural and social itineraries.

References

- Blommaert, J. & A. Backus. 2013. Superdiverse repertoires and the individual. In I. de Saint-Georges & J.-J. Weber (eds.), *Multilingualism and multimodality: Current challenges for educational studies*, 11-32. Rotterdam: Sense Publishers.
- Coulmas, F. 2007. English monolingualism in scientific communication and progress in science, good or bad? *AILA Review* 20(1). 5-13.



- Pennycook, A. 2008. Multilithic English(es) and language ideologies. *Language in Society* 37(3). 435-444.
- Piller, I. 2016. *Linguistic diversity and social justice. An introduction to applied sociolinguistics*. New York: Oxford University Press.
- Martin J.R. & P.R.R. White. 2005. *The language of evaluation: Appraisal in English*. London & New York: Palgrave Macmillan.

Paola Catenaccio

University of Milan (Italy)
 paola.catenaccio@unimi.it

**Strategies of persuasion in the corporate discourse of agri-biotechnology:
 Pathos, logos, and the construction of ethos in legitimacy building arguments**

This paper investigates the rhetorical strategies enacted by major players in the agri-biotech sector (Monsanto, Bayer Cropscience, Syngenta) in their public communication campaigns, focusing in particular on the role of pathos, logos and ethos in persuading the general public of the health and environmental safety of GMO seeds and of the beneficial impact of agri-biotechnology on society and the environment.

Agri-biotechnology has been the object of a heated debate for over two decades. Since the beginning of the commercialization of genetically modified seeds and the use of the resulting crops for human consumption in the late 1990s, pro-GMO (predominantly corporate) actors and anti-GMO (mostly NGO-led) activists have waged a fierce rhetorical war aimed at steering public opinion to their side. GMO opposition has been very vocal and has succeeded in generating a powerful anti-GMO discourse. In the face of this, agri-biotech companies have been forced to engage in extensive communication campaigns aimed at fostering consensus around agri-biotechnologies and at constructing their own legitimacy.

The study is conducted on materials available on the websites of the agri-biotech giants Monsanto (recently acquired by Bayer, but still widely perceived as an independent actor), Bayer Cropscience and Syngenta, with a special focus on sustainability-related materials and on materials explicitly framed as responses to publicly voiced concerns about agri-biotech businesses. These materials are specifically designed to persuade the general public that the companies are legitimate social actors and deserve a licence to operate.

Previous research on the rhetorical strategies deployed by corporations in the legitimation of genetically modified food (Gauthier & Kappen 2017) has shown that the Aristotelian categories of pathos, logos and ethos can be usefully applied to the analysis of the discursive construction of legitimacy at both micro- and macro-level (Bitekine & Haak 2015). This study intends to build on their findings by introducing a further level of analysis which frames rhetorical strategies within broader argumentative constructions. The methodological perspective adopted is grounded in argumentation theory, and especially in theorisations of the interface between rhetoric and dialectic as exemplified in Perelman and Olbrechts-Tyteca's *New Rhetoric* (1969), and in the notion of strategic maneuvering developed in the pragmatodialectic tradition (van Eemeren 2010). The study also draws on linguistic approaches to the analysis of legitimation (van Leeuwen 2007).

The findings confirm that in their legitimacy building efforts companies adopt multi-layered persuasion strategies combining rational, emotional and credibility appeals in the service of multiple (and separate) persuasive purposes. Strategies based on pathos are used in overarching arguments tapping into widely shared objects of agreement (for instance the need to produce more food while preserving the environment), whereas logos- and ethos-based strategies are deployed in lower-level arguments supporting respectively the safety of OGMs and the beneficence of corporations. Despite their rhetorically polished appearance, a number of conceptual fallacies can be identified in the texts analysed; the study therefore suggests that combining rhetorical and argumentative analysis can provide a more fine-tuned description of persuasive strategies in corporate GMO discourse.

References

- Gauthier, J. & J. Kappen. 2017. Corporate rhetorical strategies in the legitimization of genetically modified foods. *Journal of Communication Management* 21(3). 218-235.
- Bitekine, A. & P. Haak. 2015. The “macro” and the “micro” of legitimacy: Toward a multilevel theory of the legitimacy process. *Academy of Management Review* 40(1). 49-75.
- Perelman, C. & L. Olbrechts-Tyteca. 1969. *The New Rhetoric: A Treatise on Argumentation* (translated by J. Wilkinson and P. Weaver). Notre Dame: University of Notre Dame Press
- Van Eemeren, F. 2010. *Strategic Maneuvering in Argumentative Discourse. Extending the Pragmatic-Dialectical Theory of Argumentation*. Amsterdam-Philadelphia: John Benjamins.
- Van Leeuwen, T. 2007. Legitimation in discourse and communication. *Discourse & Communication* 1(1). 91-112.

Vincent Coppola¹ & Fabien Girandola²

University Paul Sabatier of Toulouse, LERASS (France)¹ and University of Aix-Marseille, LPS (France)²

vincent.coppola@iut-tarbes.fr¹ & fabien.girandola@univ-amu.fr²

When increasing the strength of the argument becomes counterproductive: The role of argumentative markers in the arousal of the psychological reactance

In the area of health communication, studies on reactance have shown that some kinds of words and expressions should be avoided given their damaging and hazardous consequences on recipients' reactions (Dillard & Shen 2005; Rains & Turner 2007). Scholars referred to this reactance inducing language as a “controlling language” (Miller, Lane, Deatrick, Young & Potts 2007), “forceful language” (Quick & Considine 2008), “dogmatic language” (Quick & Stephenson 2008; Shen 2014), and “domineering language” (Dillard 2014; Quick, Shen & Dillard 2013).

In the area of pragmatics, it has been largely claimed that scalar adverbs such as *almost*, *only*, *even*, *at least*, *already*, direct the interlocutor for the recovering of the argumentative orientation of the utterance in which they occur (Anscombe & Ducrot 1976, 1983; Bassano & Champaud 1987; Champaud & Bassano 1987). Within this instructional approach, scalar adverbs are defined as “argumentative operators” whose primary function is to constrain the recipient's processing of the utterance, and direct the addressee toward a given conclusion (Foolen 1996; Moeschler 2015; Verhagen 2008).

The rationale of the current study is that, by stressing the argumentative orientation of the message, and thus constraining the reasoning, scalar adverbs are likely to be processed by the recipients as a clear attempt to influence their decision making as regard the message advocacy, and consequently trigger in them some cognitive and affective reactions dealing with psychological reactance. So, this study can be seen as a contribution to the reactance-inducing messages-related issue in the persuasive health communication area.

An experiment was conducted with 18-21 years old participants (N = 187), recruited at the University, and randomly assigned to one of the four conditions corresponding to the following experimental between-subjects design. A *low adverbial marking version* (i.e. *HIV contaminates 6000 new persons per year [...] 3500 HIV infections have been registered from January to June*) was contrasted with a *high adverbial marking version* (i.e. *HIV contaminates up to 6000 new persons per year [...] Already 3500 HIV infections have been registered just for the period from January to June*). Furthermore, a *high authoritative source* (i.e. a physician whose researches on contagious diseases were world-famous) was contrasted with a *low authoritative source* (i.e. a student from the same college as the participants). Participants were instructed to read the stimulus message and thereafter respond a series of questions dealing with the cognitive and affective components of psychological reactance.

The results revealed that the introduction of such adverbs in an epidemiological information report increased the cognitive and affective outcomes dealing with psychological reactance, and decreased the message acceptability and the behavioral intentions. It was also observed that for the affective component of psychological reactance and message acceptability, these effects occurred especially when the source of the message was perceived as authoritative.

This study could provide prevention planners with some guidelines regarding how to design persuasive health messages without arousing reactance processes. Some issues are offered in the conclusion of the study for a future research.

References

- Anscombre, J.C. & O. Ducrot. 1976. L'argumentation dans la langue. *Langages* 42. 5-27.
- Anscombre, J.C. & O. Ducrot. 1983. *L'argumentation dans la langue*. Brussels: Mardaga.
- Bassano, D. & C. Champaud. 1987. La fonction argumentative des marques de la langue. *Argumentation* 1. 175-199.
- Champaud, C. & D. Bassan. 1987. Argumentative and informative functions of French intensity modifiers 'presque', 'à peine' and 'à peu près': an experimental study on children and adults. *Cahiers de Psychologie Cognitive* 7. 605-631.
- Dillard, J. P. 2014. Language, style, and persuasion. In T.M. Holtgraves (ed.), *The Oxford handbook of language and social psychology*, 177-187. Oxford: Oxford University Press.
- Dillard, J.P. & L. Shen. 2005. On the nature of reactance and its role in persuasive health communication. *Communication Monographs* 72. 144-168.
- Foolen, A. 1996. Pragmatic particles. In J. Verschueren, J.O. Ostman, J. Blommaert & C. Ulcaen (eds.), *Handbook of Pragmatics*, 1-24. Philadelphia, PA: John Benjamins.
- Miller, C.H., L.T. Lane, L.M. Deatrick, A.M. Young & K.A. Potts. 2007. Psychological reactance and promotional health messages: The effects of controlling language, lexical concreteness, and the restoration of freedom. *Human Communication Research* 33. 219-240.
- Moeschler, J. 2015. Argumentation and connectives. How do discourse connectives constrain argumentation and utterance interpretations? In A. Capone & J. Mey (eds.), *Interdisciplinary studies in pragmatics, culture and society*, 653-676. New York, NY: Springer.

- Quick, B.L. & J.R. Considine. 2008. Examining the use of forceful language when designing exercise persuasive messages for adults: A test of conceptualizing reactance arousal as a two-step process. *Health Communication* 23. 483-491.
- Quick, B.L., L. Shen & J.P. Dillard. 2013. Reactance theory and persuasion. In J.P. Dillard & L. Shen (eds.), *The Sage handbook of persuasion: Advances in theory and research*, 167-183. Los Angeles, CA: Sage.
- Quick, B.L. & M.T. Stephenson. 2008. Examining the role of trait reactance and sensation seeking on perceived threat, state reactance, and reactance restoration. *Human Communication Research* 34. 448-476.
- Rains, S.A. & M.M. Turner. 2007. Psychological reactance and persuasive health communication: A test and extension of the intertwined model. *Human Communication Research* 33. 241-269.
- Shen, L. 2014. Antecedents to psychological reactance: The impact of threat, message frame, and choice. *Health Communication* 30. 975-985.
- Verhagen, A. 2008. Intersubjectivity and the architecture of the language system. In J. Zlatev, T.P. Racine, C. Sinha & E. Itkonen (eds.), *The shared mind. Perspectives on intersubjectivity*, 307-331. Philadelphia, PA: John Benjamins.

Vincent Coppola¹ & Fabien Girandola²

University Paul Sabatier of Toulouse, LERASS (France)¹ and University of Aix-Marseille, LPS (France)²
vincent.coppola@iut-tabes.fr¹ & fabien.girandola@univ-amu.fr²

**A strong argumentative orientation makes cognitive closure easier:
The case for a persuasive health message**

In the area of information processing, the “urgency tendency”, defined as “an individual’s inclination to attain closure as soon as possible”, and “permanence tendency”, defined as “an individual’s inclination to maintain it for as long as possible”, have been outlined as the two distinct ways whereby the motivation toward cognitive closure exert its effects on a series of outcomes dealing with decision-making (Klein & Webster 2000; Kruglanski & Fishman, 2009; Kruglanski & Webster 1996; Kruglanski, Webster & Klem 1993; Roets, Van Hiel & Cornelis 2006).

In the area of argumentation, scholars have described how scalar adverbs such as “*almost, only, even, already, more than, near from, at least, no less than*” direct the interlocutor for the recovering of the “argumentative orientation”, defined as the type of conclusions that the statement offers as one of the discursive aims. In this view, scalar adverbs exert a constrain on the addressee’s reasoning and direct him toward a given conclusion (Anscombe & Ducrot 1983, 1989; Champaud & Bassano 1987; Moeschler 2016; Van Eemeren 2001).

It was reasoned that for people *high in need for cognitive closure*, scalar adverbs could work as a convenient means to attain closure, and in addition, make the message congruent with their need for closure. It was thus hypothesized that they could reduce the information processing; enhance the perceived quality of the message; and boost its persuasiveness. On the contrary, it was reasoned that for people *low in need for cognitive closure*, scalar adverbs may not work as an easy-way out option, and therefore, may not reduce the information processing. In addition, it was

surmised that scalar adverbs could make the message incongruent with their need to *avoid* closure, and therefore, reduce the perceived quality of the message and decrease its persuasiveness.

An experiment was conducted. Participants (107 students aged from 17 to 21) completed Roets and Van Hiel's (2011) Need For Closure Scale, and were classified as "*high in dispositional need for closure*" versus "*low in dispositional need for closure*". Then they were randomly assigned to one of the two versions of a fact sheet about an emergent sexually transmitted infection ("*adverbial marking version*" versus "*no adverbial marking version*"). Thereafter, they answered a series of items by means of which message elaboration, judgments on the message (i.e. intelligibility, intellectually stimulating, relevance) and message effectiveness were assessed.

The results showed that for people *high in need for closure*, the introduction of scalar adverbs in the message decreases its cognitive elaboration ($p < .02$), increases its perceived quality (intelligibility = $p < .02$; stimulating = $p < .01$; relevance = $p < .04$) and persuasiveness ($p < .10$). For people *low in need for closure*, the outcomes are reversed as regards the perceived quality (stimulating = $p < .01$; relevance = $p < .01$) and persuasiveness of the message ($p < .01$). To what extent such outcomes are likely to be affected by variables traditionally studied in the area of persuasion is addressed in the discussion.

References

- Anscombre, J.C. & O. Ducrot. 1983. *L'argumentation dans la langue* [The argumentation in the language]. Brussels: Mardaga.
- Anscombre, J.C. & O. Ducrot. 1989. Argumentativity and informativity. In M. Meyer (ed.), *From metaphysics to rhetoric*, 71-87. Dordrecht: Kluwer Academic Publishers.
- Champaud, C. & D. Bassano. 1987. Argumentative and informative functions of French intensity modifiers "presque", "à peine", and "à peu près": An experimental study on children and adults. *Cahiers de Psychologie Cognitive* 7. 605-631.
- Klein, C.T.F. & D.M. Webster. 2000. Individual differences in argument scrutiny as motivated by need for cognitive closure. *Basic and Applied Social Psychology* 22. 119-129.
- Kruglanski, A.W. & S. Fishman. 2009. The need for cognitive closure. In M.R. Leary & R.H. Hoyle (eds.), *Handbook of individual differences in social behavior*, 343-353. New York: Guilford Press.
- Kruglanski, A.W. & D. Webster. 1996. Motivated closing of the mind: "Seizing" and "freezing". *Psychological Review* 103. 263-283.
- Kruglanski, A.W., D.M. Webster & A. Klem. 1993. Motivated resistance and openness to persuasion in the presence or absence of prior information. *Journal of Personality and Social Psychology* 65. 861-876.
- Moeschler, J. 2016. Argumentation and connectives. How do discourse connectives constrain argumentation and utterance interpretations?. In A. Capone & J. Mey (eds.), *Interdisciplinary studies in pragmatics, culture, and society*, 653-675. Heidelberg: Springer Cham.
- Roets, A. & A. Van Hiel. 2011. Item selection and validation of a brief 15-item version of the need for closure scale. *Personality and Individual Differences* 50. 90-94.
- Roets, A., A. Van Hiel & I. Cornelis. 2006. The dimensional structure of the need for cognitive closure scale: Relationship with "seizing" and "freezing" processes. *Social Cognition*, 24, 22-45.
- Van Eemeren, F.H. 2001. *Crucial concepts in argumentation theory*. Amsterdam: Amsterdam University Press.



Marcella Corduas & Sole Alba Zollo

University of Naples Federico II (Italy)
corduas@unina.it & solealba.zollo@unina.it

**“I kid you not, statistics is now the sexiest subject around”.
Promoting the practice and profession of statistics on the ASA’s website**

Following Burke’s ideas (1969), many contemporary scholars (Simons 2001; O’Keefe 2002) believe that persuasion occurs only through cooperation between source and receiver. Today’s studies do not focus only on the source, the message or the receiver but on all of them equally, since they all work together in a persuasive process. By defining persuasion as a communication practice, Simons points out that persuasion means winning beliefs, not arguments: “[...] communicators who seek to win belief need to communicate with their audiences, not at them; moving toward persuades psychologically, recognizing that they are mostly likely to give you what you want if you can show them that what you propose also gives them what they want” (Simons 2001: XXII).

The constant growth in the development and use of the Internet has changed the way citizens have access to official statistics and data. Although there are some good examples of practice in promoting and disseminating statistical concepts, others remain disappointingly hard for users to find and use. The American Statistical Association (ASA) is the world’s largest community of statisticians. Since it was founded in Boston in 1839, its mission has been the promotion of the practice and profession of statistics through conferences, publications and education.

The ASA website (<https://www.amstat.org/>) will be analysed from a multimodal discourse analysis perspective in order to identify the main persuasive linguistic and visual features used to promote the practice and profession of statistics. In particular, a corpus of articles from *Amstat News* (from 2010 to 2019), which is the monthly membership magazine, will be investigated through a statistical and social semiotics approach (Abdi et al. 2013; Kress and van Leeuwen, 1996, 2001) in order to detect the recurrent discursive patterns and/or changes in communication and rhetorical strategies over the years.

In addition, the study will focus on the relationship between multimodal persuasive strategies and the concept of identity in order to verify whether this link helps construe, shape and reinforce the professional identity(ies) in the field of statistics. Many scholars (Fairclough 2003; Blommaert 2005) think that people do not have an identity, but they perform their identity, which is the result of socially conditioned semiotic process. Moreover, it is also believed that identity is constructed by others; thus, an identity has to be recognised by others in order to be established. These ideas involve different semiotic practices, so identity is not seen “as a property or stable category of individuals or groups, but as *particular forms of semiotic potential, organised in a repertoire*” (Blommaert 2005: 207. *Italics in the original*). As identities are created through the social actions people perform, the statistical multimodal discourse analysis will look at the role of the ASA’s online materials in shaping its professional identity(ies) and promoting its institutional structure as a collective identity.

References

- Abdi, H., Williams, L. J. & Valentin, D. 2013. Multiple Factor Analysis: Principal Component Analysis for Multitable and Multiblock Data Sets. *Wiley Interdisciplinary Reviews: Computational Statistics* 5(2). 149-179.
- Blommaert, J. 2005. *Discourse. A Critical Introduction*, Cambridge: Cambridge University Press.
- Burke, K. 1969. *A Rhetoric of Motives*. University of California Press.



- Fairclough, N. 2003. *Analysing Discourse: Textual Analysis for Social Research*. London; New York: Routledge.
- Kress, G. & van Leeuwen, T. 1996. *Reading Images: The Grammar of Visual Design*. London and New York: Routledge.
- Kress, G. & van Leeuwen, T. 2001. *Multimodal Discourse. The Modes and Media of Contemporary Communication*. London: Arnold.
- O'Keefe, D. J. 2002. *Persuasion: Theory and Research*. 2nd edition. Thousand Oaks, CA: Sage.
- Simons, H. 2001. *Persuasion in Society*. Thousand Oaks, CA: Sage.

Rubén Cristóbal Hornillos

IES Ramón Pignatelli de Zaragoza (España)
rcristobalh@educa.aragon.es

'Viralizando' la cultura española en el aula con Rosalía

La presente comunicación propone la explotación sociocultural de los videoclips del disco 'El mal querer', de Rosalía. Esta propuesta de trabajo se enmarca en la 'Educación literaria basada en canciones', desarrollada dentro de una tesis doctoral (Cristóbal 2017), difundida en distintos congresos y artículos (Cristóbal, Sanjuán y Villanueva 2019); y cuyo material fue diseñado de forma interactiva en un proyecto de innovación de la Universidad de Zaragoza (PRAUZ_17_283) y publicado en abierto: <https://ocw.unizar.es/ocw/mod/imscp/view.php?id=764>. Asimismo, se enmarca en el análisis comparado e intertextual (Mendoza 2008) y la transposición de técnicas de análisis filmico (Herrero, Sánchez-Requena y Escobar 2018).

Los videoclips son obras de persuasión creadas para favorecer la venta y difusión de los discos de la artista que, en algunos casos, como en este, han sido desarrollados con una clara vocación artística para actualizar y revisar en el aula la cultura española. Los videoclips de Rosalía se han convertido en la puerta de entrada a nuestra lengua y cultura para millones de jóvenes de todo el mundo que los han visualizado. De esta forma pretendemos que los espectadores entiendan mejor también las referencias lingüísticas y culturales de las que se vale la artista y aprovechar el fenómeno de Rosalía para 'viralizar' la cultura española en el aula, persuadiendo también a los alumnos de adentrarse en esta.

Para ello presentamos una aplicación práctica que parte del visionado del videoclip, para continuar con su análisis, reinterpretación y recreación para explotar sus contenidos, su simbología y referentes lingüísticos y culturales, especialmente literarios, como Lorca o Cervantes, pero también pictóricos, como Goya, desentrañando los códigos semióticos que convergen en los videoclips y que enriquecen el sentido de las canciones con nuevos significados, matices y referentes culturales, presentes y pasados, directos y simbólicos, creando un nuevo intertexto transmedia.

El proyecto de 'Educación literaria basada en canciones' se ha sometido hasta la fecha a dos ciclos de análisis. El primero se desarrolló durante los cursos 2012-13 al 2014-15 en un contexto AICLE con dos grupos de alumnos de la sección bilingüe de español del liceo José Martí de Varsovia, uno de control y otro experimental, a quienes se introdujo los textos literarios clásicos a través de quince canciones actuales. Los alumnos del grupo que siguieron esta metodología aumentaron su motivación intrínseca y su competencia literaria respectivamente un 21,5% y un

15,4% más que los alumnos del grupo de control (Cristóbal 2017). El segundo ciclo de aplicación, donde se incluyó la propuesta de trabajo a través de 'El mal querer de Rosalía', se desarrolló durante el curso 2018/19 con un total de 71 alumnos de cuatro grupos de distintos niveles de Lengua Castellana y Literatura del IES Ramón Pignatelli de Zaragoza. Los alumnos que fueron sometidos a la propuesta de educación literaria basada en canciones valoraron con más de 5 sobre 7 la metodología seguida; y con un 6 sobre 7 que los aspectos, temas e ideas trabajados en las canciones les permitieron relacionarlos después de una forma auténtica con los textos clásicos que analizaron después.



Imagen 1 y 2: Rosalía reinterpreta la masculinidad en 'Pienso en tu mirá' con el hombre sobre el camión; en relación al hombre sobre el caballo de Lorca.

Referencias

- Bordons, G. & A. Díaz-Plaja. 2008. Peces: Un tema universal como pasarela entre diversas literaturas. *Lenguaje y Textos* 28. 43-74.
- Herrero, C., A. Sánchez-Requena & M. Escobar, M. 2018. Una propuesta triple: Análisis fílmico, traducción audiovisual y enseñanza de lenguas extranjeras. *inTRAlínea: Online Translation Journal* 19. <http://www.intralinea.org/specials/article/2245>
- Cristóbal, R. 2017. Impacto de la educación literaria basada en canciones. Tesis doctoral. Granada: Universidad de Granada. Recuperado el 11 de mayo, 2018 de: <http://digibug.ugr.es/handle/10481/44882#.WgrTCNLiY1I>
- Cristóbal, R., M. Sanjuán & J.D. Villanueva 2019. Educación literaria basada en canciones. Acercar los clásicos al alumnado de secundaria. *Textos. Didáctica de la Lengua y de la Literatura* 83. 53-59.
- Mendoza, A. 2008. Leer y comparar (notas sobre las posibilidades del comparativismo en el aula de Educación Secundaria). *Lenguaje y Textos* 28. 19-41.



Stefania D'Avanzo

University of Campania "Luigi Vanvitelli"
stefania.davanzo@unicampania.it

**"Promoting 'Made in Naples' abroad":
A multimodal investigation of 'The Centenarians' firms' websites**

As Kress & van Leeuwen (1996) assert, meanings belong to cultures. In particular, the way some things can be 'said' either visually or verbally is also culturally and historically specific. Starting from this assumption, the study is aimed at investigating persuasive strategies and multimodal features employed by some traditional long-lived Neapolitan companies in order to promote their products abroad. In particular, attention will be paid to the English version of their websites in order to focus on the multimodal dimension, which is described as the employment of several semiotic modes in the design of a semiotic product or event, along with the way in which these modes are combined (Kress & van Leeuwen 2001). The corpus under scrutiny will include the websites of some Neapolitan firms included in 'The Centenarians', an Italian association of Italian historical firms. In a previous investigation from marketing studies, strategies adopted by some of these firms belonging to this association were analysed in order to provide a better understanding of the nature and the role of family firms' strategic orientation (Riviezzo, Garofano, Napolitano & Marino 2015). The outcomes were mainly based on the analysis of interviews made to the firms' owners. The latter were asked to 'talk about themselves' in order to verify both their 'orientation' towards future development of their firms and 'exploitation' of their traditional heritage. Thus, what is interesting here is to analyse the persuasive strategies employed by the same firms in order to 'promote' their historical success abroad with the final goal to achieve a more comprehensive view of their promotional identity. Methodology will include both studies on multimodality (Kress / van Leeuwen 1996 /2001; Thibault 2000) and Media Discourse (Fairclough 1995; Thurlow & Mroczek 2011).

References

- Bernstein, B. 1981. Codes, modality and the processes of cultural reproduction: A model. *Language and Society* 10. 327-363
- D'Avanzo, S. 2015. Speaker identity vs. Speaker diversity. The case of TED talks. In *Language Diversity*, 279-296. Cambridge upon Tyne: Cambridge Scholars Publishing.
- Fairclough, N. 1995. *Media Discourse*. London: Bloomsbury Academy
- Halliday, M.A.K. 1978, *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Kress, G. & T. van Leeuwen, 1996. *Reading Images: The Grammar of Visual Design*. London: Routledge
- Kress, G. & T. van Leeuwen, 2001. *Multimodal Discourse*. London: Hodder Education
- O' Halloran, K. 2004. *Multimodal Discourse Analysis*. London: Continuum.
- O' Toole, M. 1995. A systemic-functional semiotics of art. In Fries & Gregory (eds.), *Discourse in Society: Systemic Functional Perspectives: Meaning and Choice in Language: Studies for Michael Halliday*, 159-179. Norwood, NJ: Ablex.
- Platt, J. 1989. Some types of communicative strategies across cultures. Sense and sensitivity, In O. Garcia & R. Otheguy (eds.), *English across Cultures across English*, 13-30. Berlin/New York: Mouton de Gruyter.



- Riviezzo, A., A. Garofano, M.R. Napolitano & V. Marino. Moving forward or running tom standstill? Exploring the nature and the role of family firms' strategic orientation. *Journal of Family Business Strategy* 9. 190-205.
- Thibault, P. 2000. The multimodal transcription of a television advertisement: Theory and practice. In Baldry (ed.), *Multimodality and Multimediality in the Distance Learning Age*, 311-385. Campobasso: Palladino Editore.
- Thurlow, C. & K. Mroczek. 2011. *Digital Discourse: Language in the New Media*. Oxford: Oxford University Press.

Raúl de Arriba Bueno¹, Manuel Branco² & María Vidagañ Murgui³

Universidad de Valencia (España)¹, Universidad de Évora (Portugal)² y Universidad de Zaragoza (España)³

dearriba@uv.es¹, mbranco@uevora.pt² & mavimur@unizar.es³

Subliminaleconomics:

Arte y educación para descifrar la retórica económica dominante

Toda doctrina científica que se precie tiene su lenguaje propio. En la economía dominante hay dos niveles. De puertas hacia adentro, es decir, entre especialistas, la economía dominante (es decir, la economía neoclásica) despliega una retórica bunkerizada por el abuso de las matemáticas. Es un discurso con un alto grado de abstracción, oscuro e ininteligible para la gran mayoría. De puertas hacia fuera, es decir, para el público general, la economía dominante (es decir, la economía neoliberal) construye un mensaje político aparentemente más inteligible. Para ello captura una serie de términos de uso común muy seductores, que tienen connotaciones claramente positivas y un fuerte impacto subliminal; y conecta fácilmente con las emociones, prejuicios o supersticiones. Se trata de términos como flexibilidad, estabilidad, liberalización, etc. La seducción del lenguaje es tan potente que deja sin atractivo cualquier posición política distinta a ese enfoque, que queda fácilmente estigmatizada. De esta manera la retórica se convierte en una cuestión política. ¿Cómo queda oponerse a la flexibilidad, la estabilidad o a liberalizar? ¿Cómo suena defender la rigidez, la inestabilidad o reprimir? En cierto modo, el rango de opciones político-económicas aparece condicionado por la retórica.

La relevancia política y social de la economía justifica la existencia de herramientas que faciliten la crítica y revelen la pluralidad de visiones y opciones, no solo en la academia, sino también en el terreno de la opinión pública. Por esa razón hemos realizado un proyecto para decodificar el lenguaje dominante, que pretende ser una herramienta pedagógica y política útil y de fácil acceso: 'Subliminaleconomics'.

El proyecto es una propuesta transdisciplinar que une lenguaje, economía y creación artística, con una finalidad educativa clara. Contiene un lenguaje y un formato muy relajado y accesible, dirigido al público en general, que simula un diccionario online y que, al final, constituye una herramienta de decodificación y traducción de la jerga económica al mundo real. El proyecto está formado por una serie de piezas de video, construidas a partir de imágenes procedentes de la iconografía popular del cine occidental, que hacen evidente el contenido subliminal asociado a cada término económico, así como la confrontación naíf entre lo bueno y lo malo de cada concepto económico. La finalidad es la toma de conciencia del poder del lenguaje a través de la



confrontación del lenguaje ‘modélico’ con la realidad y la educación o alfabetización en economía para facilitar la participación de la ciudadanía en el debate sobre las cuestiones económicas que les afectan.

El proyecto está alojado en un sitio web: subliminaleconomics.weebly.com. La web simula un diccionario de idiomas organizado en distintos apartados. Incluye una lista de términos comúnmente utilizados en el discurso económico dominante, que contienen un componente subliminal que difunde una visión ideológica de la realidad. La lista de términos se ha elaborado después de identificar las palabras utilizadas por los líderes político-económicos mundiales en sus discursos o informes. Son términos como estabilidad, ajuste, flexibilidad, competitividad, etc. que transmiten mensajes positivos y tienen, por tanto, un fuerte impacto propagandístico.

Referencias

- Andersson, O., T. Miettinen, K. Hytonen, M. Johannesson & U. Stephan. 2017. Subliminal influence on generosity. *Experimental Economics* 20(3). 531-555.
- Ávila, C. & F. Linares. 2006. Léxico y discurso de la moda. *Comunicar* 27. 35-41. <https://goo.gl/22YRVk>
- Avsar, R.B. 2011. Mainstream economic rhetoric, ideology and institutions. *Journal of Economic Issues* 45(1). 137-157.
- Chaput, C. & J.S. Hanan. 2015. Economic rhetoric as taxis. Neoliberal governmentality and the dispositif of freakonomics. *Journal of Cultural Economy* 8(1). 42-61.
- Foucault, M. 1999. *El orden del discurso*. Barcelona: Tusquets.
- Gutiérrez, A. 2002. El discurso tecnológico de los nuevos medios: Implicaciones educativas. *Comunicar* 18. 90-95.
- Jimenez-Ortega, L., J. Espuny, P.H. de Tejada, C. Vargas-Rivero & M. Martin-Loeches. 2017. Subliminal emotional words impact syntactic processing: Evidence from performance and event-related brain potentials. *Frontiers in Human Neuroscience* 11(192). 1-13.
- Posten, A.C., A. Ockenfels & T. Mussweiler. 2014. How activating cognitive content shapes trust: A subliminal priming study. *Journal of Economic Psychology* 41. 12-19.

Eleonora Esposito

University of Navarra (Spain)
eesposito@unav.es

Discourses of hostility in a hybrid and multimodal cybersphere

The acutely increasing incidence of online hostility can be regarded as one of the most significant and complex drawbacks of the unprecedented proliferation of user-generated content in the cybersphere. Hostility is a multifaceted social, cultural and psychological phenomenon: motives behind people’s hate are various, different and often obscure, and the fluid and widely unregulated nature of the cybersphere seems to have added to further complicate an already thorny matter. This paper presents a number of epistemological considerations related to persuasion and multimodality as defining features of discourses of online hostility, grounded in the results of a multi-lingual pilot of a main research study (H2020-MSCA-IF-2017). The study investigates phenomena of digital misogyny against highly visible, political and institutional female figures in Europe. More

specifically, the pilot maps the multimodal discursive strategies of online hate against women in the public sphere by collecting and analysing a corpus of multimodal instances of gender-based harassment (i.e. texts, videos, images and memes) on Social Networking Sites (SNS) from three different linguistic landscapes and political cultures in Europe, namely Italy, Spain, and the U.K.

This paper advocates a Social Media Critical Discourse Studies approach (SM-CDS) to online hostility. As “a socially committed, problem-oriented, textually based, critical analysis of discourse (manifested in communicative content/practices)” (KhosraviNik 2017, p. 586), SM-CDS deals with discourse as its central object of analysis and its dialectical relationship with the social and political sphere of our life worlds. Such an approach would deliberately steer away from media determinist accounts as well as from universalist understandings of social media effect: communication is to be regarded as a human endeavour, irrespective of the sophistication of the medium used (KhosraviNik & Esposito 2018). The multimodal nature of data has called for an integrated methodology, encompassing: 1) Corpus Linguistics tools (Baker & Egbert 2016), for a quantitative identification of linguistic patterns; 2) Critical Discourse Analysis, for a close qualitative and critical analysis mapping the vast number of discursive strategies and rhetorical devices across four different heuristic levels of context (Reisigl & Wodak 2001); 3) Visual Content Analysis, for a multimodal analysis of the videos containing image-based harassment by means of the four-layered framework proposed by Rodriguez & Dimitrova (2011).

Emerging results show the different degrees of formulaicity and creativity of the multimodal discursive strategies of online hate, as well as the profoundly intersectional nature of gender-based hostility. In particular, the analysis points toward the interaction of mutual and intertwined factors both triggering and stoking hate such as: class, race, gender identity or behaviour, age as well as feminist activism. These results contribute to a more in-depth understanding of gender-based hostility against women in politics as an extremely multi-faceted and multi-layered phenomenon, where gender is not the only factor at play. They also call for the further integration and development of the concept of Digital Intersectionality (Noble & Tynes 2016), which would allow to further question the organization of social relations embedded in digital technologies and foster a clearer understanding of how power relations are organized through them.

References

- Baker, P. & J. Egbert (eds.). 2016. *Triangulating Methodological Approaches in Corpus-Linguistic Research*. London: Routledge.
- KhosraviNik, M. 2017. Social Media Critical Discourse Studies (SM-CDS). In J. Flowerdew and J. Richardson (eds.), *Handbook of Critical Discourse Analysis*, 583-596. London: Routledge.
- KhosraviNik, M. & E. Esposito. 2018. Online hate, digital discourse and critique: Exploring digitally-mediated discursive practices of gender-based hostility. *Lodz Papers in Pragmatics* 14(1). 45-68.
- Noble, S. U. & B. M Tynes. 2016. *The Intersectional Internet: Race, Sex, Class, and Culture Online*. New York: Peter Lang.
- Powell, A. & N. Henry. 2017. *Sexual Violence in a Digital Age*. London: Palgrave Macmillan.
- Reisigl, M. & R. Wodak. 2001. *Discourse and Discrimination: Rhetoric of Racism and Anti-Semitism*. London: Routledge
- Rodriguez, L. & D. Dimitrova. 2011. The levels of visual framing. *Journal of Visual Literacy* 30(1). 48-65.



Manuel Francisco¹, Azzam Dhiab Hassan¹, Miguel-Ángel Benítez-Castro², Encarnación Hidalgo-Tenorio¹ & Juan-Luis Castro¹

University of Granada (Spain)¹ and University of Zaragoza (Spain)²
francisco@decsai.ugr.es¹, kadh@correo.ugr.es¹, mbenitez@unizar.es², ehidalgo@ugr.es¹ & castro@decsai.ugr.es¹

A semi-supervised algorithm for detecting extremist propaganda dissemination in social media

As pointed out in Benigni et al. (2017), ISIS continues to use social media as a very effective locus of propaganda. This paper also argues that detecting users whose activity supports the dissemination of jihadist propaganda is complex, because they can currently play different roles (from unaffiliated sympathisers, through propagandists and recruiters, to fighters in the battlefield). The authors explore a large community of Twitter users by applying Iterative Vertex Clustering and Classification. Although they claim that the system outperforms previous approaches, they also highlight that there is unlikely to be a sufficient pool of labelled cases, thereby suggesting the application of semi-supervised algorithms to improve this kind of systems. Likewise, Alvari et al. (2019) present a system for the detection of violent extremists in social media, by taking into account three sources of information: usernames, profile and textual content; and they claim that a valuable research direction would be to deploy iterative supervised learning. This proves that semi-supervised labeling is a trending research line for automatic detection of extremism. Other papers on this issue focus on deep learning models (Alharbi & Doncker 2019). These are not interpretable by humans (Zhang et al. 2018); their interpretability depends upon how understandable the features selected for the decision-making process are. In this sense, the main chance for human interaction is in the feature selection process. Feature extraction is an important research field for text mining in social media, due to the extreme conditions it displays (i.e., short messages, misspelled words, emoticons, etc.). Classical algorithms fail to deliver very good results (Zhengetal 2018). In this line, we have developed an algorithm to detect Distinguishing Expressions (DE), that is, expressions with a significant difference in the statistical frequency between classes, as a feature extraction technique especially suitable for social media (Francisco & Castro 2019). In the context of terrorist propaganda dissemination, we think that our DE algorithm will produce relevant expressions for detecting this kind of documents; nonetheless, it is clear that other expressions will also be retrieved due to the small number of labeled cases. That is why we think that the refinement of DE expressions by means of human supervision can help us to obtain a labeling system with a very high performance. Thus, here, we propose a semi-supervised algorithm for labeling social media texts as ISIS propaganda dissemination. Our approach consists in:

1. Applying the DE algorithm to a previously labelled dataset (usually small);
2. Providing human experts with each DE obtained so that they can decide whether it can be accepted, rejected or revised;
3. Applying a machine learning algorithm for labeling a bigger data set.

This approach is being applied in the project “Nutcracker: System for detection, tracking, monitoring and analysis of the discourse of terror on the net”. The initial dataset has been collected



from different sources (see Jihadology.net) and it has been annotated by human experts. The evaluation will consist in measuring the accuracy of the system when applied to other datasets related to this topic.

References

- Benigni M.C., K. Joseph & K.M. Carley. 2017. Online extremism and the communities that sustain it: Detecting the ISIS supporting community on Twitter. *PLoS ONE*12(12): e0181405. <https://doi.org/10.1371/journal.pone.0181405>
- Alvari, H., H. Sarkar & P. Shakarian. 2019. Detection of violent extremists in social media. *IEEE Conference on Data Intelligence and Security*.
- Alharbi, A. & E. de Doncker. 2019. Twitter sentiment analysis with a deep neural network: An enhanced approach using user behavioral information. *Cognitive Systems Research* 54. 50-61.
- Francisco, M. & J.L. Castro. 2019. Distinguishing features for microblogging contexts: A new text feature extraction method towards explainable classification. DECSAI Technical Report.
- Zhang, X., N. Wang, S. Ji, H. Shen & T. Wang. 2018. Interpretable deep learning under fire'. ArXiv-prints, arXiv:1812.00891.
- Zheng, H.T., Z. Wang, W. Wang, A.K. Sangaiah, X. Xiao & C. Zhao. 2018. Learning-based topic detection using multiple features. *Concurrency and Computation-Practice & Experience* 30, e4444.WOS:000438339700001.

Juan García Collazos

Universidad de Zaragoza (España)
jgarciac@unizar.es

Enseñando motivación a docentes de conservatorios de música: Diseño de tareas y lenguaje en un entorno virtual

Dentro de un curso online de formación para docentes de conservatorios de música sobre herramientas para mejorar la motivación, el diseño instruccional empleado no sólo ha pretendido enseñar recursos para motivar al alumnado, sino también, a través del lenguaje y la estructura del curso, persuadir a los docentes de conservatorio para, de este modo, mejorar sus propios niveles de motivación.

La teoría de la autodeterminación (SDT por sus siglas en inglés), enunciada por Deci y Ryan (1985, 2000, 2008) afirma que son los contextos en los que se sitúa una acción los que determinan la motivación de la misma. En ese sentido, distingue entre diferentes niveles de autodeterminación, desde la amotivación, en la que la persona no sabe ni entiende las razones por las que hace una actividad, hasta la motivación intrínseca, pasando por diferentes regulaciones de la motivación extrínseca (externa, introyectada, identificada e integrada).

Desde su aparición, los teóricos de la SDT han estudiado el modo en que el contexto influye en la motivación del individuo tanto en entornos laborales (Gagné y Deci 2005), educativos (Deci, Vallerand, Pelletier y Ryan 1991), como de relaciones personales (Patrick, Knee, Canevello y Lonsbary 2007), y deportivos (Ryan y Patrick 2009). Estos y otros trabajos han ofrecido evidencias de la importancia de emplear un lenguaje no controlador (Reeve y Halusic 2009), dar



opciones de aprendizaje, fomentar la cooperación y apoyar la autonomía y competencia (Pizani, Rinaldi, Monteiro y Fiorese 2014). Sin embargo, han sido contados los intentos de estudiar las condiciones que promueven una motivación autodeterminada en entornos de educación musical (Evans 2015; West 2013). Además, aunque ofrecen una base para el presente estudio, no se conoce ningún estudio que contemple un entorno online como vehículo para enseñar recursos motivacionales en el ámbito de los estudios musicales reglados.

Los objetivos del presente estudio son los siguientes:

1. Comprobar la eficacia del diseño online en cuanto al aprendizaje de contenidos sobre motivación en docentes de conservatorios de música.
2. Indagar en las condiciones de trabajo no presencial que promueven un mejor clima de aprendizaje y una motivación más autodeterminada en los propios docentes de conservatorio.

La metodología del estudio es cuantitativa, con un grupo experimental formado por 15 profesores de conservatorios de música, y un grupo control de 32 profesores. En el estudio hay una variable independiente, que consiste en la participación o no en el programa de aprendizaje online. Se establece como variable dependiente el nivel de aprendizaje sobre la motivación según la SDT, que es medido a través de cuestionarios de evaluación inicial y final. Las pruebas empleadas son no paramétricas debido al tamaño de la muestra. Por otra parte se analizan, desde una perspectiva cualitativa, los comentarios de los docentes que completaron el curso a lo largo de su participación.

Los resultados obtenidos reflejan que el diseño instruccional, concebido siguiendo las premisas de la SDT (fomento de la autonomía y competencia en las propias tareas del curso, lenguaje no controlador por parte del tutor del curso), tiene una buena efectividad en cuanto al aprendizaje de recursos para promover la motivación autodeterminada. Así, los resultados muestran una importante diferencia entre grupo control y grupo experimental en cuanto a la VD. Por otra parte, el discurso empleado en el curso sirve como herramienta de persuasión, conectando mejor con el alumnado del programa de aprendizaje online. Así, el feedback del alumnado revela una clara mejoría en el clima de aprendizaje y en su propia motivación.

El presente estudio ha evidenciado que el aprendizaje sobre la motivación autodeterminada en un entorno virtual es eficaz, algo que, en otros ámbitos educativos, ya comprobaron Chen y Jang (2010) en su estudio con profesores de secundaria. Además, la mejora del clima de aprendizaje, como efecto de persuasión, debido a un uso no controlador del lenguaje y unas tareas diseñadas para fomentar autonomía y competencia, es palpable en este estudio, algo que también han concluido otros autores (De Meyer, Siemens, Vansteenkiste, Aelterman, Petegem y Haerens 2015)

Como conclusiones se puede afirmar que la motivación se puede aprender en un entorno no presencial y que el clima de aprendizaje mejora en contextos de aprendizaje no controladores.

Referencias

- Chen, K. & S. Jang. 2010. Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior* 26(4). 741-752.
- De Meyer, J., B. Soenens, M. Vansteenkiste, N. Aelterman, S. Van Petegem & L. Haerens. 2016. Do students with different motives for physical education respond differently to autonomy-supportive and controlling teaching?. *Psychology of Sport and Exercise* 22. 72-82.
- Deci, E. L. & R. M. Ryan. 1985. The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality* 19(2). 109-134.

- Deci, E. L. & R. M. Ryan. 2000. The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry* 11(4). 227-268.
- Deci, E. L. & R. M. Ryan. 2008. Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie Canadienne* 49(1). 14-34.
- Deci, E. L., R. J. Vallerand, L. G. Pelletier & R. M. Ryan. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist* 26(3-4). 325-346.
- Gagné, M. & E. L. Deci. 2005. Self determination theory and work motivation. *Journal of Organizational Behavior* 26(4). 331-36
- Patrick, H., C. R. Knee, A. Canevello & C. Lonsbary. 2007. The role of need fulfillment in relationship functioning and well-being: A self-determination theory perspective. *Journal of personality and social psychology* 92(3). 434.
- Pizani, J., I. P. Barbosa-Rinaldi, A. C. Monteiro & L. Fiorese. 2016. (Des) motivação na educação física escolar: Uma análise a partir da teoria da autodeterminação. *Revista Brasileira De Ciências do Esporte* 38(3) 259-266.
- Reeve, J. & M. Halusic. 2009. How K-12 teachers can put self- determination theory principles into practice. *School Field* 7(2). 145-154.
- Ryan, R. M. & H. Patrick. 2009. Self-determination theory and physical. *Hellenic Journal of Psychology* 6. 107-124.

Patricia Gascón & Antonia Isabel Nogales-Bocio

Universidad de Zaragoza (España)
550779@unizar.es & anogales@unizar.es

La imagen actual de la mujer en televisión. Nuevos formatos y secciones que visibilizan la representación femenina en el panorama de la comunicación audiovisual

Recientemente la programación televisiva española ha visto incrementado el número de espacios dedicados a potenciar la imagen y la representatividad de la mujer. Concretamente, en el caso de la cadena autonómica Aragón TV hemos asistido al estreno de *Nosotras* o de *La Primera Mujer*, dos ejemplos que se unen a otros como el de *Mujeres al Poder*, de Telecinco, o incluso especiales como el emitido con motivo de 8M por Antena Tres *La fuerza de las mujeres* de Antena 3. Siendo este reciente movimiento social y el internacional #MeToo las principales razones del regreso del feminismo a la agenda setting de los medios de comunicación y de sus parillas. Una situación que también se comprueba de la mano del humor como la mayor presencia de las entrevistas femeninas en *El Hormiguero* o el propio protagonismo de las mismas en la sección "*Mujer tenía que ser*" de *El Intermedio*. Del mismo modo, esta proliferación ha llegado a generar productos audiovisuales protagonizados exclusivamente por mujeres como *Las que Faltaban* en Cero de Movistar+. Por su parte, en la cadena pública se emite *Retratos con alma*, donde cada semana analizan los temas tratados en *La otra mirada*, una serie de ficción que aborda la mirada femenina, y desde donde se realiza un paralelismo entre las historias de la ficción y las historias reales de mujeres contemporáneas. Como hemos comprobado en los últimos años, los formatos con tintes femeninos han crecido de forma exponencial debido al interés social creciente y la mayor actividad de los movimientos sociales feministas. Diferencias entre las protagonistas o las temáticas abordadas, pero similitudes en sus estructuras y modelos, ya que todos ellos se articulan sobre el



género periodístico de la entrevista y el Talk Show, son algunas de las principales conclusiones obtenidas de este estudio actual sobre formatos televisivos.

Referencias

- Abitol, Alan & Miglena Sternadori. 2016. You act like a girl: An examination of consumer perceptions of femvertising. *Quarterly Review of Business Disciplines* 3(2). 117-138.
- Amigot, Patricia & Laureano Martínez. 2019. Modular la subjetividad. La idealización publicitaria de la identidad neoliberal. *Con-Ciencia Social* (segunda época) 2. 119-127.
- Arranz, Pilar, Sandra Vázquez & Alberto Abán. 2013. El proyecto de aprendizaje-servicio en la Universidad de Zaragoza: Un análisis DAFO. En L. Rubio, E. Prats & L. Gómez (coords.), *Universidad y sociedad. Experiencias de aprendizaje servicio en la universidad*, 299-214. Barcelona: Universitat de Barcelona (Institut de Ciències de l'Educació).
- I PLAN DE IGUALDAD DE LA UNIVERSIDAD DE ZARAGOZA 2016. https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/plan_de_igualdad_2016.pdf
- Marta-Lazo, Carmen (ed.). 2018. *Calidad informativa en la era de la digitalización: Fundamentos profesionales vs. Infopolución*. Madrid: Dykinson.
- Osuna-Acedo, Sara, Carmen Marta-Lazo y Divina Frau-Meigs. 2018. De sMOOC a tMOOC, el aprendizaje hacia la transferencia profesional: El proyecto europeo ECO. *Revista Comunicar* 55. 105-114. <https://doi.org/10.3916/C55-2018-10>
- PROTOCOLO DE PREVENCIÓN Y ACTUACIÓN FRENTE AL ACOSO SEXUAL Y ACOSO POR RAZÓN DE SEXO EN LA UNIVERSIDAD DE ZARAGOZA. 2014. <https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/Protocolo%20de%20prevencion%20y%20actuacion%20frente%20al%20acoso%20sexual%20UZ.pdf>
- SHEKNOWS. 2014. She Knows unveils results of its Fem-vertising survey. Recuperado de <https://www.sheknows.com/living/articles/1056821/sheknows-unveils-results-of-its-fem-vertising-survey-infographic/> (22 de junio, 2019).
- Valcárcel, Amelia. 2008. *Feminismo en el mundo global*. Madrid: Cátedra.

Javier Gil-Quintana¹, Sara Osuna-Acedo² & Carmen Marta-Lazo³

Universidad Católica de Ávila (España)¹, UNED (España)² y Universidad de Zaragoza (España)³
javier.gil@ucavila.es¹, sosuna@edu.uned.es² & cmarta@unizar.es³

Los tMOOC para la transformación social: Aplicación al empoderamiento de género

Tras varios modelos postMOOC, la formación masiva on line y abierta en formato transferMOOC (tMOOC) ha supuesto nuevas aportaciones de transferencia del conocimiento a la sociedad. En esta contribución, se desglosan exhaustivamente todas las características que hacen innovador este nuevo modelo formativo. Nos fundamentamos en la taxonomía basada en las 10 T's: tareas auténticas, transferencia del aprendizaje hacia la profesión, transformación pedagógica, TRIC (Tecnologías de la Relación, la Información y la Comunicación), transmedialidad, temporalidad abierta, transnacionalismo, talento intercreativo, trabajo colaborativo y tolerancia (Osuna-Acedo,



Marta-Lazo, Frau-Meigs 2018). Como estudio de caso, nos basamos en el Proyecto Europeo ECO, cuyo modelo pedagógico se centra en el aprendizaje colaborativo para la formación de e-teachers. Varios de los tMOOC elaborados por mujeres sirvieron para su proyección personal y profesional. El principal rasgo de este macroproyecto, que superó los 55.000 estudiantes y la formación de más de 200 e-teachers, fue el aprendizaje para la creación de sus propios cursos masivos de formación online. De esta forma, se consiguió el empoderamiento de los participantes en el proyecto europeo ECO, asumiendo un compromiso con la sociedad y el servicio público que debe tener cualquier proceso formativo en la era actual. El modelo tMOOC tiene como fin que los participantes, mediante el trabajo colaborativo con una dimensión procomún, adquieran las competencias necesarias para poner en práctica todas las herramientas, métodos de aprendizaje, sistema de co-evaluación por pares, etc. en su propio curso sobre la temática seleccionada. La principal conclusión del proyecto es el elevado nivel de satisfacción por parte de los participantes en los tMOOC, principalmente en las mujeres.

Referencias

- Abitol, Alan & Miglena Sternadori. 2016. You act like a girl: An examination of consumer perceptions of femvertising. *Quarterly Review of Business Disciplines* 3(2). 117-138.
- Amigot, Patricia & Laureano Martínez. 2019. Modular la subjetividad. La idealización publicitaria de la identidad neoliberal. *Con-Ciencia Social* (segunda época) 2. 119-127.
- Arranz, Pilar, Sandra Vázquez & Alberto Abán. 2013. El proyecto de aprendizaje-servicio en la Universidad de Zaragoza: Un análisis DAFO. En L. Rubio, E. Prats & L. Gómez (coords.), *Universidad y sociedad. Experiencias de aprendizaje servicio en la universidad*, 299-214. Barcelona: Universitat de Barcelona (Institut de Ciències de l'Educació).
- I PLAN DE IGUALDAD DE LA UNIVERSIDAD DE ZARAGOZA 2016. https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/plan_de_igualdad_2016.pdf
- Marta-Lazo, Carmen (ed.). 2018. *Calidad informativa en la era de la digitalización: Fundamentos profesionales vs. Infopolución*. Madrid: Dykinson.
- Osuna-Acedo, Sara, Carmen Marta-Lazo y Divina Frau-Meigs. 2018. De sMOOC a tMOOC, el aprendizaje hacia la transferencia profesional: El proyecto europeo ECO. *Revista Comunicar* 55. 105-114. <https://doi.org/10.3916/C55-2018-10>
- PROTOCOLO DE PREVENCIÓN Y ACTUACIÓN FRENTE AL ACOSO SEXUAL Y ACOSO POR RAZÓN DE SEXO EN LA UNIVERSIDAD DE ZARAGOZA. 2014. <https://observatorioigualdad.unizar.es/sites/observatorioigualdad.unizar.es/files/users/obsigu/Protocolo%20de%20prevencion%20y%20actuacion%20frente%20al%20acoso%20sexual%20UZ.pdf>
- SHEKNOWS. 2014. She Knows unveils results of its Fem-vertising survey. Recuperado de <https://www.sheknows.com/living/articles/1056821/sheknows-unveils-results-of-its-fem-vertising-survey-infographic/> (22 de junio, 2019.)
- Valcárcel, Amelia. 2008. *Feminismo en el mundo global*. Madrid: Cátedra.

Iwona Góralczyk & Joanna Łozińska

University of Warmia and Mazury (Poland)
iwonagor@wp.pl & joanna.lozinska@uwm.edu.pl

“Kaczyński próbuje orbanizować Polskę”.

‘Kaczyński is trying to Orban-ize Poland’ (Prof. Timothy Garton Ash). On verbal derivatives based on proper names in current political discourse in Poland and their persuasive function

The focus of the analysis is placed on some creative uses of proper names of public figures as bases of verbal derivatives, which occur with some frequency in current political discourse in Poland. The analysed instances include the following:

- (1) Kaczyński próbuje orbanizować Polskę.
‘Kaczyński is trying to Orban-ize Poland.’
[<https://wiadomosci.onet.pl/kraj/prof-garton-ash-jaroslaw-kaczynski-probuje-orbanizowac-polske/sdgeypl>; 27.04.2018]
- (2) Tusk putinizuje Polskę.
‘Tusk is Putin-izing Poland.’
[<https://wiadomosci.wp.pl/ten-rok-zostal-zmarnowany-tusk-putinizuje-polske-6037270282409089a>; 31.12. 2011]
- (3) PIS Polskę wydudał i wyszydlił.
‘PIS has out-Duda Perf.-Pret., 3pers. and out-Szydło Perf-Pret., 3pers.’
[KOD demonstration, 12.12. 2015]

The corpus for the present analysis does not exceed a hundred instances, which have mainly been collected from on-line commentaries to newspaper articles, and, occasionally, from headlines and the articles themselves. A few have been taken directly from the slogans chanted at demonstrations. The new creations vary in terms of their entrenchment, most belong to idiolectal use and they are unlikely ever to become part of widespread usage.

The methodology adopted for the analysis is that of cognitive linguistics and, specifically, the model developed to account for morphological constructions, i.e. Constructional Morphology (Booij 2005, 2008, 2017; Janda 2014; Panther & Thornburg 2003; Bierwiazzonek 2013).

The aim of the analysis is, broadly, twofold. First, the coinages are examined through the prism of figurative (metonymic and metaphoric) motivation which underlies their meanings. One of the issues considered in this part is also the negative emotive meaning component characteristically conveyed by the newly coined verbs. Second, a range of discourse-specific functions that such creative coinages perform is identified. A special focus is put on their persuasive function in the current socio-political context in Poland. We take a closer look at the persuasion strategies which the use of such innovative creations by minor agents on the political scene – ordinary citizens – indicate.

References

Bierwiazzonek B. 2013. *Metonymy in language thought and brain*. Sheffield: Equinox.

- Booji G. 2005. Compounding and derivation: Evidence for construction morphology. In W. U. Dressler, F. Rainer, D. Kastovsky & O. Pfeiffer (eds.), *Morphology and its demarcations*, 109-132. Amsterdam/Philadelphia: John Benjamins.
- Janda L. A. 2014. Metonymy and word-formation revisited. *Cognitive Linguistics* 25(2). 341-349.
- Panther, K.-U. & L. L. Thornburg. 2003. The roles of metaphor and metonymy in English -er nominals. In R. Dirven & R. Pörings (eds.), *Metaphor and metonymy in comparison and contrast*. 279-319. Berlin/New York: Mouton de Gruyter.

Dermot Heaney

University of Milan (Italy)
dermot.heaney@unimi.it

**“It’s about getting the best out of ourselves”:
Video doping narratives as a means of persuasion/dissuasion in official anti-doping
campaigns**

This paper examines the anti-doping educational material used by four major organisations: UCI, world cycling’s International governing body, and three anti-doping agencies (USADA; WADA, UKAD) in order to encourage athletes to compete clean. These sites also exploit the multi-modal potential of the web to post embedded video doping narratives delivered by athletes who have experienced doping in different situations and to varying degrees. The paper will focus on this affordance and consider how it is harnessed by agencies for persuasive/dissuasive purposes. Specifically, the paper examines four personal-experience doping narratives in embedded videos on the sites of these organizations. The four stories (that is narratives with a point) are told by athletes from three sports: cycling, athletics (both frequently linked with doping scandals), and rugby. The paper considers the educational effectiveness of this resource and compares it with alternative educational persuasive/dissuasive materials available on these sites.

The study further extends research into anti-doping discourse that the author has been working on for the last two years (Heany forthcoming) as part of a larger project on the discourse of (name) by the (name) University Unit of the (name) national project “.

The paper approaches this material from a linguistic and narrative theory perspective. While acknowledging the reservations about the methods and data underlying seminal oral narrative studies (e.g. Labov & Waletzky 1967; Labov 1977; Norick 2000) the qualitative analysis draws on them as the first step in establishing whether these oral narratives share a common generic template and point. The approach also takes into account the ‘identity turn’ in narrative theory (see, for example, Benwell & Stokoe 2006; Georgakopoulou 2002) by which, to use Reissman’s words, “telling stories configure the “self-that-I might-be” (2003, p. 7). Within this analytical perspective studies on chronic illness narratives are also referred to (see, for example, Bulöw & Hyden 2003; Langellier 2001), particularly the notion of illness as an “ontological assault” on people’s sense of who they are (Crossley 2000, p. 539). Doping may, therefore, be seen as offering a parallel illness narrative, in which performance enhancement is also presented as an attack on the integrity of the individual athlete who, through his or her narrative, either shores up the ‘original’ identity that has been threatened by doping, or reclaims an identity that is presented as having been destroyed by it.

The close linguistic analysis reveals that these personal doping experience narratives persuade both narrators and viewers of the evil of doping by indicating that it is not simply an infringement of rules and regulations entailing punishment and penalties, but that it is an attack on the very nature of the individual involved. Despite their differences and their uncoordinated availability in different sites and organizations, each of these narratives demonstrate considerable consistencies that, in the final analysis, reinforce and reconstruct the essentialist view of identity underlying the sporting ethos, best summed up as “let the best man win”.

References

- Benwell, B. & E. Stokoe. 2006. *Discourse and Identity*. Edinburgh: Edinburgh University Press.
- Bulöw, P. H. & L. H. Hyden. 2003. In dialogue with time: Identity and illness in narratives about chronic fatigue. *Narrative Inquiry* 13 (1). 71-97.
- Crossley, M. L. 2000. Narrative psychology, trauma and the study of self/identity. *Theory and Psychology* 10(4). 527-546.
- Georgakopoulou, A. 2002. Narrative and Identity Management: Discourse and social identities in a tale of tomorrow. *Research on Language and Social Interaction* 35(4). 427-51.
- Heaney, D. Forthcoming. “Governing (their) bodies: A linguistic perspective on the deterrence vs. education debate within the anti-doping community”.
- Labov, W. 1977. Some further steps in narrative analysis. *Journal of Narrative and Life History* 7(1-4): 395-415.
- Labov, W. & J. Waletzky. 1967. Narrative analysis. In J. Helm (ed.), *Essays on the Verbal and Visual Arts*, 12-44. Seattle, WA: University of Washington Press.
- Langellier, K. M. 2001. “You’re marked”: Breast cancer, tattoo, and the narrative performance of identity. In J. Brockmeier and D. Carbaugh (eds.), *Narrative and Identity: Studies in Autobiography, Self and Culture*, 145-184. Amsterdam and Philadelphia: John Benjamins.
- Norrick, N. 200. *Conversational Storytelling*. Amsterdam: John Benjamins.
- Reissman, C. K. 2003. Performing identities in illness narrative: Masculinity and multiple sclerosis. *Qualitative Research* 3(1). 5-33.

Judith Lerín Gros

Universidad del País Vasco UPV/EHU (España)
jlerin001@ikasle.ehu.es

ARTE-FACTO:

“Una estructura para el conocimiento”

Identidad, Persuasión, Sociedad, son tres palabras muy presentes en nuestra actualidad, que como conceptos se han trabajado en diferentes etapas y diversas áreas a lo largo de la historia y siguen en desarrollo en nuestro presente. Este hecho da lugar a una educación activa, es una apuesta constante por un conocimiento cruzado de carácter interdisciplinar, englobando diferentes áreas de pensamiento como Filología, Psicología, Filosofía, Educación o Bellas Artes, entre otras.

En relación a una identidad activa, una persuasión honesta y una sociedad inteligente, esta propuesta apuesta por la investigación vinculada al contexto del arte contemporáneo actual, crear para investigar e investigar para crear, aplicando mi experiencia artística a la investigación,



apoyando la importancia de “aprender a pensar” y “adquirir/construir nuevos conocimientos”. En base al desarrollo y planteamiento teórico, la idea principal es diseñar una herramienta de investigación que permita desarrollar proyectos de investigación basados en las Artes (IBA) enfocada a artistas, creadores e investigadores, que pueda aportar otra visión a su percepción creadora.

En cuanto a la Investigación basada en las Artes, hay que tener en cuenta, a diferencia de la investigación en Ciencias y Ciencias sociales, que la práctica artística se ha reconocido en los últimos 20 años (Allison 1992, citado en Gray & Malins 1993) y que este reconocimiento en las dos áreas anteriores lleva vigente y se ha desarrollado durante siglos. Esta cuestión genera muchos planteamientos en cuanto a la veracidad que se le otorga a la investigación en las Artes, a la necesidad de estructuras, métodos o herramientas validables a ojos de la comunidad científica, al igual que la identidad que ocupa y representa (en un plano general) la metodología artística en relación a las metodologías científicas y de ciencias sociales. La investigación es un proceso constante y evolutivo compuesto por procedimientos, metodologías y por el ensayo ‘prueba y error’, una repetición constante de estudio y validación hasta dar con progresos que la reconozcan como técnica. Por ello los investigadores en Arte y Diseño han trazado su camino y se han adaptado a las condiciones de la investigación utilizando métodos estándar, que pueden ser o no adecuados al estudio (Watson 1992, citado en Gray & Malins 1993), pero no por ello debemos olvidar el carácter innato de “Creación” tanto de Artistas como Diseñadores (Feyerabend 1988)

Por ello como artista y diseñadora trabajo en el desarrollo de una herramienta, partiendo de un estudio y una evaluación previa de un prototipo de diseño inicial, que surge y se genera a partir de las necesidades que se han dado en mis procesos de desarrollo artísticos teóricos y prácticos hasta el momento. Estas necesidades son los detonantes que dan lugar al motivo de su construcción, como estructura de conocimiento “ARTE-FACTO II”. De esta forma espero identificar las claves que permitan crear una herramienta metodológica, que se pueda adaptar a proyectos en un plano general (que no queden descontextualizados solo por su uso específico para un proyecto en particular) para Arte o Diseño. Diseñar y construir “ARTE-FACTO II”, estudiar y analizar el planteamiento de “ARTE-FACTO I” aplicado anteriormente e Identificar las claves que dan lugar a la estructura de trabajo.

Referencias

- Allison, B. 1992. *Allison Research Index of Art & Design*. Leicester: Leicester Expertise.
- Borgdorff, H. (2005). *El Debate sobre la Investigación en las Artes*. Amsterdam: School of the Arts.
- Dewey, J. 2008. *El Arte como experiencia*. Barcelona. Paidós.
- Feyerabend, P. 1988. *Against Method*. Verso: Londres.
- Gray, C. & J. Malins. 1993. *Procedimientos/Metodología de Investigación para Artistas y Diseñadores*. The Centre of Art & Design, Gray’s School of Art, Faculty of Design, The Robert Gordon University, Aberdeen, Scotland. Traducido por A. Sancho 2013.
- Watson, A. 1992. *An Exploration of the Principle of Chance on the Creative activity known as Sculpture*. Tesis sin publicar, RGUCNA
- Yayo Almazán, Miguel Ángel & Constanza Justa Hernández. 2011. *Los Discursos del Arte Contemporáneo*. Madrid: Ed. Universitaria Ramón Areces.



Ana Virginia López Fuentes

University of Zaragoza (Spain)
analopfuentes@gmail.com

**“The encounter with the other”:
Diversity and borders in *Tinker Bell and the Great Fairy Rescue* (2010)**

In the age of globalization, borders, rather than disappearing, are becoming stronger than ever, and new ones are being erected, sometimes in unexpected places as has been articulated, among others, by Gloria Anzaldúa (1999), Anthony Cooper & Christopher Rumford (2011) and Gabriel Popescu (2012). This paper explores the representation of borders and diversity in one of the movies of the Disney's fairies Saga of *Tinker Bell and the Great Fairy Rescue* (Bradley Raymond 2010).

This saga reconstructs the figure of Tinker Bell as a positive and caring fairy breaking with her initial characterization in *Peter Pan* (Clyde Geronimi, Wilfred Jackson & Hamilton Luske 1953) as a malicious and revengeful character in some sequences. In this case, she was the only fairy in the film, so she was alone and had no friends, something that will be radically different in the series where the solidarity between the fairies becomes one of the defining features. One of the things that researchers such as Davis (2006) and Brode (2004) pointed out is the flexibility and adaptability that the Disney Company has to the changing times. Diversity is now an intrinsic characteristic of Disney films. Some of the films of the saga such as *Tinker Bell and the Great Fairy Rescue* revolve around Tinker Bell's desire to meet and interact with the humans, a desire that is not shared by her fairy friends, who prefer not to go against the laws that forbid the interaction with humans. In this movie, Tinker Bell attends a fairy camp on the mainland, when one of her friends tells her that there is a human house nearby. The information sparks Tinker's desire to see what humans are like. Tinker Bell can be considered a cosmopolitan figure, as for Urry, the cosmopolitan is characterized by an ability to be mobile, a willingness to take risks by virtue of encountering the “other”, and they have general openness to other people and cultures (Urry 2000, in Skrbis, Kendall & Woodward 2004).

Tinker Bell and the Great Fairy Rescue is a film about both the dangers and benefits of border crossing. Different communities have different identities, cultures and costumes, as is portrayed within the human world and the fairies. The movie depicts how the encounter between two nations can trigger enriching cultural interchange but also certain risks, such as being captured by the other. This paper introduces a perspective of borders based on the theory of Cooper and Rumford in which the border is a prime site for connecting individuals to the world (2011, p. 262), helped with Anzaldúa's concept of “Borderland”. The movie could be interpreted as a mirror of our real world, where concerns with diversity, openness to the other and difference are a present-day reality.

References

- Anzaldúa, Gloria. [1987] 1999. *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books.
- Brode, Douglas. 2004. *From Walt to Woodstock: How Disney Created the Counterculture*. Austin: University of Texas Press.



- Cooper, Anthony & Chris Rumford. 2011. Cosmopolitan borders: Bordering as connectivity. In Maria Rovisco and Magdalena Nowicka (eds.), *The Ashgate Research Companion to Cosmopolitanism*, 261-276. London: Ashgate.
- Davis, Amy. 2006. *Good Girls and Wicked Witches: Women in Disney's Feature Animation*. Bloomington: Indiana University Press.
- Delanty, Gerard. 2006. The cosmopolitan imagination: Critical cosmopolitanism and social theory. *The British Journal of Sociology* 57(1). 25-47.
- Popescu, Gabriel. 2012. *Bordering and Ordering the Twenty-first Century. Understanding Borders*. Plymouth: Rowman+Littlefield.
- Skrbis, Zlatko, Gavin Kendall & Ian Woodward. 2004. Locating cosmopolitanism: Between humanist ideal and grounded social category. *Theory, Culture & Society* 21(6). 115-136.

Luis Francisco López López

Complutense University of Madrid (Spain)
lf.lopez@ucm.es

**“Leadership within the Conservative Party”:
A look into the depiction of Thatcher’s influence in editorial cartoons by the British
Conservative Press.**

In the last decades there has been a growing interest in multimodality applied to specific discourses within Conceptual Metaphor Theory (Lakoff & Johnson, 1980). Despite forty years of development of Cognitive Metaphor Theory (Lakoff 1987, 2006; Ruiz de Mendoza & Perez 2011), the bulk of research has been focused on verbal metaphor. Therefore, in order to test the validity of the popular claim, further research into multimodal metaphor (Forceville & Urios-Aparisi, 2009) is needed. In the area of political cartooning, Negro Alousque (2013, 2014) analyses the interaction of metaphor and metonymy in French and Spanish political cartoons.

Set within the field of British politics, this paper analyses metaphorical and metonymical conceptualisation of leadership in the Conservative Party used by editorial cartoons in the British Conservative press for the general elections in 1997, 2001, 2005, 2010, 2015. For this purpose, a corpus of 65 cartoons published by *The Daily Telegraph* and *The Times* (or sister publications) in the election years has been collected. The corpus has been divided into four sections, being the 2001 and 2005 general elections studied under the same section.

The analysis is carried out through an integrative approach which combines cognitive and discourse approaches under a three-staged procedure departing from Sorm & Steen’s (2013) proposal consisting of: (i) formal description of the cartoon; (ii) identification of metaphors and metonymies, in terms of target and source (adapting Kövecses’ (2010) taxonomy of source domains and the model of metonymy proposed by Ruiz de Mendoza & Otal (2002); and (iii) explanation and evaluation of the interaction of metaphor and metonymies, applying Charteris-Black’s (2004, 2005, 2014) Critical Metaphor Analysis and Musolff’s (2016) scenario-based approach in order to account for the main conceptualisation strategies on the press’ part.

The analysis offers quantitative and qualitative data which reveals the main conceptualisation strategies used by award-winning cartoonists such as Garland and Brookes and Morland (*The Times*) or Adams and Bob (*The Daily Telegraph*) to illustrate the circumstances under

which leadership in the Conservative Party was exercised by prominent Conservative politicians such as John Major, David Cameron or even Theresa May.

It will be shown how, since the 1997 general election, metaphor and metonymy are consistently used by cartoonists in order to provide a negative evaluation of Conservative leaders, who appear to be unable to detach themselves from Thatcher. Conservative leaders are consistently depicted through metaphors activating the source domains of ANIMALS or MOVEMENT AND DIRECTION, which also contribute to the development of national identities.

Due to the political bias of the newspaper analysed here, further research might be needed in the form of a synchronic study on how Conservative policies are perceived by newspapers with opposing political allegiances.

References

- Charteris-Black, J. 2004. *Corpus Approaches to Critical Metaphor Analysis*. Basingstoke: Palgrave.
- Charteris-Black, J. 2005. *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Houndmills, Basingstoke, Hampshire, New York: Palgrave Macmillan.
- Charteris-Black, J. 2014. *Analysing Political Speeches: Rhetoric, Discourse and Metaphor*. Basingstoke: Palgrave Macmillan.
- Forceville, C. & E. Urios-Aparisi (eds.). 2009. *Multimodal Metaphor*. Berlin/New York: Mouton de Gruyter.
- Kövecses, Z. 2010. *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.
- Lakoff, G. 1987. *Women, Fire and Dangerous Things: What Categories Reveal about the Mind*. Chicago: Chicago University Press.
- Lakoff, G. 2006. The contemporary theory of metaphor. In D. Geeraerts (ed.), *Cognitive Linguistics: Basic Readings*, 186-238. Berlin/New York: Mouton de Gruyter.
- Lakoff, G. & M. Johnson. 1980. *Metaphors We Live By*. Chicago: Chicago University Press.
- Musolff, A. 2016. *Political Metaphor Analysis: Discourse and Scenarios*. London: Bloomsbury Academic.
- Negro Alousque, I. 2014. Pictorial and verbo-pictorial metaphor in Spanish political cartooning. *Círculo de Lingüística Aplicada a la Comunicación* 57: 59-84.
- Negro Alousque, I. 2013. Visual metaphor and metonymy in French political cartoons. *Revista Española de Lingüística Aplicada* 26. 365-384.
- Ruiz de Mendoza Ibáñez, F.J. & J.L. Ota. 2002. *Metonymy, Grammar and Communication*. Granada: Comares.
- Ruiz de Mendoza Ibáñez, F.J. & L. Pérez Hernández. 2011. The contemporary theory of metaphor: Myths, developments and challenges. *Metaphor & Symbol* 26(3). 161-185.
- Sorm, E. & G.J. Steen. 2013. Processing visual metaphor: A study in thinking out loud. *Metaphor and the Social World* 3(1). 1-34.

Joanna Łozińska & Iwona Góralczyk

University of Warmia and Mazury (Poland)
joanna.lozinska@uwm.edu.pl & iwonaigor@wp.pl

Societal power-relations reflected in the intensity of Polish and Russian directives used in yoga discourse

According to Searle (1969) in a directive speech act the speaker's intention is to make the hearers perform some action. This study makes a contrastive analysis to find out how by means of various types of directives, Polish and Russian yoga instructors make their students practice with varying degrees of dynamicity. The differences are ascribed to the culturally-conditioned power-relations measured by Hofstede model (2010, 2011). More specifically, it is an analysis of yoga instructions in Polish and Russian in light of the mainstream cognitive linguistic research on an interface between illocutionary meaning of a directive and its grammatical encoding, e.g. Pérez Hernández & Ruiz de Mendoza (2002), Thornburg & Panther (1997), Panther & Thornburg (1998), Takahashi (2012), Langacker (2009).

It is a data-driven study of some clausal constructions associated with the illocutionary meaning of an instruction, in both direct and indirect directive speech acts. We attempt to investigate language specific preferences in the selection by yoga instructors of patterns conveying directive speech acts, given that they convey parallel meanings in exactly the same pragmatic context. Specifically, three clausal constructions have been attested in the data that is the imperative and the indicative in the present tense in both languages, and the indicative in the past tense which has solely been evidenced in the data in Russian, as shown below:

(1)	spleć	palce	dłoni	[Pl]
	interlace-2SING-IMP	fingers	hands	
	'clasp your fingers'			
(2)	znów odkręcamy	nadgarstki	[Pl]	
	again turn-1PL-IND	wrists		
	'We are turning the wrists again'			
(3)	na vdohe	vstali	na	noski [Ru]
	on inhale stood-1or2PL-PAST		on	toes
	'On the inhale (we/ you) stood on the toes'			

We describe the constructions forming the ecological niches in the respective languages in terms of the construal they impose on the scene of the conceptualized event and, more specifically, in terms of the distance between the represented (or virtual) event and the event profiled in the respective construction. As we shall argue, the distance is the smallest in the imperative construction and the other end on an imaginary axis of the growing distance between the two events forming a directive is taken by the indicative clause in the past in Russian.

The analysis, which is both qualitative and quantitative, has been based on a corpus of 300 randomly selected yoga instructions in each of the languages. The set of data for each language consists of clauses produced by 30 yoga teachers.

Seeking to identify cultural motivation for the revealed between-language differences in the forcibility of yoga instructions in Polish and Russian we have turned to the widely acknowledged

and generally acclaimed Hofstede model, which compares national cultures (Hofstede 2010, 2011). The use of a specific structure is connected with the parameter of power, which measures the speaker's relative power/authority over the hearer, or power gap involved between the communicators. Measured in the discourse and situation- specific context, technically, power cannot be rated high as there is no clear power imbalance between the yoga instructor and the practitioner. Yet, power has its culture-bound dimension, which we have explored in the analysis.

References

- Hofstede, G. 2010. The GLOBE debate: Back to relevance. *Journal of International Business Studies* 41. 1339-1346.
- Hofstede, G. 2011. Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture* 2(1). Ch.8.
- Langacker, R.W. 2009. *Investigations in Cognitive Grammar*. Berlin and New York: Mouton de Gruyter.
- Panther, K.-U. & L. L. Thornburg. 1998. A cognitive approach to inferencing in conversation. *Journal of Pragmatics* 30. 755-769.
- Pérez Hernandez, L. & F. J. Ruiz de Mendoza. 2011. A lexical-constructional model account of illocution. *Vigo International Journal of Applied Linguistics* 8. 99-138.
- Takahashi, H. 2012. *A Cognitive Linguistic Analysis of the English Imperative with Special Reference to Japanese Imperative*. Amsterdam: Benjamins.
- Thornburg, L. & K.-U. Panther. 1997. Speech act metonymies. In W.-A. Liebert, G. Redeker, and L. Waugh, (eds.), *Discourse and Perspective in Cognitive Linguistics*, 205-219. Amsterdam: John Benjamins.

Antonio Lucas-Alba & Ana Hernando Mazón

University of Zaragoza (Spain)
lucalba@unizar.es & anahdo@unizar.es

Traffic signs reversed

This paper presents a critical review of the state-of-the-art of road signs along the 20th and 21st centuries. Trains and bicycles revolutionized land transport in the 19th century. Dangerous slopes, bends and rivers led European cycling clubs to promote road signs, improving safety and mobility. Although marking routes and paths with different purposes (inform, limit, warn) was customary in antiquity, early attempts to internationalize road signaling belong to cycle-tourists.

Automobiles would alter this communal sense for road information. In the 20th century cars soon became very fast, then too numerous, transforming the road network into a poor, massive accident-trap. Neither vehicles or roads, nor drivers were prepared for it. Ergonomists usually advise that dangers should first be deactivated (e.g., a tunnel instead of a crossing), second mitigated (e.g., a helmet), and third, informed (a signal). The poorest form of prophylaxis followed, while the automobile emerged as an unrestricted object of mass consumption, fostering a deep economic and environmental transformation. After the first International Convention (Paris, 1909), road signs would not be a communal issue anymore, but a 'public' one. Cluttered road signing

evidenced poor planning, while the emerging 'accident prone-driver' theories disguised other evidence.

The Bretton Woods agreements (1944) envisioned motorization in support of economic globalization. What about a Peircean view for road signs, advocating for icons and graphical symbols that could be termed 'universal'? In the last 80 years, two main catalogs of road signs have prevailed: The Manual on Uniform Traffic Control Devices (USA) and the 1968 Convention (UNECE). The first catalogue proposes mixing pictograms and (English) words. The second one prioritizes pictograms without text, with two options for complex signs: diagrams and text-stacks. The 1968 Convention 'universal' criteria for stacking information is verbal (left-right / up-down), i.e., typical of Western languages.

Traffic signs warn, inform, regulate: top-down laws controlled by the State. But drivers' rights can not only be safeguarded when policed. Drivers communicate to each other, understanding traffic flows and imitating other drivers too. However, the development of a self-organizing, bottom-up traffic community has been carefully neglected. Quite the contrary: horning is normally forbidden. Cars could be easily made communicative (e.g., the shared space initiative), but the logic of traffic control is clear: before drivers 'chat' to each other, 'connected' vehicles will.

Posted signs, painted or electronic, target every driver. But current onboard systems allow for segmentation. The possibility exists of certain vehicles displaying customized signs, enjoying mobility and safety facilities -now public rights - that other drivers may not be able to pay. In sum, road signs are "supposed to be" universal material culture. As citizen-drivers we are told that road signs are necessary because we are accident-prone, that road signs are referents concerning public norms, that they achieve international compliance. However, road signs present an inconsistent reverse, subject to cultural, economic and political biases at local, national and international levels. Paraphrasing Groucho Marx, "Those are your principles for having road signs, and if I don't like them... well I have others".

References

- Arbaiza, A., A. Lucas-Alba, A. Hernando & M.T. Blanch. 2016. Electronic traffic signs: Reflecting upon its transition. In José V. Colomer, Ricardo Insa & Tomás Ruiz (eds.), *Proceedings of the XII Congreso de Ingeniería del Transporte*, 2038-2045. Valencia.
- Fernández, R. 2000. Los transportes. En P. García Barreno (dir.), *La ciencia en tus manos*, 707-743. Madrid: Espasa Calpe.
- Foucault, M. 1975/1996. *Vigilar y castigar*. Madrid: Siglo XXI Editores.
- Haight, F.A. 1964. Accident proneness: The history of an idea. *Automobilismo e Automobilismo Industriale* 4. 3-15.
- Hauer, E. 1991. The behaviour of public bodies and the delivery of road safety. In M.J. Koornstra & J. Christensen (eds.), *Enforcement and Rewarding: Strategies and Effects*, 134-138. Leidschendam: SWOV.
- Juhlin, O. 1997. Reflecting on road signs in an Age of Information technology. In *Prometheus at the Wheel - Representations of Road Transport Informatics*, thesis (Linköping, Linköping Studies in Arts and Sciences).
- Juhlin, O. 1999. Traffic behaviour as social interaction - implications for the design of artificial drivers. *Proceedings of the 6th World Congress on ITS*. Toronto, Nov. 8-12.
- Krampen, M. 1983. Icons on the road. *Semiotica* 43(1/2). 1-203.
- Loimer, H. & M. Guarnieri. 1996. Accidents and acts of God: A history of the terms. *American Journal of Public Health* 86(1). 101-107.



- Lucas, A. & J.A Pérez. 2003. Traffic crashes: Driver vs. metasystem of moral reasoning. *New Review of Social Psychology* 2(3). 310-318.
- Lucas-Alba, A. 2018. *Compañeros Viales Indómitos: No Mires, No Hables, No Hagas Nada*. Editorial Académica Española.
- Manual on Uniform Traffic Control Devices 2007. US Department of Transportation. Federal Highway Administration.
- Monderman, H., E. Clarke & B.H. Baillie. 2006. Shared space: The alternative approach to traffic calming. *Traffic Engineering and Control* 47(8). 290-292.
- Nader, R. 1965. *Unsafe at any speed. The Designed-in Dangers of the American Automobile*. New York: Grossman Publishers.
- Nakamura, C. & Q. Zeng-Treitler. 2012. A taxonomy of representation strategies in iconic communication. *International Journal of Human-Computer Studies* 70. 535-551.
- Nouvier, J., M. Duhamel, A. Arbaiza & A. Lucas. 2007. The history of traffic signing in France and Europe: The role of international conventions. In *Proc. 23rd Road World Congress*, 17-21. Paris.
- Quinot, E. 1979. Le phénomène accident. Essai sur l'évolution des idées et des attitudes. *Le travail humain* 42(1). 87-104.
- Renge, K. 2000. Effect of driving experience on drivers' decoding process of roadway interpersonal communication. *Ergonomics* 43(1). 27-39.
- Shinar, D. 1978. *Psychology on the Road. The Human Factor in Traffic Safety*. NY: John Wiley and Sons.
- United Nations, Convention on Road Signs and Signals, E/CONF.56/17/Rev.1/Amend.1, Vienna, 1968; Geneva, 1995.
- Vester, F. (1997). *El Futuro del Tráfico*. Madrid: Flor del Viento Ediciones.

María José Luzón

University of Zaragoza (Spain)
mjluzon@unizar.es

Networked language practices of Spanish research groups in Twitter

Twitter has become popular among scholars as a tool for self-promotion, information sharing and networking (Darling et al. 2013; Mahrt et al. 2014; Segado-Boj et al. 2015). Individual scholars as well as research groups use Twitter to advertise their research and publications, spread information and establish and maintain relationships. Multilingual scholars, in particular, use their Twitter accounts to reach diverse local and global audiences (peer researchers, students, interested publics). Therefore, when writing a tweet they need to choose between English (the lingua franca of academia), their first language and other languages in their linguistic repertoire. Writing a tweet also involves selecting and combining various semiotic resources (e.g. linguistic forms, video, images, audio) afforded by the social networking site to achieve the communicative purpose of the tweet. Literacy practices in academia are changing, since digital technologies make it easier for scholars to construct more persuasive and engaging texts by mixing and matching multiple modes. Thus, it is necessary to approach the analysis of academic Twitter from a multimodal perspective,



and explore how scholars make meaning through the selection and configuration of modes in this particular context of communication.

Previous research on Twitter in scholarly communication has focused on its use by individual scholars or in the context of academic conferences (Reinhardt et al. 2009), with no attention to how this social media platform is exploited by research groups. The aim of this research is to analyze the networked language practices of research groups affiliated to Spanish institutions when using Twitter. I analyze how these groups employ their linguistic repertoires and engage in multimodal digitally mediated practices to connect with diverse audiences and negotiate their relations with these audiences. More specifically, in this study I address the following questions: (i) what are the purposes for which research groups use Twitter? (ii) what are the language choices of Spanish research groups in their Twitter accounts in relation to their networked audiences?; (iii) how are different semiotic resources combined and entextualized to connect with different audiences and achieve the groups' purposes?

To answer these questions I will combine content and discourse analysis of 600 tweets taken from the Twitter accounts of 6 Spanish research groups (in the fields of Engineering, Medicine and Chemistry). Each tweet post will be coded for: (i) the language of the tweet; and (ii) the main communicative purpose. Tweets will then be examined to analyze the interplay of different semiotic resources (linguistic forms, images, audiovisual semiotic resource, gifs, or twitter features, such as hashtags or mentions) to make meaning and achieve several rhetorical purposes. The study will provide insight on how these research groups intertwine language with various semiotic resources to address different audiences, project a multifaceted identity, disseminate and promote their research and increase their visibility.

References

- Darling, E. S., D. Shiffman, I. M. Côté & J. A. Drew. 2013. The role of Twitter in the life cycle of a scientific publication. *PeerJ PrePrints* 1. e16v1.
- Mahrt, M., K. Weller & I. Peters. 2014. Twitter in scholarly communication. In K. Weller, A. Bruns, J. Burgess & M. Mahrt (eds.), *Twitter and Society. Digital Formations*, 399-410. New York: Peter Lang.
- Reinhardt, W., M. Ebner, G. Beham & C. Costa. 2009. How people are using Twitter during conferences. In V. Hornung-Prähauser & M. Luckmann (eds.), *5th EduMedia conference*, 145-156. Salzburg.
- Segado-Boj, F., M.A.C. Domínguez & C.C. Rodríguez. 2015. Use of Twitter among Spanish communication-area faculty. Research, teaching and visibility. *First Monday* 6(1). <https://firstmonday.org/article/view/5602/4579>



Raffaele Manna, Antonio Pascucci & Johanna Monti

University of Naples "L'Orientale" (Italy)
raffaele.mann@gmail.com, apascucci@unior.it & jmonti@unior.it

**Stylometric analysis on rhetoric of persuasion:
The theme of abortion**

In accordance with pathos and logos, which along with ethos represent the three types of persuasion dictated by Aristotle, journalism represents, without any doubts, the quintessence of persuasion, both dealing with themes of everyday life and with extraordinary events.

When readers choose the newspapers to buy or the websites to visit, at the same time they choose the lens through which to read the news.

Abortion, a burning issue that never reached a unifying solution, occupies the pages of newspaper and web both in the Old and New world. That raises a question: regardless of being in favour or not with abortion, do different ways to persuade Italian and American readers exist? Here Computational Stylometry is involved: do identical language constructs in persuasion in Italian and American English exist? Is it possible, through the analysis of newspaper articles written in Italian and American English, to understand how the journalist is trying to persuade the reader?

We try to reply to these questions combining Computational Stylometry, Stylistic Analysis, and Argument Mining.

We analyzed two corpora: for American English, we chose a collection of articles on abortion written by New York Times journalists (Lippi et al. 2016). For Italian, we built a corpus of articles on abortion written by La Repubblica journalists. Our work is based on the idea of Ferrara & Montanelli (2017) and Lippi & Torroni (2015): the contribution of dependency relationship, given by a dependency-tree, is fundamental in order to recognize the structures of the constructs and therefore persuasion strategies most widely used - in our case - in journalism.

In a preliminary stage, the attention is devoted to the sentence, focusing on the most important features in persuasion texts: punctuation, textual connectives, adverbs, and verbs. Then, we build dependencies-trees, in order to extract the structures related to the abortion theme. A typical persuasion structure is introduced by verbs such as *claim*, *assert* or *suppose*, followed by objective completives or by colons and/or quotes. Here some examples:

Abortionists claim that everything is normal because the "child" is not yet such.

And he added: <<abortion is never the answer that families seek>>.

The process allows isolating the dependent clause, semantic carrier of persuasion elements anticipated by the main proposition. In a third stage, the extracted structures (both for American English and for Italian) are compared through a sentence similarity process based on the dependent clauses we isolated. Considering that newspapers are full of persuasive sentences, sentence similarities process based on dependencies tree should return a high level of similarity with regards to rhetoric structures and fewer similarities with regards to typical persuasive structures belonging to the two languages we analyzed.



References

- Eckle-Kohler, J., R. Kluge & I. Gurevych. 2015. On the role of discourse markers for discriminating claims and premises in argumentative discourse. *Proceedings of the 2015 Conference on Empirical Methods in Natural Language Processing*. 2236-2242.
- Ferrara, A., S. Montanelli & G. Petasis. 2017. Unsupervised detection of argumentative units through topic modeling techniques. *Proceedings of the 4th Workshop on Argument Mining*. 97-107.
- Lippi, M. & P. Torroni. 2015. Context-independent claim detection for argument mining. *Twenty-Fourth International Joint Conference on Artificial Intelligence*.
- Lippi, M., P. Sarti & P. Torroni. Argumentative ranking. *IJCAI-16*, New York.
- Stab, C. & I. Gurevych. 2014. Identifying argumentative discourse structures in persuasive essays. *Proceedings of the 2014 Conference on Empirical Methods in Natural Language Processing (EMNLP)*. 46-56.
- Van Eemeren, F. H. & B. Verheij. 2017. Argumentation theory in formal and computational perspective. *IFCoLog Journal of Logics and Their Applications* 4(8). 2099-2181.

M. Carmen Martínez Samper

Universidad de Zaragoza (España)
casamper@unizar.es

TOPICS. Imagen y palabra. Comunicar desde el arte

La propuesta desarrollada analiza desde la comunicación y los lenguajes híbridos una sociedad eminentemente visual. Se centra en el discurso artístico como forma de persuasión y amplía la lectura textual con la visual desde una perspectiva contemporánea. En su contenido (lo social, el paisaje y la vanidad, son los temas) construye reflexión crítica sobre una realidad que cada vez resulta más ficticia y menos palpable. La complejidad de los lenguajes, las reacciones erróneas que pueden provocar, la fragilidad de la identidad y la difícil adquisición de valores propios nos lleva a ser parte activa con un mensaje en favor del respeto, el fomento de la cultura y el pensamiento crítico.

En la sociedad de consumo, de la publicidad, de lo superfluo y la inmediatez, donde las imágenes forman parte de nuestro día a día a través de las redes sociales, de los muros y las pantallas, observamos que su lectura requiere de una formación específica, un aprendizaje y un compromiso. Si no, el mensaje es fácilmente manipulable. La información que siempre había proporcionado una imagen, como testigo indiscutible de lo captado y su veracidad, actualmente es una máscara, una idealización o una muestra irreal de la vida.

Entre los objetivos que nos guían señalamos estereotipos clásicos adaptados a la contemporaneidad por medio de la narrativa escrita y la imagen. Con ello fomentamos la reflexión crítica y se activa la inquietud por lo social entre los jóvenes creativos.

Partimos de una propuesta expositiva que incluye un discurso personal, de tipología libre (diario, artículo, literario...) y dos imágenes (principio y fin del mensaje). El texto restablece la conexión entre ambas, nos (re)dirige (manipula nuestra interpretación) y deja a un lado la idea de enlace roto (error_404) para llevarnos a una reflexión sobre el tema elegido (que son conflictos) y (re)establecer la conexión perdida. Se trata de un planteamiento teórico-práctico sobre ideas

estereotipadas. Los estudiantes proponen dos imágenes y un texto (que las enlaza) de tal forma que su posicionamiento nos proporciona un punto de vista que nos lleva a reflexionar de manera crítica y condiciona su lectura. Su mensaje es persuasivo pero antes de que este proceso se inicie hay otra maniobra previa y es la que nace en el momento que se lanza la propuesta. Hay una idea que se comparte, a modo de breve proyecto, en el que se involucra al grupo de estudiantes como si se tratase de un encargo para participar en una exposición colectiva. Por ello, una temática, unos formatos y unos criterios generales guían el encargo. Responde a esta propuesta nos lleva a su futura elaboración de un mensaje en el que la imagen y las palabras serán el resultado final que se expondrá de forma pública en un espacio de exposición informal, es decir, los pasillos de acceso a las aulas. Un lugar especialmente interesante pues por él circulan estudiantes de varias especialidades a lo largo de un horario amplio. Se observa cómo se detienen frente a la exposición y leen los textos. De esta forma se logra uno de los fines de la misma: la reflexión que guía este proyecto invita a otras reflexiones, de personas ajenas a nosotros pero de unas edades muy similares a las de los autores. Cada planteamiento se desarrolla de forma individual. En clase se establecen criterios comunes. En tutorías, cuestiones individuales. En diferentes sesiones se comentan textos, se consulta bibliografía y se visualizan audiovisuales. Documentales (Imprescindibles y Metrópolis) proporcionan diferentes puntos de vista para ampliar el abanico de posibilidades interpretativas y de investigación.

En esta experiencia se obtienen varias propuestas de jóvenes creadores. El resultado de una reflexión personal, muy vinculada a la realidad, nos facilita el punto de vista de su forma de hacer y cómo los estudiantes empatizan con su realidad.

Referencias

- AAVV. 2011. *Didáctica de las Bellas Artes y Cultura Visual*. Madrid: Akal.
- Abad Molina, J. 2013. Imagen-palabra: Texto visual o imagen textual. *Actas Congreso Iberoamericano de las Lenguas en la Educación y en la Cultura / IV Congreso Leer.es*. 97-104.
- Acaso, M. 2013. *rEDUvolución. Hacer la Revolución en la Educación*. Barcelona: Paidós.
- Pantoja Chaves, A. 2007. La imagen como escritura. El discurso visual para la historia. *Norba. Revista de Historia*. 185-208.
- Pérez, D. 2012. *Dicho y Hecho. Textos de Artista y Teoría del Arte*. Vitoria: Artium.

Nicla Mercurio

University of Naples "Parthenope" (Italy)
nicla.mercurio@uniparthenope.it

Retour à la "Question Jurassienne" (Suisse) dans les dessins de presse: Analyse multimodale et sémiotique d'un cas identitaire. Quelles stratégies?

Le 5 novembre 2018, la préfecture du Jura bernois annule le vote du 17 juin 2015 visant à annexer Moutier, commun du canton de Berne, au canton du Jura. L'événement se voit très significatif étant lié à la «Question Jurassienne», dont les racines remontent au 1815, quand l'ancien principauté des Prince-Evêques de Bâle fut rattachée au canton de Berne. Au fil des décennies, la minorité francophone entrée dans le canton germanophone créa un mouvement autonomiste et séparatiste.

Bien que la «Question Jurassienne» se soit officiellement conclue en 1979 avec la création du Jura, le canton continue à reconstruire son unité (Pichard 2004) et à revendiquer une partie du territoire. D'ici, le référendum dont le résultat a été invalidé.

La présente étude se propose d'analyser des dessins de presse publiés à l'occasion de l'annulation du vote dans une optique multimodale s'appuyant sur une approche sémiotique. En effet, le quotidien contemporain se caractérise par la présence et l'interaction d'une riche variété de modes de communication (Kress & Van Leeuwen 2001): l'analyse multimodale du discours faisant son apparition dans les années 1990 traduit le «tournant visuel», proposé par Mitchell (1994), et la prédominance croissante de la multimodalité. Pour sa nature, le dessin de presse, autant que forme de communication hybride et «pluricode» faite d'un double langage (Klinkenberg 1996; Lambert 2016), s'y prête bien: activité communicative agissant dans un espace social et sémiotique (Quinton 2006), ce genre éditorial participe aux débats publics et de dénonciation, dans lequel le dessinateur s'insère à travers l'humour et une série de stratégies en donnant son interprétation créative et personnelle (Quinton 2006) d'un épisode spécifique de l'actualité.

Notre corpus se compose des dessins des jurassiens Pitch Comment et Bovée, parus sur les journaux Arc Hebdo et Le Quotidien Jurassien dans la période novembre-décembre 2018 et exprimant la réaction de la presse locale à l'affaire en question.

Ainsi, dans le but de déterminer les stratégies des dessinateurs de presse au sein d'un cas identitaire, on décryptera tout code et symbole employés par Pitch et Bovée, en tenant compte du contexte social, historique et politique. On observera également si, en tant que «faiseurs d'opinion» communiquant des idées et alimentant les débats (Quinton 2006), les caricaturistes utilisent les modes de la persuasion ou les émotions pour convaincre le lecteur, aussi celui qui n'appartient pas à la même communauté cantonale.

Pour compléter notre analyse, on examinera le message de lutte à la discrimination véhiculé dans ces dessins de presse et qui passe parfois par la discrimination même de l'adversaire: en ce sens, le recours au stéréotype, qui avait déjà contribué à construire une image du «peuple jurassien» en participant au processus de discrimination de l'autre (Cotelli 2007), semble demeurer central.

Références

- Amossy, R. & A. Herschberg Pierrot. 1997. *Stéréotypes et clichés. Langue, discours, société*, Paris: Nathan.
- Cotelli, S. 2007. Stéréotypes et autonomisme: Étude des représentations sociolinguistiques dans le combat mené pour l'indépendance du Jura (Suisse). In H. Boyer (ed.), *Stéréotypages, stéréotypes. Fonctionnements ordinaires et mises en scène*, tome 2, 59-69. Paris: L'Harmattan.
- Fresnault-Deruelle, P. 2006. Pour l'analyse des images. *Communication et Langages* 147. 3-14.
- Joffe, H. 2007. Le pouvoir de l'image: Persuasion, émotion et identification. *Diogène* 1. 102-115.
- Klinkenberg, J.M. 1996. *Précis de sémiotique générale*. Paris: Le Seuil.
- Kress, G. & T. Van Leeuwen. 1996. *Reading images: The grammar of visual design*. London: Routledge.
- Kress, G. & T. Van Leeuwen. 2001. *Multimodal discourse: The modes and media of contemporary communication*. London: Bloomsbury Academic.
- Lambert, F. 2016. La caricature comme objet de croyance. *Communication et Langages* 187. 23-30.
- Pichard, A. 2004. *La Question jurassienne avant et après la naissance du 23e canton suisse*. Lausanne: Presses polytechniques et universitaires romandes.



- Quinton, P. 2006. Dessin de presse: Le droit et l'éthique du dessein. *Communication et Langages* 148. 3-14.
- Sarale, J-M. 2011. "Dessine-moi un mot, des mots...": Formes de discours rapporté dans le dessin de presse. In A. Jaubert, J. M. López Muñoz, S. Marnette, L. Rosier & C. Stolz (eds.), *Citations I. Citer à travers les formes. Intersémiotique de la citation*, 299-316. Paris: L'Harmattan.
- Sarica, N. & N. Kara. 2017. Analyse sémiotique des caricatures des immigrants de Plantu. *Pamukkale University Journal of Social Sciences Institute*. 153-161.

Valeria Monello

University of Catania (Italy)
vmonello@unict.it

**"I'm tryin' to see it through".
Transgender identity in American TV series *Transparent***

This presentation forms part of a wider research project that aims at creating a new framework of analysis for audiovisual texts by combining Multimodal Critical Discourse analysis (Machin & Mayr 2012; Kress & Van Leeuwen 2006) and characterisation contributions (Piazza, Bednarek & Rossi 2011; Culpeper 2001; Bednarek 2010, 2018; Kozloff 2000; Queen 2015; Pearson 2007). Specifically, the study focuses on characterisation and gender identities in *Transparent*, an American TV series produced by Amazon in 2014. The main plot revolves around the Pfefferman family and the discovery that their father Mort is a transgender person. Similarly, all the other members of the family provide insight for investigating how diversity and, more specifically, gender identities are constructed and represented in TV series.

Analysing gender and race representation issues in audiovisual texts is nowadays imperative for several reasons. From a theoretical point of view, the so-called "telecinematic discourse", the language of cinema and television, as Piazza, Bednarek & Rossi define it (2011: 9), still represents an unexplored research area (Pennycook 2007: 9). Moreover, contemporary TV series, as a re-creation of the world and the time, place and discourse (Piazza, Bednarek & Rossi, 2011: 9), may become sites for challenging or reproducing ideologies and stereotypes, thus contributing to identification, relative invisibility (Fryberg & Townsend 2008; Miller 2015) and resilience, in particular in LGBTQ+ youth (McInroy & Craig 2015).

For all these reasons, the following presentation seeks to probe whether the multimodal construal (Culpeper 2001; Pearson 2007) of Mort/Maura Pfefferman's transgender identity (Butler 2006), as deployed in the first two episodes of *Transparent* season 1, activates the so-called "wrong body discourse", the widespread notion in media products that posits transgender subjectivity as possessing an authentic gendered core, which is entrapped within an initially mismatched corporeality, or, rather, the protagonist's characterisation provides an innovative role model to the audience.

References

Amazon. 2014. Amazon Originals: *Transparent*.



- https://www.primevideo.com/?ref_=dvm_pds_amz_IT_lb_s_g|c_272508663583_m_ZboH_YrwJ-dc_s__
- Bednarek, M. 2010. *The Language of Fictional Television. Drama and Identity*. London/New York: Continuum.
- Bednarek, M. 2018. *Language and Television Series. A Linguistic Approach to TV Dialogue*. Cambridge: Cambridge University Press.
- Butler, J. 2006. *Gender Trouble: Feminism and the Subversion of Identity*. London/New York: Routledge.
- Culpeper, J. 2001. *Language and Characterisation. People in Plays and Other Texts*. London/New York: Routledge.
- Gomillion, S. C. & T. A. Giuliano. 2011. The influence of media role models on gay, lesbian, and bisexual identity. *Journal of Homosexuality* 58(3). 330-354.
- Kress G. & T. Van Leeuwen. 2006. *Reading Images: The Grammar of Visual Design*. 2nd edition. London: Routledge.
- Kozloff, S. 2000. *Overhearing Film Dialogue*. Berkeley: University of California Press.
- Machin, D. & A. Mayr. 2012. *How to Do Critical Discourse Analysis. A Multimodal Introduction*. Los Angeles/London/New Delhi/Singapore/Washington DC: Sage Publications.
- McInroy, L. B. & S. L. Craig. 2015. Transgender representation in offline and online media: LGBTQ youth perspectives. *Journal of Human Behavior in the Social Environment* 25(6). 606-617.
- Miller, L. 2015. Becoming one of the girls/guys: Distancing transgender representations in popular film comedies. In L. G. Spencer & J. Capuzza (eds.), *Transgender Communication: Histories, Trends, and Trajectories*, 127-142. Lanham, MD: Lexington Books.
- Pearson, R. 2007. Anatomising Gilbert Grissom: The structure and function of the televisual character. In M. Allen (ed.), *Reading CSI: Crime TV Under the Microscope*, 39-56. London/New York: I. B. Tauris.
- Pennycook, A. 2007. *Global Englishes and Transcultural Flows*. London/New York: Routledge.
- Piazza, R., M. Bednarek & F. Rossi (eds.). 2011. *Telecinematic Discourse. Approaches to the Language of Films and Television Series*. Amsterdam-Philadelphia: John Benjamins Publishing Company.
- Queen, R. 2015. *Vox Popular. The surprising Life of Language in the Media*. Chichester: Wiley Blackwell.

Estefanía Monforte García

Universidad de Zaragoza (España)
emonforteg@unizar.es

La escuela como herramienta de comunicación del discurso político del franquismo en las comarcas Turolenses del Maestrazgo y Gúdar Javalambre

El estudio de la historia de la educación en la época franquista ha captado la atención de interesantes autores. A nivel nacional encontramos a Ramón Navarro Sandalinas (2010) quien detalla cómo afectó la dictadura franquista a la escuela y al maestro y a Antonio Molero Pintado (1991) con su estudio pormenorizado del nacional catolicismo y educación en la posguerra. O las

obras de Gregorio Cámara (1984), Emilio Castillejo (2008) o Manuela López (2001) sobre la ideología de los manuales escolares de enseñanza primaria.

A nivel autonómico aportan al estudio las publicaciones del Museo Pedagógico de Aragón de Víctor Juan Borroy como coordinador (2004). Y a nivel provincial Amparo Sánchez (2015) describe la represión y depuración de los maestros en la provincia de Teruel.

A través de los documentos de archivo, prensa educativa, libros de texto y materiales didácticos se pretende demostrar cómo influyó la comunicación política, la persuasión ideológica y el discurso franquista en la cultura escolar de la época de la dictadura en las escuelas primarias del Maestrazgo y Sierra de Gúdar-Javalambre turolense en el primer franquismo de 1939 a 1959.

El estudio se enmarca dentro de la tesis doctoral "Historia de la Educación en las montañas del sureste de Teruel: Desde el siglo XIX hasta los años 70"; por lo tanto, surge como parte de un estudio ya comenzado.

La metodología que se va a utilizar es cualitativa desde una perspectiva etnográfica ya que queremos describir la cultura escolar de una sociedad. Lo haremos desde dos métodos: el estructural permitirá realizar un estudio integrado, facilitando la comprensión de por qué los aspectos políticos, sociales, económicos y culturales afectaron a la educación; y el método analítico realizará una crítica externa a los documentos oficiales, revistas escolares, materiales didácticos y libros de textos que se introdujeron en la época.

Dentro del ámbito de la investigación buscaremos localidades y escuelas donde la riqueza de la documentación municipal, escolar, de los materiales didácticos y libros de texto nos permita analizar exhaustivamente el alcance de la comunicación franquista. Además, ampliaremos la visión desde archivos provinciales y prensa educativa de la época. Las fuentes orales tendrán un papel complementario importante: se utilizará la entrevista semiestructurada.

Los resultados esperados pretenden mostrar la transformación de estas escuelas debido al discurso y comunicación política del franquismo en los siguientes aspectos: grado de penetración de las políticas de educación del régimen; canales de comunicación política entre las autoridades y los maestros; evolución del discurso político y de los referentes ideológicos durante 1939- 1959; e identificación con los ideales del nacional-catolicismo de los maestros de estas escuelas rurales.

Referencias

- Navarro Sandalinas, R. 1989. El franquismo, la escuela y el maestro (1936-1975). *Historia de la Educación* 8. 167-180.
- Molero Pintado, A. 1991. *Historia de la educación en España. Tomo V: Nacional-Catolicismo y Educación en la España de la posguerra (I)*. Secretaría General Técnica. Centro de Publicaciones. Ministerio de Educación y Ciencia.
- Sánchez Martín, A. 2015. Depuración del magisterio turolense. En P. Abós Olivares (coord.), *Franquismo y magisterio. Represión y depuración de maestros en la provincia de Teruel*. Zaragoza: Prensas de la Universidad de Zaragoza.
- Juan Borroy, V. 2004. *La tarea de Penélope: Cien años de escuela pública en Aragón*. Zaragoza: Ibercaja, Obra Social y Cultural.
- Cámara Villar, G. 1984. *Nacional-catolicismo y escuela: Socialización política del franquismo, 1936-1951*. Jaén: Hesperia.
- Castillejo Cambra, E. 2008. *Mito, legitimación y violencia simbólica en los manuales escolares de Historia del franquismo: (1936-1975)*. Madrid: UNED.
- López Marcos, M. 2001. *El fenómeno ideológico del franquismo en los manuales escolares de enseñanza primaria (1936-1945)*. Madrid: UNED.

Jennifer Moreno Moreno

University Jaume I (Spain)
jennimoreno93@gmail.com

**“Analysing persuasion techniques and other linguistic elements in patients’ narratives”:
Communicative elements in narrative-based medicine**

In the last years, a trend in the use of human therapies in medicine has led to the birth of a new type of narrative which aims at strengthening treatments by improving communication between patients and doctors. Such type of narrative, known as Narrative-based medicine, works as a link between patients and health professionals, allowing both patients to learn and to understand their disease and doctors to get a more accurate approach to a certain illness. In this case, patients’ narratives are believed to help patients overcome their illness, since health professionals have been able to understand that every patient suffers in a different way and that a particular therapy can be more effective when it is also known how to deal with the illness.

Bearing this in mind, and looking from a linguistic perspective, our goal is to analyse those linguistic elements used in patients’ narratives from a bidimensional approach, taking English and Spanish as main work languages. For such analysis, a corpora of texts retrieved from official websites devoted to patients suffering from haematological diseases will be used in order to observe how empathy is conveyed by patients in their writing. A brief comparison between the Spanish and the English language will be developed taking into account the use of certain linguistic elements, such as personal references, technicisms, or persuasion techniques. Such pilot- study will be considered as a first approach for further research regarding language and communication in a medical context, which is the main object of study of the doctoral thesis titled “Study of Medicine-based narrative from a triple cultural and linguistic approach”.

References

- Atkinson, S. & S. Rubinelli. 2012. Narrative in cancer research and policy: Voice, knowledge and context. *Critical Reviews in Oncology/Hematology* 84(2). S16.
- Balint, M. 1980 (1950). *Der Arzt, sein Patient und die Krankheit*. Stuttgart: Klett-Cotta.
- DasGupta, S. & R. Charon. 2004. Personal illness narratives: Using reflective writing to teach empathy. *Academic Medicine* 79(4). 351-356.
- Esch, T. *OpenNotes, Patient Narratives, and Their Transformative Effects on Patient-Centered Care*. Institute for Integrative Medicine.
- Fage-Butler, A. M. & M. Nisbeth Jensen. Medical terminology in online patient-patient communication: Evidence of high health literacy? *Health Expect* 19(3). 643-653.
- Greenhalgh, T. 1998. *Narrative Based Medicine in an Evidence Based World*. London: BMJ Books.
- Hatem, D. & E. A. Rider. 2004. Sharing stories: Narrative medicine in an evidence based world. *Patient, Education and Counseling. Patient Educ Couns* 54(3). 251-253.
- Hinyard, L. J. & M. W. Kreuter. 2007. Using narrative communication as a tool for health behavior change: A conceptual, theoretical, and empirical overview. *Health Education & Behavior* 34(5). 777-792.
- Hogart, S. & L. Marks. 1998. The golden narrative in British medicine. In T. Greenhalgh & B. Hurwitz (eds.), *Narrative based Medicine. Dialogue and Discourse in Clinical Practice*, 140-148. London: BMJ Books.

- Launer, J. 2006. New stories for old: Narrative based primary care in Great Britain. *Families, Systems, & Health* 24(3). 336-344.
- Lucius-Hoene, G. 2006. Narrative Medizin. Die besondere Rolle des Erzählens und Zuhörens. *Berliner Ärzte* 43(2). 14-18.
- Montgomery Hunter, K. 1991. *Doctors' Stories: The Narrative Structure of Medical Knowledge*. Princeton: Princeton University Press.
- Mary, T. S. 2011. Giving pain a voice: Narrative medicine in the doctor-patient relationship. *Journal of General Internal Medicine* 26(10). 1217-1218.
- Robertson, C. & G. Clegg. 2007. *Storytelling in Medicine. How Narrative can Improve Practice*. New York: Taylor & Francis Group.
- Wiltshire, J. 2005. Medical history from the viewpoint of the patient. *Journal of General Internal Medicine* 35(3). 193-194.

Serena Mottola

Universidad de Nápoles "Parthenope" (Italia)
serena.mottola@uniparthenope.it

**"Las fake news como fenómeno social".
Análisis lingüístico de los *bulos* en italiano y español**

La finalidad de esta investigación es la identificación de las características lingüísticas de las *fake news* que se difunden en España e Italia en las plataformas digitales, donde se suele hablar de "bulos mediáticos" o "bulos". Además, se quiere profundizar sobre las razones sociales por las cuales las noticias falsas resultan ser tan impactantes.

La necesidad de un estudio de este tipo se puede encontrar en la actualidad de los debates de la comunidad científica sobre el tema de la post-verdad y de los conceptos de "falso" y "verdadero" en la época de la web y de las plataformas digitales. En nuestros discursos cotidianos encontramos una gran cantidad de historias y noticias que influyen en nuestras opiniones y decisiones, personales, sociales y políticas y que muchas veces son peligrosas artimañas. Hay estudios previos muy amplios sobre el tema de las *fake news* en contextos significativos, como las elecciones en los Estados Unidos o la inmigración de ciudadanos extranjeros en la Unión Europea, que han demostrado que estos contenidos falseados tienen una influencia muy fuerte sobre la población y constituyen un riesgo para los equilibrios internacionales.

Con estas premisas y este fin, las preguntas de investigación son las siguientes: ¿Cómo se presentan los *bulos*? ¿Qué características lingüísticas tienen, en particular, en lengua española e italiana? ¿Es posible estandarizarlos para reducir los efectos y la influencia de estos contenidos peligrosos?

A partir de un corpus de mil noticias encontradas en Facebook y Twitter y reconocidas como sesgadas y falseadas por investigadores oficiales, como los expertos del grupo Maldito Bulo en España y Butac en Italia, se realizó un análisis lingüístico-textual acerca de los rasgos estructurales comunes entre los *bulos* en los dos idiomas.

La metodología empleada para llevar a cabo la investigación es el Análisis Crítico del Discurso según la impostación de Fairclough, el cual considera los eventos discursivos como práctica sociocultural. El objetivo es reconocer el aspecto típico de las *fake news* en las dos



lenguas románicas: los tiempos y modos verbales más utilizados, las expresiones y los adjetivos frecuentes, el papel de las imágenes que acompañan las noticias y la importancia de los mecanismos que regulan medios como Twitter y Facebook en la difusión de estos contenidos. Además, se adopta una perspectiva de investigación multimodal, para analizar conjuntamente textos e imágenes que contribuyen a la construcción de “bulos”.

Los resultados del análisis han permitido formular una hipótesis sobre la estructura estándar de las *fake news* que se publican en Facebook y Twitter en Italia y en los países hispanohablantes, sobre todo, España. Con el desarrollo de investigaciones de este tipo será posible reconocer los contenidos falsos que circulan en la web antes que estos se difundan y vayan a influir sobre las opiniones de los ciudadanos.

Referencias

- Ahuactzin Martínez, C. E. & J. A. Meyer Rodríguez. 2017. Publicidad electoral televisiva y persuasión en Puebla 2010. Una aproximación desde el Análisis Crítico del Discurso. *Comunicación y Sociedad* 9. 41-68.
- Khurana, U. 2017. *The Linguistic Features of Fake News Headlines and Statements*. Facultad de Ciencias, Instituto de Lengua y Lógica - Universidad de Ámsterdam. Tesis de grado.
- Kress, G. & T. van Leeuwen. 2001. *Multimodal Discourse: The Modes and Media of Contemporary Communication*. Londres: Arnold.
- Fairclough, N. 1995. *Critical Discourse Analysis: The Critical Study of Language*. Londres: Longman.
- Lutz, B. & A. Padilla. 2012. El rumor del nopal chino: Construcción institucional y efectos sociales de noticias falsas. *Comunicación y Sociedad* 17. 179-204.
- Pano Alamán, A. & A. Mancera Rueda. 2014. Identidades falsas en Twitter: La ironía y el humor verbal como mecanismos paródicos. *Comunicación y Sociedad* 8. 507-536.
- Van Dijk, T. 2002. El análisis crítico del discurso y el pensamiento social. *Athenea Digital* 1. 18-24.
- Vosoughi, S. et al. 2018. The spread of true and false news online. *Science* 359. 1146-1151.
- Kantar Media. 2017. Trust in news. <http://www2.kantar.com/I/208642/2017-10-27/6g28j>
- Infosfera. 2018. Report dei risultati di ricerca 2018. <https://www.unisob.na.it/eventi/pdf/20180720.pdf>
- Simple Lógica. 2017. Grupo Nueva Pescanova, *l Estudio sobre el Impacto de las Fake News en España*. <https://d3vjcw65af87t.cloudfront.net/novacdn/EstudioPescanova.pdf>
- Directorate-General for Communication Networks, Content and Technology. 2018. Final report of the High Level Expert Group on Fake News and Online Disinformation, Communication Office of the European Union. Luxembourg. https://blog.wanifra.org/sites/default/files/field_blog_entry_file/HLEGReportonFakeNewsandOnlineDisinformation.pdf



Antonella Napolitano

University of Sannio (Italy)
antonella.napolitano@unisannio.it

Turnbacks in anger:

A CDA of the Australian anti-immigration policies in institutional and media discourse

Australia is a multiracial country whose genuine multiculturalism has been successful for its relying on immigration, a real nation-building project. During the 1970s and 1980s, the country welcomed thousands of southern Asian refugees, but in the early 1990s Australian immigration legislation was changed dramatically, introducing the concept of mandatory detention of unauthorised arrivals, popularly referred to as “boat people”. A “boat person” is someone who arrives by sea, unannounced, without a visa and with the intention of seeking political asylum. Boats were ‘turned back’ through the practice of removing unauthorised maritime arrivals in Suspected Illegal Entry Vessels (SIEVs) from Australian waters, introduced by the Howard Government (2001-2003) and reintroduced by the Abbott Government (2013). More specifically, in 2013, the Australian government introduced the Operation Sovereign Borders (OSB), a border security action led by the Australian Border Force, aimed at stopping maritime arrivals of asylum seekers to Australia. According to several polls, the strong border policy seems to be particularly popular with the majority of Australians. This support is not based on racist prejudice, rather it seems to reflect the importance of borders in maintaining a strong sense of national identity and community.

Several previous studies have investigated news media discourse highlighting the socio-political connection between language choices and ideological positions. Many scholars have focused on the discursive representation of minority groups (such as refugees, asylum seekers, immigrants, and migrants), especially when associated with crimes, and on the opposition between an in-group and an out-group. Persuasion in news media, especially in the editorial genre, may be performed by recurring to the three classic Aristotelian types of appeal. The authors may tend to emphasise or construct their ethos, stressing their own reliability, believability and presenting themselves as competent speakers. They may appeal to pathos, by suggesting emotions and connotations in the readers’ minds. More often, they may resort to logos, appealing to the rational thinking processes of the readers and provide hard data.

The present investigation applies Critical Discourse Analysis to the study of news discourse. The analysis examines the contribution of news media to the construction of the discourse about turnbacks of asylum seekers and refugees. The study is carried out on a corpus of newspaper articles published from the late 1980s to the present day on the issue of boat people turnbacks. The articles investigated were issued by two of the main Australian news outlets, namely The Australian and Sydney Morning Herald, the former more right-wing oriented, the latter holding left-leaning positions. The news articles were retrieved from Lexis Nexis database and filtered through the search terms “turnbacks”, “SIEVs”, “boat people”, “refugees” and “asylum seekers”. The paper aims at comparing how the two media outlets construct the migrant Other over time and how they present the measures devised by the Australian government to prevent immigration by sea.

References

Australian Government, Department of Home Affairs. 2019. *Operation Sovereign Borders*. <https://osb.homeaffairs.gov.au/> (26 June, 2019).



- Baker, P., C. Gabrielatos & T. McEnery. 2013. *Discourse Analysis and Media Attitudes: The Representation of Islam in the British Press*. Cambridge: Cambridge University Press.
- Betts, K. 2001. Boat people and public opinion in Australia. *People and Place* 9(4). 34-48.
- Monash University, Border Crossing Observatory. 2019. *Australian Border Deaths Database*, <https://arts.monash.edu/border-crossing-observatory/research-agenda/australian-border-deaths-database> (26 June, 2019).
- Parliament of Australia. 2018. *Boat 'Turnbacks' in Australia: A Quick Guide to the Statistics since 2001*. https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1819/Quick_Guides/BoatTurnbacksSince2001 (26 June, 2019).
- Van Dijk, T. A. 2009. *Society and Discourse: How Social Contexts Influence Text and Talk*. Leiden: Cambridge University Press.
- Virtanen, T. & H. Halmari. 2005. Persuasion across genres: Emerging perspectives. In T. Virtanen & H. Halmari (eds.), *Persuasion Across Genres: A Linguistic Approach*, 3-26. Amsterdam & Philadelphia: John Benjamins.
- Wodak, R. (ed.). 1989. *Language, Power and Ideology: Studies in Political Discourse*. Amsterdam & Philadelphia: John Benjamins.

Claus Peter Neumann

University of Zaragoza (Spain)
cpneuman@unizar.es

Conflicting rhetorical projections of identity in David Adjmi's *Stunning*

From the very days of the earliest English colonies, the use of persuasion for the projection of identity lies at the heart of American self-conception. This can be traced way back to John Winthrop's "Modell of Christian Charity" (delivered to the Puritan settlers on their journey to Massachusetts Bay in 1630), which makes heavy use of *ethos* to outline a future ideal self for the incipient community and which has continually been worked into the speeches of presidents and presidential candidates throughout US history (see Schulz 1999b).

Since the early twentieth century, such a rhetorical projection of identity is central to US-American theatre, where it is both enacted and problematized, famous exponents of this tendency including Eugene O'Neill, Tennessee Williams, Arthur Miller, Sam Shepard, David Mamet and many others (see Schulz 1999a).

In the last decades of the twentieth century, in the late postmodern period, the American stage was dominated by plays in which authors belonging to various non-hegemonic groups deconstructed the hegemonic rhetoric of national identity projection so as to establish a space for the voice of their own group (well-known examples being Wendy Wasserstein, August Wilson, Luis Valdez, David Henry Hwang and Tony Kushner, only to name a few; see Kolin & Kullmann 1996).

In more recent years, in what might be called a new, transmodern paradigm, authors of these same non-hegemonic groups have started to complicate the issue by turning towards the contradictions and complications of the rhetorical identity projection of their own community.

David Adjmi's play *Stunning* (2008) is a case in point. In this play by the Syrian-Jewish-American playwright, the rhetorical strategies that project identity on a variety of scales—the

individual, the ethnical, the socioeconomic, and the national—are deeply intertwined but at the same time also in conflict with each other. On the one hand, there is the African-American Blanche (an obvious ironic reference to the protagonist of Tennessee Williams's *Streetcar Named Desire*: Blanche DuBois), who tries to compensate for her situation as housemaid for a Syrian-Jewish-American couple (which leaves her in a stereotypical position within the dominant socio-economic framework) with the projection of the identity of an intellectual. On the other hand, there is the Syrian-Jewish-American couple, who use linguistic features that are supposed to be representative of Syrian-American lingo, thereby projecting their ethnical identity, while at the same time intending to uphold the appearance of an upper-class mainstream American identity, of which the white paint with which the walls of their rooms are continually being repainted (significantly enough by their African-American maid) is a reflection.

The rift that these multilayered persuasive strategies create between the real identities and the projected ones eventually leads to a multiple clash with utterly destructive results.

References

- Adjmi, D. 2013 (2008). Stunning. In S. Benson (ed.), *The Methuen Book of New American Plays*, 1-132. London: Bloomsbury.
- Kolin, P. C. & C. H. Kullmann. 1996. Celebrating difference: The American theatre since 1980. In P. C. Kolin & C. H. Kullmann (eds.), *Speaking on Stage: Interviews with Contemporary American Playwrights*, 231-38. Tuscaloosa, AL: University of Alabama Press.
- Schulz, D. 1999a. American drama: The histrionic self. In J. Kamm (ed.), *Twentieth-Century Theatre and Drama in English: Festschrift for Heinz Kosok on the Occasion of his 65th Birthday*, 613-645. Trier: Wissenschaftlicher Verlag Trier.
- Schulz, D. 1999b. Dream rhetoric. In C. Freywald & M. Porsche (eds.), *The American Dream: Festschrift for Peter Freese*, 475-486. Essen: Blaue Eule.
- Winthrop, J. 1873 (1630). A modell of Christian charity. Boston: Massachusetts Historical Society. 3rd series 7: 31-48.
<https://history.hanover.edu/texts/winthmod.html> (2 June, 2019.)

Antonia Isabel Nogales-Bocio¹ & Bianca Sánchez-Gutiérrez²

Universidad de Zaragoza (España)¹ y Universidad de Sevilla (España)²
anogales@unizar.es¹ & biancasanchez@msn.com²

Femvertising:

La utilización del feminismo en el discurso publicitario actual

Uno de los atributos del discurso publicitario es la conexión con la sociedad de su época a través de la incorporación de los hábitos, costumbres y valores de los consumidores al mensaje de la marca. Lo que se convierte en popular acapara la atención de marcas y agentes publicitarios para buscar una raigambre entre su producto o servicio y el público objetivo al que se destina. Resulta habitual así la apropiación de referencias de la cultura popular en la publicidad comercial como una manera efectiva de posicionarse en sintonía con los valores de su target, orientando sus mensajes para conseguir una mayor eficacia en el discurso. De ese modo, en el contexto actual las marcas han reaccionado a la llegada de esta Cuarta Ola del Feminismo (Valcárcel 2008), con



la aparición de un fenómeno denominado “feminismo publicitario” (Castejón 2015), o femvertising (see Sheknows 2014; Abitol & Sternadori 2016; Amigot & Martínez 2019). Esta práctica consiste en la apropiación del discurso feminista por parte de los grandes conglomerados empresariales a través de los mensajes publicitarios que se trasladan a la ciudadanía, incurriendo tanto en una contradicción estructural como en una desvirtuación de la lucha real por la igualdad de género. En la presente comunicación se explorará este fenómeno que ha contagiado el discurso publicitario reciente, así como sus principales características y análisis de casos que ilustran esta práctica.

Referencias

- Abitol, Alan & Miglena Sternadori. 2016. You act like a girl: An examination of consumer perceptions of femvertising. *Quarterly Review of Business Disciplines* 3(2). 117-138.
- Amigot, Patricia & Laureano Martínez. 2019. Modular la subjetividad. La idealización publicitaria de la identidad neoliberal. *Con-Ciencia Social* (segunda época) 2. 119-127.
- SHEKNOWS. 2014. SheKnows unveils results of its Fem-vertising survey. <https://www.sheknows.com/living/articles/1056821/sheknows-unveils-results-of-its-fem-vertising-survey-infographic/> (22 de junio, 2019).
- Valcárcel, Amelia. 2008. *Feminismo en el mundo global*. Madrid: Cátedra.

Eugenia Esperanza Núñez Nogueroles

University of Extremadura (Spain)
eugenia@unex.es

Persuading through loanwords: A comparison between the Spanish editions of two fashion magazines

The use of foreign words in the area of fashion has a long tradition in Spanish. In the 18th, 19th and the first half of the 20th century, it was French the donor language that provided the Spanish tongue with the terms that named many extralinguistic elements which were also introduced in Spain (such as “canesú”, “encaje *chantilly*”, “blonda”, “croché”, “al bies”, “culot”, “foulard”, “canalé”, etc.). As time went by, English started replacing French in performing this source-language role – not only in the field of fashion but in other thematic domains as well, such as sports, new technologies and mass media, to name but a few.

At the beginning of the 21st century, the influence exerted by English pervades almost every aspect of Spanish society. Among the areas that have been affected by this foreign impact, fashion can be highlighted. In fact, not only have certain terms entered Spanish along with the realities they refer to but the usage of English words also attempts to fit the discourse with a prestigious and modern air. It is this stylish atmosphere the text is provided with by spotting Anglicisms that is employed to persuade Spanish readers to follow the trends that are proposed (or imposed, as implied in the informal noun *must*) in fashion magazines. Therefore, a sociolinguistic and a pragmatic perspectives should be adopted when approaching this usage of English loanwords in any recipient language.

This piece of research aims to examine the presence of Anglicisms as a persuading instrument in fashion magazines addressed to an audience which is, in principle, characterised by a non-high level of competence in English. In order to do so, a study of the display of English loans

in publications sold in Spain will be carried out. Specifically, a comparison will be drawn between the Spanish editions of two fashion magazines –namely, *InStyle* and *Glamour*– in terms of the usage of Anglicisms that is shown in their cover pages. An analysis of the numbers published in 2017 and 2018 will be carried out, therefore using a sample of 24 covers per magazine. The English loanwords will be classified and patterns of usage will be looked for. The outcomes obtained will confirm or reject the following hypotheses: (i) both magazines will resort to at least one Anglicism in every cover page, (ii) the English influence will be limited to a small number of loans that will be recurrently employed in *InStyle* as well as in *Glamour* and (iii) the amount of Anglicisms appearing in the covers of both magazines will remain steady over the two years. A future research avenue could consist in comparing the results achieved in these women's fashion magazines to the ones got from others addressed to men (such as the Spanish edition of *GQ*).

References

- Balteiro Fernández, I. 2010. Foreign words in the English of textiles. In A. Linde López & R. Crespo Jiménez (eds.), *English in the European Context: The EHEA Challenge*, 127-150. Bern: Peter Lang.
- Balteiro Fernández, I. 2011. A few notes on the vocabulary of textiles and fashion. In I. Balteiro Fernández (ed.), *New Approaches to Specialized English Lexicology and Lexicography*, 65-81. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Balteiro Fernández, I. 2014. The influence of English on Spanish fashion terminology: *-ing* forms. *ESP Today. Journal of English for Specific Purposes at Tertiary Level* 2(2). 156-173.
- Balteiro Fernández, I. 2018. Non-pronominal uses of *it*: A case study in women's fashion magazines. *Revista de Lenguas para Fines Específicos* 24(1). 18-46.
- Balteiro Fernández, I. & M.A. Campos Pardillos. 2012. False anglicisms in the Spanish language of fashion and beauty. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)* 24. 233-260.
- Díez-Arroyo, M. 2016. English words as euphemisms in Spanish fashion. *English Today* 32(03). 30-39.
- Durán Martínez, R. 2000. Análisis estadístico de la presencia de la lengua inglesa en la publicidad comercial española. *Aula* 12. 87-101.
- Durán Martínez, R. 2002. *La lengua inglesa en la publicidad española: Una aproximación pragmática* (Colección Vitor, 83). Salamanca: Universidad de Salamanca.
- El País* (España), 2016. La RAE lucha contra los anglicismos con una campaña de publicidad. http://elpais.com/elpais/2016/05/18/videos/1463563077_502257.html (18 May, 2016).
- Fernández Martínez, P. 2017. Estudio lexicográfico de la lengua de la moda en una revista de alta gama: Mecanismos de creación y formación léxica. *Diálogo de la Lengua* 9. 55-85.
- Fundéu. 2014. Moda: extranjerismos con equivalente en español. <http://www.fundeu.es/recomendacion/moda-extranjerismos-con-equivalente-en-espanol-1226/> (14 September, 2016).
- García Morales, G., M. I. González Cruz, C. I. Luján García & M. J. Rodríguez Medina. 2016. *La presencia del inglés en la publicidad televisiva española (2013-2015)*. Madrid: Síntesis.
- González, O. 2016. Creer que si una palabra se dice en inglés gana calidad es un papanatismo. Retrieved from *La voz de Avilés* website: <http://www.elcomercio.es/aviles/201608/31/creer-palabra-dice-ingles-20160831001307-v.html> (2 September, 2016).
- Guich Alonso, M. 2015. *Préstamos Franceses del Ámbito de la Moda al Español*. Barcelona: Universidad Autónoma de Barcelona. Trabajo Fin de Grado.



- Luján García, C. I. 2010. La presencia de la lengua inglesa en carteles publicitarios en las calles de Las Palmas de Gran Canaria. *Miscelánea: A Journal of English and American Studies* 41. 13-36.
- Luján García, C. I. 2017. Analysis of the presence of Anglicisms in a Spanish Internet forum: some terms from the fields of fashion, beauty and leisure. *Alicante Journal of English Studies* 30. 277-300.
- Luján García, C. I. & V. Pulcini. 2018. Anglicisms in domain-specific discourse: Fashion, leisure and entertainment. *Revista de Lenguas para Fines Específicos* 24(1). 10-17.
- Núñez Nogueroles, E. E. in press. Anglicisms at the pragmatic level: A literature review. In *The Study of Style: Essays in English Language and Literature*. Granada: Editorial Universidad de Granada.
- Rodríguez Arrizabalaga, B. 2017. Present-day Spanish fashion lexicon dresses up in English. *Alicante Journal of English Studies* 30. 239-276.
- Valozic, L. 2015. *El anglicismo Léxico en la Publicidad*. Alicante: Publicacions de la Universitat d'Alacant.
- Van Hooft Comajuncosas, A. 2006. El valor añadido de los anglicismos en la publicidad española. El impacto y la valoración social de las voces inglesas en los anuncios de la revista *Elle*. In M.V. Calvi & L. Chierchetti (eds.), *Linguistics Insights. Studies in Language and Communication. Nuevas tendencias en el discurso de especialidad*, 225-248. Bern: Peter Lang.
- Vázquez Amador, M. 2018. Los anglicismos de la moda en la prensa rosa española. *Onomázein* 40. 29-55.

Ewelina Nyske

Stanisław Staszic University of Applied Sciences (Poland)
ewelina.nyske@gmail.com

Linguistic manipulation within the selected neo-pentecostal churches: A critical discourse analysis

In Poland, charismatic Christian communities have been dominated by the neopentecostal movement which focuses mainly on miracles taking place during numerous healing services. Pentecostals believe that experience is more important than rational cognition (*sola experientia*). Because of the fact that nowadays people need someone to rely on, such forms of worship attract especially young and vulnerable to external stimuli Poles. As soon as they join the neopentecostal community, they become significant parts of the larger system. Each of such groups tends to be led by a charismatic leader who is the one responsible for decision making. The main goal of the leader, also known as a preacher, is to build a rapport with the followers in order to earn trust. Problems appear when the preacher starts implementing different manipulation techniques for his or her own benefit. Moreover, as soon as a member of such community starts expressing doubts, he or she is no longer accepted.

In the Catholic Church, it is the priest who is responsible for the service, while in other Christian communities, especially those charismatic, it is always one of the secular service members. Although both the priest and the Christian preacher perform the same role, the language

they use differs. At the beginning of the 20th century, a new, influential movement known as Pentecostalism emerged in Europe. The Pentecostal movement has had an enormous impact on its followers since decades owing to the fact that it puts emphasis on the spiritual experiences human beings are looking for. Furthermore, Pentecostalism not only evolved in the form of the so-called “three waves”, but also attracted many Catholics who as a result, decided to leave the Roman Catholic Church. The purpose of this study was to examine the linguistic manipulation within neopentecostal churches in Poland as well as its overall impact on members’ behaviour.

The case study method was applied in this research due to the fact that such an approach enables the researcher to focus on various aspects of one community, especially when it comes to communication. A critical discourse analysis technique was implemented in order to examine social inequalities within a target group.

The results of this study will help researchers to understand the question of the linguistic manipulation and its future consequences on the human psyche. Furthermore, the analysis exposes the problem of using people’s vulnerabilities against them. To be more precise, the study emphasizes the alarming phenomenon of the emotional subjugation within various Christian communities.

References

- Bradac, J. J. & S. H. Ng. 1993. *Power in language: Verbal communication and social influence*. London: SAGE Publications.
- Burgoon, M., E. J. Dawson & F. G. Hunsaker. 1994. *Human communication*. Thousand Oaks: Sage Publications Inc.
- Chlewiński, Z. 1982. *Psychologia religii*. Lublin: Wydawnictwo Towarzystwa Naukowego Katolickiego Uniwersytetu Lubelskiego.
- Cialdini, R. 2018. *Wywieranie wpływu na ludzi teoria i praktyka*, Gdańskie Wydawnictwo Psychologiczne, Sopot.
- Cook, G. 2004. *Discourse*. Oxford: Oxford University Press.
- Creswell, J.W. 2013. *Projektowanie badań naukowych*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Crystal, D. 2006. *How language works*. London: Penguin Books.
- Doliński, D., W. Łukaszewski, T. Maruszewski & R. Ohme. 2009. *Manipulacja*. Sopot: Smak Słowa.
- Fairclough, N. 1989. *Language and power*. London/New York: Longman.
- Fairclough, N. 1995. *Critical discourse analysis: The critical study of language*. London/New York: Longman Group Limited.
- Fromm, E. 1966. *Szkice z psychologii religii*. Warszawa: Książka i Wiedza.
- Garczyński, S. 1972. *Potrzeby psychiczne*. Warszawa: Nasza Księgarnia.
- Grzywa, A. 2010. *Magiczna wizja świata*. Warszawa: Eneteia.
- Grün, A. 2017. *Autosugestia chrześcijańska sztuka pozytywnego myślenia*. Kraków: Wydawnictwo WAM.
- Hollenweger, W. J. 1997. *Pentecostalism: Origins and developments worldwide*. Massachusetts: Hendrickson Publishers.
- Holtgraves, T. M. 2002. *Language and social action: Social psychology and language use*. London: Lawrence Erlbaum.
- Introvigne, M. 2004. *I pentecostali*. Torino.
- Schmidgall, P. 2013. *European Pentecostalism*. Cleveland: CPT Press.
- Silverman, D. 2012. *Prowadzenie badań jakościowych*. Warszawa: Wydawnictwo Naukowe PWN.
- Szczęsna, M. 2018. *Protestantyzacja katolików w praktyce a rola iskry*. Lublin: Polihymnia.



Verma, M.K. 1998. *Sociolinguistics, language and society*. New Delhi: Sege.
Winn, D. 2003. *Manipulowanie umysłem*. Lewin Kłodzki: Moderator.
Zieliński, A. 2009. *Wokół schizmy*. Kraków: Nomos.

Sofia Oliveira Dias

Universidad de Salamanca (España)
sofiadias@usal.es

Lengua, inmigración y fronteras: La representación cinematográfica de la inmigración en *Viagem a Portugal* (2011) de Sérgio Tréfaut

En las últimas décadas, varios países europeos han dejado de ser países de emigración y se han convertido en países de inmigración. Las razones de dicho cambio están relacionadas o con motivos de supervivencia de los inmigrantes, o con las necesidades laborales de los países de acogida, o, incluso, con historias personales y familiares. Sin embargo, en este ir y venir, el cruce físico de fronteras no siempre es experimentado de la misma manera por todos aquellos que desean cruzarlo. Así, cada ser humano estará expuesto a nuevas exigencias, nuevas miradas y nuevas realidades a la hora de cruzar fronteras. En dicho cruce, cada inmigrante se podrá ver sometido a una valoración, positiva o negativa, por parte de su receptor, teniendo en cuenta su procedencia, rasgos físicos e idioma.

De esta manera, en este contexto de frontera física, el inmigrante, el Otro, vive situaciones de confrontación cultural, social y lingüística, quedando desamparado y abandonado a una especie de exilio físico y emocional. Muchos de ellos, finalmente, logran cruzar esta frontera física y entrar en el nuevo espacio, tratando de comenzar una nueva vida; sin embargo, muchos otros nunca la cruzan. Frecuentemente, esta barrera ocurre en los servicios de control de extranjeros de los aeropuertos, donde muchos de los inmigrantes, a pesar de poseer un visado de entrada, son objeto de duros interrogatorios policiales. En este sentido, este trabajo propone analizar los distintos espacios donde se tejen las redes de la hospitalidad *versus* hostilidad, así como se desarrollan las características de persuasión del mensaje del emisor sobre el receptor en el ámbito cinematográfico. Para ello, partimos del análisis de la película *Viagem a Portugal* (2011) de Sérgio Tréfaut. En esta película, Tréfaut, inspirado en una historia real, narra los procedimientos de control extranjero aplicados a María, cuando llega al aeropuerto de Faro, en Portugal, con un visado de turista. En este contexto, planteamos las siguientes preguntas: ¿A qué tipo de trato humano se enfrenta el inmigrante? ¿Este control es el mismo para todos los inmigrantes? ¿Quién convence y a quién se convence en todo este proceso? ¿Cómo se desarrollan los roles de dominador y dominado? ¿Qué idioma se habla en el proceso de comunicación?

Referencias

- Dikeç, M. 2002. Pera, peras, poros: Longings for spaces of hospitality. *Theory, Culture and Society*. 227-247.
- Dikeç, M., N. Clark & C. Barnet. 2009. Extending hospitality: Giving space, taking time. *Paragraph* 32(1). 1-14.
- Manzanas Calvo, A. M. & J. Benito Sánchez. 2016. *Hospitality in American Literature and Culture: Spaces, Bodies, Borders*. London: Routledge.



Ricoeur, P. 2004. *On Translation*. London: Routledge.

Tassi Teixeira, R. 2016. *Cine Diaspórico Iberoamericano Fronteras, Itinerarios y Transculturalismos*. Barcelona: Editorial UOC.

Deborah Orpin

University of Wolverhampton (UK)
d.s.orpin@wlv.ac.uk

#Vaccineswork:

Persuasion strategies in a European public health agency Twitter feed

Vaccination is widely recognized as one of the greatest contributions to public health. Despite this, there is evidence of increasing vaccine-hesitancy in parts of Europe (SAGE 2017: 20), that is, reluctance or refusal to accept vaccination despite availability (MacDonald & SAGE 2015: 4163). It is the task of public health agencies to promote vaccination uptake. One such agency is the European Centre for Disease Prevention and Control's Vaccine-Preventable Diseases Programme (ECDC-VPD). The ECDC-VPD is tasked with disseminating reliable evidence-based epidemiological information among health professionals and persuading the vaccine-hesitant to vaccinate (Kramarz et al. 2014: 2). Like many public health agencies today, the ECDC-VPD uses Twitter as part of its communication strategy.

The @ECDC_VPD Twitter account authors are in a similar position to science bloggers in that they need to engage with, and accommodate to the diverse needs of, a heterogeneous audience (Luzón 2013: 429). This entails adopting particular discursive strategies and exploiting the affordances of the technology in order to make specialized knowledge accessible (ibid.). The @ECDC_VPD authors face the added challenge that they have to accommodate to the character constraints of Twitter. Furthermore, they need to exhort their readers to action.

The study reported here uses a corpus-assisted discourse analysis approach combined with multi-modal analysis (Kress & van Leeuwen 1996) to uncover the typical discursive-semiotic strategies used by the @ECDC_VPD authors to recontextualize scientific information targeted at a heterogeneous audience in a character-constrained genre. The main theoretical framework informing analysis and interpretation in this study is Hyland's (2010) model of *proximity*, which concerns the strategies used by writers to interact with the reader, to tailor ideational content to their needs, to express attitudinal stance, and to guide the reader to a particular conclusion. Aspects of Hunston's (2011) work on phraseology and evaluation and Hoey's (1983) model of macro-textual patterning are drawn on to enhance analysis.

The study finds that engagement strategies vary according to the intended audience and potential threats to face. In tweets exhorting the public to vaccinate, 'modal-like expressions' (Hunston 2011) are preferred, that is, expressions of attitudinal stance which encode deontic meaning. The structure of tweets has become more complex over time and the Situation, Problem, Solution, Evaluation pattern (Hoey 1983) is increasingly used for persuasive effect, with certain functions being conflated to accommodate to the character constraint. The use of visual images to attract the reader's attention has grown over time. The function varies according to the intended audience: in tweets aimed at professionals, the image provides evidence to support the main claim



made in the tweet; in those aimed at the public, images serve to simplify, explain and enhance the persuasive power of the message.

References

- Hoey, Michael. 1983. *On the Surface of Discourse*. London: Allen and Unwin.
- Hunston, Susan. 2011. *Corpus Approaches to Evaluation: Phraseology and Evaluative Language*. London: Routledge.
- Hyland, Ken. 2010. Constructing proximity: Relating to readers in popular and professional science. *English for Academic Purposes* 9(2). 116-127.
- Kramarz, P., P. L. Lopalco, E. Huitric & L. Pastore-Celentano. 2014. Vaccine-preventable diseases: The role of the European Centre for Disease Prevention and Control. *Clinical Microbiology and Infection* 20(s5). 2-6. DOI: 10.1111/1469-0691.12430.
- Kress, Gunther & Theo van Leeuwen. 1996. *Reading Images: The Grammar of Visual Design*. London: Routledge.
- Luzón, María José. 2013. Public communication of science in blogs: Recontextualizing scientific discourse for a diversified audience. *Written Communication* 30(4). 428-457.
- MacDonald, N.E. & SAGE Working Group on Vaccine Hesitancy. 2015. Vaccine hesitancy: Definition, scope and determinants. *Vaccine* 33(34). 4161-4164.
- SAGE. 2017. Assessment Report of the Global Action Plan: Strategic Advisory Group of Experts on Immunization. Geneva: World Health Organization. http://www.who.int/immunization/web_2017_sage_gvap_assessment_report_en.pdf. (7 Feb 2018).

Roxanne Holly Padley

University of Salerno (Italy)
rpadley@unisa.it

Persuasion and L1 interference:

The case of delexicalised verb-noun collocations in Italian EFL learners

“If two words collocate, they frequently occur together” (Thornbury 2006: 34). Collocations can be challenging for learners of English (Lewis 2008), indeed, some of the most complex are those with delexicalised verbs, with “little or no meaning” (Parrott 2000: 112) when considered individually. Therefore, the role of L1 interference and “the signature of the mother tongue” (Swan & Smith 2001: xi) should be considered as a persuading L1 interference factor when learners make collocation choices. Persuasion is activated through communicative means and the learner’s own L1 can lead to communicative mistakes in their L2, persuaded by their own L1 transfer and applying their own linguistic systems to their L2. The aim of this study is twofold and investigates susceptibility to persuasion in: (1) Italian L1 speakers’ competence with delexicalised verb-noun collocations when presented with a transferable collocation possibility in L1 but resulting in an erroneous combination in L2; (2) the correlation among potential L1 interference persuasion transfer, error frequency and whether the question type impacted on students’ competency.

A corpus of 113 male and female, Italian L1 students studying English at The University of Salerno’s Language Centre was collected from January to April 2019. Students with B1, B2, C1

and C2 levels of English all did the same tests. Both a quantitative and qualitative approach is implemented. The first objective is addressed through presenting students with two question types [8 sentences with a transferable delexicalised verb-noun collocation in L1 but which is not the same delexicalised verb in L2 (e.g. take a decision (acceptable in L1) erroneously transferrable in place of make a decision); 8 sentences with non-transferable collocation equivalents in L1]. The sentences provided enough context for the learners to grasp meaning (Lewis 2000). The second aim is analysed through error frequency in terms of: (i) transferable and non-transferable collocations into the L2 and (ii) option or no option provided. Results are based on statistical analysis used for corpus collocation analysis [Fisher's Exact test to establish any statistical significance (p value < 0.05)] demonstrating whether "any observed differences are down to chance rather than a real difference" Baker (2010: 36). Results show that, regardless of English level of proficiency, the students who undertook the test and were presented with a multiple-choice, transferable option made more errors (31%) (p value = 0.0311); this is in direct contrast with those who had no multiple-choice yet still a transferable collocation.

The influence of L1 interference and transferring individual items rather than language chunks is well documented (Lewis 2008) and it is arguably unsurprising that there were more errors when students were presented with the transferable delexicalised verb-noun collocation from L1 to L2. However, what is noteworthy from our data, is that students only made more errors in the multiple-choice test category and these errors were not repeated when students had no option. The visual and persuasive influence of seeing the erroneous transferable option seems to induce the learners to select the incorrect answer as proven by the statistical significance of the data.

References

- Baker, P. 2010. *Sociolinguistics and Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Lewis, M. 2000. *Teaching Collocation: Further Developments in the Lexical Approach*. Hove: Language Teaching Publications.
- Lewis, M. 2008. *Implementing the Lexical Approach: Putting theory into practice*. Heinle: Cengage Learning.
- Parrott, M. 2000. *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Swan, M. & B. Smith. 2001. *Learner English: a teacher's guide to interference and other problems*. Cambridge: Cambridge University Press.
- Thornbury, S. 2006. *An A-Z of ELT: A Dictionary of Terms and Concepts*. Oxford: Macmillan Publishers Limited.

Maria Cristina Paganoni

Università degli Studi di Milano (Italy)
mariacristina.paganoni@unimi.it

**"You stole our future":
Greta Thunberg's speeches on climate change**

This paper, which builds on an ongoing research project on persuasive discourse at the University of Milan, has a twofold purpose. First, it sets out to investigate the persuasive strategies deployed

by sixteen-year-old Swedish climate activist Greta Thunberg, regarded as a chief orator for the young generation and bent on convincing policy-makers to take action on issues related to climate change. In less than a year since August 2018, when Greta began her school strike outside the Swedish Parliament, she has become a global icon of youth environmental activism, while her speeches (at Davos, the UN, the British House of Commons etc.) have been speedily collected in a forthcoming book (Thunberg 2019).

Amplified by Greta's celebrity status, one of her most powerful arguments pits the young versus the old, who are accused of stealing their children's future. In the face of her provocation, the second part of the paper intends to reflect on the use of the increasing disconnect between 'irresponsible' adults and 'sensible' young people for the sake of persuasion, starting from the kind of media coverage - from supportive to critical - Greta has been receiving. To this end, a selection of thematically related news items from the quality press and from blogs will be analysed alongside her speeches.

The 'old vs young' argument is not marginal in contemporary debates on the power consequences of identity. As regards the economy, for example, old people are blamed for not granting the young adequate opportunities and indebting them through reckless overspending. In politics, they were accused of paving the way to Brexit and Trump. In other words, ageism appears to be today's current and recurrent storytelling of intergenerational solidarity gone badly (Applewhite 2018). This argument, however, is not only counterintuitive for not yet extinct responsible adults but is conceivably not exempt from fallacies, when the power of persuasion obscures reasonableness.

The methodological toolkit here adopted will combine Discourse Analysis with insights from argumentation theory (Perelman & Olbrechts-Tyteca 1969; van Eemeren & Houtlosser 1999; Walton 2007) that has enriched the tradition of Aristotelian rhetoric with an up-to-date theoretical framework (Dillard & Shen 2013). The analysis will start from the basic elements of audience construction (ethos) by means of the speaker's credentials, or lack thereof, emotional appeal (pathos) to the prospect of an imminent catastrophe, and recourse to reason (logos) through facts and figures. It will then proceed to identify in what ways argumentation structures are not only couched in contemporary discourses on the environmental crisis (Lewiński & Üzelgün 2019), but also in a generational divide (van Eemeren & Peng 2017).

In sum, by illustrating viewpoints that can be quite dissonant, the paper intends to contribute to the understanding of the possible reasons whereby the age issue is rising as a key identity dimension in the public and political agenda, within and beyond the climate change debate.

References

- Applewhite, A. 2018. How did old people become political enemies of the young? *Guardian*. <https://www.theguardian.com/commentisfree/2018/dec/23/old-people-enemies-young-generational-compact> (9 Jul, 2019).
- Dillard, J.P. & L. Shen. 2013. *The Sage Handbook of Persuasion: Developments in Theory and Practice*. Los Angeles: SAGE Publications.
- Lewiński, M. & M.A. Üzelgün (eds.). 2019. *Journal of Argumentation in Context* 8(1). *Special Issue on Environmental Argumentation*.
- Perelman, C. & L. Olbrechts-Tyteca. 1969. *The New Rhetoric: A Treatise on Argumentation*. Notre Dame: University of Notre Dame Press.
- Thunberg, G. 2019. *No One Is Too Small to Make a Difference*. London: Penguin.



- Van Eemeren, F. H. & P. Houtlosser. 1999. Strategic manoeuvring in argumentative discourse. *Discourse Studies* 1(4). 479-497.
- Van Eemeren, F. H. & W. Peng. 2017. *Contextualizing Pragma-Dialectics*. Amsterdam & Philadelphia: John Benjamins.
- Walton, D. 2007. *Media Argumentation: Dialectic, Persuasion and Rhetoric*. Cambridge: Cambridge University Press.

Alicia Pascual Fernández

Universidad de Zaragoza (España)
 pfernandezalicia@gmail.com

Educación artística, feminismo y genealogía.

Un abecedario de mujeres artistas contra Frida Kahlo como mercancía

La prevalencia del discurso heteropatriarcal y eurocéntrico ha normalizado la ausencia de mujeres en el relato histórico, por el falso pretexto de calidad o interés de su obra. Con el objetivo de contribuir a la construcción de una genealogía feminista dentro del ámbito artístico, presentamos el proyecto de creación plástica desarrollado con alumnado de 2º de ESO y sus impresiones con respecto a las diferencias de género en el marco profesional.

La crítica a la construcción masculina, patriarcal y eurocentrista de la historia ha sido un tema central de los feminismos desde la segunda mitad del siglo XX, junto con la elaboración de una genealogía de las mujeres en la creación de conocimiento. En el ámbito artístico y educativo, los libros de texto (López-Navajas 2015) se convierten en un dispositivo de reproducción de estos discursos y de sus herramientas de interpretación, reproduciendo la desigualdad al ignorar la obra y los saberes de las mujeres y de colectivos no occidentales. Este trabajo se suma al esfuerzo global por incorporar a las mujeres como creadoras de conocimiento.

El punto de partida del aula fue un desconocimiento generalizado de mujeres artistas. Sólo 6 alumnas de 45 pudieron nombrar en el ámbito de creación a Coco Chanel, Ágatha-Ruth de-la-Prada o Frida Kahlo, convertida en icono pop. Lo que pone en evidencia la capacidad de la publicidad y la industria (moda, cine, televisión) en la creación del imaginario visual y social de los adolescentes (Giroux 2001; Lipovetsky 2006).

Objetivos

- Potenciar el conocimiento de mujeres artistas mediante la investigación artística.
- Promover en el alumnado el cuestionamiento de sus saberes y su origen.
- Reflexionar sobre la importancia de la representación y de poder auto-representarse.
- Conocer las ideas y opiniones de los alumno/as ante la desigualdad de sexo-género en el ámbito artístico.

Metodología

Se ha realizado un estudio pre - post con una tarea de indagación y creación plástica. Para ello se seleccionaron 27 mujeres artistas de distintos contextos históricos y geográficos, contemplando diversas disciplinas, miradas y temáticas. De manera individual los alumnos realizaron un trabajo

de indagación para diseñar la inicial que reflejara la obra de cada artista, escribieron una pequeña reseña y realizaron una presentación.

Finalmente los participantes (n= 45, 20 chicas y 25 chicos) completaron un cuestionario cualitativo que contemplaba su conocimiento sobre artistas, su percepción sobre la desigualdad entre hombres y mujeres en el relato histórico y sus posibles causas y consecuencias, así como su opinión sobre la experiencia. Los datos obtenidos se han analizado en un modelo mixto, cualitativo y cuantitativo.

Resultados

El análisis de resultados muestra que 14 alumnos recuerdan cuatro o más artistas, 10 recuerdan al menos a tres, 12 a dos, 8 a una y tan sólo un alumno no recuerda ninguna. Especialmente se encuentran diferencias de género ante la desigualdad de la presencia de hombres y mujeres en distintas áreas de conocimiento: frente al 20% de los chicos, el 75% de las alumnas afirma haberlo percibido. Sobre si consideran que este desequilibrio se reproduce en otras áreas, las respuestas afirmativas corresponden a un 60% de los chicos y un 95% de las chicas.

Conclusiones

Los resultados avalan que realizar un trabajo de investigación y creación favorece la adquisición de conocimientos. Tras observar la actitud del alumnado ante el trabajo y el análisis de los cuestionarios, en los grupos se encontraron diferencias de sexo-género ante la sensibilidad hacia el tema y su aprobación ante la tarea.

Referencias

- Alario, M^a. T. 2008. *Arte y feminismo*. San Sebastián: Nerea.
- Bourdieu, P. 2006. *La dominación masculina*. Barcelona: Anagrama.
- Combalía, V. 2006. *Amazonas con pincel. Vida y obra de las grandes artistas del siglo XVI al siglo XXI*. Barcelona: Ediciones Destino.
- Casamartina i Parassols, J., P. Jiménez, E. de Diego, M. Ceño & V. Combalía. 2008. *Amazonas del arte nuevo*. Madrid: Fundación Mapfre.
- Deepwell, K. (ed.). 1998. *Nueva crítica feminista de arte*. Estrategias Críticas. Madrid: Cátedra.
- Ferrés, J. 2000. *Educación en la cultura del espectáculo*. Barcelona: Paidós.
- Freedman, K. & P. Stühr. 2003. *La educación en el arte posmoderno*. Barcelona: Paidós Ibérica.
- Hernández, F. 2007. *Espigador@s de la cultura visual. Otra narrativa para la educación de las artes visuales*. Barcelona: Octaedro.
- Giroux, H. 2001. *El ratoncito feroz, Disney o el fin de la inocencia*. Madrid: Fundación Germán Sánchez Ruipérez.
- Irigaray, L. 2003. Any theory of the "Subject" has always been appropriated by the "masculine". En A. Jones (ed.), *The Feminism and visual culture reader*, 119-128. Londres: Routledge.
- Lipovetsky, G. 2006. *El imperio de lo efímero. La moda y su destino en las sociedades modernas*. Barcelona: Anagrama.
- López-Cao, M. 2002. La educación artística y la equidad de géneros: Un asunto pendiente. *Arte, Individuo y Sociedad Anejo I*. 145-171.
- López-Cao, M. 2004. Educar la mirada, conjurar el poder: género y creación artística. En M. López & F. Cao (eds.), *Geografías de la mirada. Géneros, creación artística y representación*, 7-22. Madrid: Instituto de Investigaciones Feministas Universidad Complutense de Madrid.
- López-Navajas, A. 2015. *Las mujeres que nos faltan. Análisis de la ausencia de las mujeres en los manuales escolares*. Universitat de València: Tesis Doctoral.



- Mirzoeff, N. 2003. *Una introducción a la cultura visual*. Barcelona: Paidós.
- Nochlin, L. 2003. Why have there been no great women artists? En A. Jones (ed.), *The Feminism and visual culture reader*, 229-233. Londres: Routledge.
- Pollock, G. 1993. *Vision and difference: Femininity, feminism and histories of art*. Londres: Routledge.
- Torrent R. 2017. El silencio como forma de violencia. Hª del arte y mujeres. *Arte y políticas de identidad*, Murcia: Universidad de Murcia. <https://revistas.um.es/reapi/article/view/16300>

Pedro Jesús Pérez Zafrilla

Universitat de València (España)
p.jesus.perez@uv.es

**Fake news:
Qué son y cómo nos las creemos**

Acontecimientos como la victoria de Trump o del Brexit en 2016 han puesto sobre el tapete el fenómeno de la posverdad. Ésta ha cobrado fuerza en gran medida gracias a la proliferación de las conocidas como *fake news* o noticias falsas. La difusión de noticias falsas es un tema de gran actualidad que merece ser abordado en un congreso sobre discusión y persuasión en los medios de comunicación y la política.

En esta comunicación abordaré el concepto de *fake news* y cómo las noticias falsas consiguen alcanzar su capacidad de manipulación y movilización entre el electorado. Comenzaré repasando la historia del término *fake news* a partir del uso que se hace del mismo desde su origen hasta nuestros días. Además, se repasarán sus precedentes históricos y el uso equívoco que en la actualidad está adquiriendo el concepto de *fake news*, sobre todo en los EEUU. Ese uso equívoco del concepto permite entender la crisis que afronta el proceso político en ese país. También se abordará la conveniencia o no de emplear el concepto de “noticias falsas” frente a otras alternativas como “bulos” o “desinformación”. Se defenderá la necesidad de emplear este concepto de “noticias falsas”, debido a que los conceptos sinónimos citados no recogen la especificidad de su papel en el mundo mediático y político.

A continuación analizaré por qué las noticias falsas resultan tan persuasivas, sobre todo en el mundo digital. Se señalarán de tres tipos de causas: una de tipo tecnológico (la popularización de las redes sociales), otra social (la proliferación de las cámaras de eco en el mundo virtual y en el real) y otra psicológica. Respeto a esta última abordaré, por un lado, la influencia de los sesgos cognitivos en el razonamiento de los sujetos y, por otro, la manipulación producida desde el entorno de la neuropolítica.

Finalmente, evaluaré la incidencia que las noticias falsas acarrearán sobre la credibilidad de los medios de información tradicionales y la misma convivencia democrática. En concreto, la proliferación de noticias falsas provoca el debilitamiento de las instituciones democráticas independientes (como los tribunales o las agencias burocráticas independientes) y la quiebra de la confianza en los medios de comunicación independientes. La consecuencia de ambos fenómenos será la polarización de la política, el ascenso de los populismos de diferente signo en los distintos países y la quiebra de la vida democrática.



Como conclusión del trabajo se avanzará una propuesta de solución a las consecuencias que las noticias falsas arrojan sobre la vida democrática.

Referencias

- Ahlin, D. & B. Benzler. 2017. *Svenska folket om fejk-nyheter*. Estocolmo: Ipsos.
- Allcott, H. & M. Gentzkow. 2017. Social media and fake news in the 2016 election. *Journal of Economic Perspectives* 31(2). 211-236.
- Auber, J. A., H. W. Crott & J. Werner. 1992. Choice shift and group polarization: An analysis of the status of arguments and social decision schemes. *Journal of Personality and Social Psychology* 62. 50-61.
- Barthel, M., A. Mitchell & J. Holcomb. 2016. *Many Americans believe fake news is sowing confusion*. Washington, DC: Pew Research Center.
- Connolly, W. E. 2002. *Neuropolitics: Thinking, culture, speed*. Minneapolis: University of Minnesota Press.
- Cortina, A. 2013. *Para qué sirve realmente la ética*. Barcelona: Paidós.
- Haidt, J. 2019. *La mente de los justos. Por qué la política y la religión dividen a la gente sensata*. Barcelona: Deusto.
- Isenberg, D. J. 1986. Group polarization: A critical review and meta-analysis. *Journal of Personality and Social Psychology* 50. 1141-1151.
- Pérez Zafrilla, P. J. 2017. Por qué fracasa la deliberación y cómo podemos remediarlo. Una alternativa ética al enfoque neurocientífico. *Daimon. Revista Internacional de Filosofía* 70. 131-146.
- Pérez Zafrilla, P. J. 2018. Marcos mentales: ¿marcos morales? Sobre la deliberación pública en la neuropolítica. *Recerca. Revista de Pensament i Anàlisi* 22. 91-110.
- Sartori, G. 1995. *Teoría de la democracia*. Madrid: Alianza.
- Sartori, G. 1998. *Homo videns. La sociedad teledirigida*. Madrid: Taurus.
- Sunstein, C. 2003. *República.com. Internet, democracia y libertad*. Barcelona: Paidós.
- Warwick, A. & R. Lewis. 2017. *Media manipulation and disinformation online*. Nueva York: Data & Society.

Ada Plazzo

Universidad del País Vasco UPV/EHU (España)
ada.plazzo@ehu.eus

Estudio en proceso y didáctica. El género a través de los idiomas: Castellano e italiano

El concepto de lenguaje inclusivo ha sido y es objeto de manipulación persuasiva e instrumentalización políticas a las cuales se manifiestan oposiciones controvertidas a nivel ideológico y de debate gramatical entre lingüistas y filólogos. Con la edición y la difusión de guías sobre lenguaje de género se han manifestado algunas reacciones comunes que van en dos direcciones opuestas, es decir, desde la total negación a la aceptación modista de las imposiciones explicadas en las recomendaciones de uso. A efectos se reconoce un síntoma a identificarse en el problema de falta de conciencia del cambio social y la influencia de estereotipos en Italia y España y así en sus respectivos idiomas y como inició a documentar Pasolini en Comizi d'Amore.

En esta investigación se propone una comparación entre italiano y castellano a través del contexto de enseñanza y aprendizaje orientado a la legitimidad y realización integrada del cambio en el uso lingüístico. Como concepto fundamental se considera el lenguaje una manifestación de la perspectiva del pensamiento y por lo tanto, sin una perspectiva lingüística inclusiva no es posible expresarse en términos de respeto. El planteamiento inicial adopta una metodología basada en la referencia de la Hipótesis de Sapir-Whorf y del concepto de Psicogramática propio de la educación Montessori. A la pregunta de la investigación, acerca de si se perpetúan las exclusiones por la relación entre signifiicante y significado, se responderá a través de un experimento que implica distribuir online un texto a completar por el alumnado participante de las universidades involucradas.

Con la investigación se espera reflexionar sobre automatismo lingüístico *versus* automatismo del pensamiento y mostrar cómo el lenguaje influye en el pensamiento, concretamente en lo que respecta a los automatismos de género.

Referencias

- González, A. V. C. & E. García Pascal. 1995. *Ideología sexista y lenguaje*. Barcelona: Octaedro.
Grossman, M. & F. Rainer. 2004. *La formazione delle parole in italiano*. Tübingen: Niemeyer.
Meseguer, Á. G. 1994. *¿Es sexista la lengua española?* Barcelona: Paidós Ibérica.
Montessori, M., C. Tornar & G. H. Fresco. 2017. *Psicogrammatica*. Milán: FrancoAngeli.
Priulla, G. 2018. *Parole tossiche*. Settenove.
Thornton, A. M. 2004. Mozione. En M. Grossmann & F. Rainer (eds.), *La formazione delle parole in italiano*, 218-227. Tübingen: Niemeyer.

M. Dolores Porto Requejo

University of Alcalá (Spain)
mdolores.porto@uah.es

Persuasive personal narratives: How to engage your audience in the Internet

Narratives are more subtly persuasive than other genres like political speech or commercials. Some stories intend to influence your attitudes, change your beliefs or just help you perceive the reality in a different way. Even when they do not aim any of these, at least overtly, all stories want you to be engaged and empathize with their characters. For a story to be read and remembered, it has to catch the audience's attention, first, and then maintain it all throughout and this requires a certain degree of persuasion.

Nowadays, in the digital era, both narratives and audiences have largely evolved. On the one side, narratives have become increasingly multimodal. More than mere words, digital stories now make use of a multiplicity of strategies -textual, visual and aural, in order to engage their readers and make them feel transported into the narrative. On the other side, the "ideal reader" of these stories has turned into a global, multicultural audience whose response is impossible to predict.

This paper aims to examine how multimodal narratives on personal experiences manage to be persuasive enough to be read on the Internet by a wide multicultural audience with various



backgrounds, beliefs, habits or interests. For that purpose, a small corpus of digital stories was intentionally created and uploaded onto the Internet by a group of university students. These stories were analysed considering different dimensions of narrative engagement, such as attention, imagery, emotions, etc. (Busselle & Bilandzic 2008; de Graaf et al. 2009; Green & Dill 2012; Slater & Rouner 2002), as well as a variety of multimodal strategies of persuasion as those already identified in other genres (Murray 2009; Perloff 2003; Porto & Alonso Belmonte 2014; Remley 2017; Stöckl 2009; Tseronis & Forceville 2017). Besides, students answered a questionnaire, both as authors and readers of the narratives, in order to identify what persuasive strategies they had used in their stories, either consciously or unconsciously, and also what elements in other narratives they had found more engaging. The results of both analytical tools and questionnaires to students point out to emotion as the key element to make a wide global audience empathize with personal, strongly localized stories. Most interestingly, emotion in digital stories have to be conveyed at different linguistic levels (prosodic, syntactic, semantic or pragmatic) and through a variety of modes (visual, textual and acoustic) in order to effectively involve and persuade readers. These results confirm not only the leading role of emotion in communication, persuasive or not, but also the urgent need of multimodal literacy in higher education so that students become effective, persuasive communicators in the digital age.

References

- Busselle, R. & H. Bilandzic. 2009. Measuring narrative engagement. *Media Psychology* 12(4). 321-347.
- De Graaf, A., H. Hoeken, J. Sanders & H. Beentjes. 2009. The role of dimensions of narrative engagement in narrative persuasion. *Communications* 34(4). 385-405.
- Green M. C. & K. E. Dill. 2012. Engaging with stories and Characters: Learning, persuasion, and transportation into narrative worlds. In K. Dill (ed.), *The Oxford Handbook of Media Psychology*, 449-461. Oxford: Oxford University Press.
- Murray, J. 2009. *Non-Discursive Rhetoric: Image and Affect in Multimodal Composition*. Albany, NY: Suny Press.
- Perloff, R. M. 2003. *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Porto, M. D. & I. Alonso Belmonte. 2014. From local to global: Visual strategies of glocalisation in digital storytelling. *Language & Communication* 39. 14-23.
- Remley, D. 2017. *The Neuroscience of Multimodal Persuasive Messages: Persuading the Brain*. New York: Routledge.
- Slater, M. D. & D. Rouner. 2002. Entertainment-education and elaboration likelihood: Understanding the processing of narrative persuasion. *Communication Theory* 12(2). 173-191.
- Stöckl, H. 2009. The language-image-text - theoretical and analytical inroads into semiotic complexity. *AAA Arbeiten aus Anglistik und Amerikanistik* 34(2). 203-226.
- Tseronis, A. & C. Forceville (eds.). 2017. *Multimodal Argumentation and Rhetoric in Media Genres*. Amsterdam: John Benjamins.



M. Dolores Porto Requejo¹ & Isabel Alonso Belmonte²

University of Alcalá de Henares (Spain)¹ and University Autónoma of Madrid (Spain)²
mdolores.porto@uah.es¹ & isabel.alonso@uam.es²

Multimodal frames for shaping opinion in online news: The case of Gaza revolts

News is considered by Perloff (2003) as a borderline case of persuasion. Instead, he places it in a broader domain of social influence, since there is not an overt intention of changing attitudes. It is generally agreed that media, through their agenda-setting, direct public attention to a number of issues that are considered most salient and so affect, not “what they think”, but at least “what they think about” (McCombs 2004; McCombs & Reynolds 2002). However, readers’ understanding and perspective on the topics in news can also be affected by newsmakers decisions on how to present events, i.e. on how the information is framed. News frames organize and structure their meaning by promoting a particular problem definition, causal interpretation, moral evaluation and/or treatment recommendation for the item described (Entman 1993: 52). This phenomenon is particularly noticeable in the last years, when the technical affordances on one side and the new reading habits on the other provide readers with a constant updating of information through online news and digital newspapers.

This paper examines how newsbites, recently identified and studied as a specific genre of digital news (Knox 2007; Porto & Alonso Belmonte 2016), make the most of their brevity and rigid structure to have an impact on their audience. Often reduced to a headline and a photo, the interaction of visual and textual modes is the key to guide readers’ interpretation of the events and influence their views on the issues reported. For this purpose, a sample of 37 newsbites was collected from fourteen European mainstream newspapers. They all were published on May 14th and 15th 2018 and inform about the relocation of US embassy from Tel Aviv to Jerusalem and the subsequent protests against this transfer in Gaza Strip. The analysis was based on recent literature on media framing (Semetko & Valkenburg 2000; Van Gorp 2010) as well as following a socio-cognitive and critical approach to discourse analysis (Dirven et al. 2007; Langacker 2013; Hart 2014). On a first stage, three main general frames were identified, namely conflict, human interest and attribution of responsibility. On a second stage, four specific framing devices were identified - subject choice, composition, distance and viewpoint, that could be realized either visually or textually.

Results show how photos and headlines combine and interact in order to promote specific interpretations of the information in relation to the three main frames identified and in a broader context of shaping opinion about the Palestinian-Israeli conflict. Also, the contrastive analysis reveals meaningful cross-cultural differences as for the way in which the same events are framed in France, Italy, United Kingdom, Spain and Germany, which can only be explained in terms of a cultural, sociological and historical context. This research can be of interest for both discourse analysts and media researchers.

References

Dirven, R., F. Polzenhagen & H. G. Wolf. 2007. Cognitive linguistics, ideology and critical discourse analysis. In D. Geeraerts & H. Cuyckens (eds.), *The Oxford Handbook of Cognitive Linguistics*, 1222-1240. Oxford: Oxford University Press.



- Entman, R. B. 1993. Framing: Toward clarification of a fractured paradigm. *Journal of Communication* 43. 51-58.
- Hart, C. 2014. *Discourse Grammar and Ideology. Functional and Cognitive Perspectives*. London/New York: Bloomsbury.
- Knox, J. 2007. Visual-verbal communication on online newspaper home pages. *Visual Communication* 6(1). 19-53.
- Langacker, R. W. 2013. *Essentials of Cognitive Grammar*. Oxford: Oxford University Press.
- McCombs, M. 2004. *Setting the Agenda. The Mass Media and Public Opinion*. Cambridge: Polity Press.
- McCombs, M. & A. Reynolds. 2002. News influence on our pictures of the world. In J. Bryant & D. Zillmann (eds.), *Media Effects: Advances in Theory and Research*, 1-18. Mahwah, NJ: Lawrence Erlbaum Associates.
- Perloff, R. M. 2003. *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Porto, M.D. & I. Alonso Belmonte. 2016. Genres and online newspapers: Newsbites from a socio-cognitive perspective. In N. Stukker, W. Spooren & G. Steen (eds.), *Genre in Language, Discourse and Cognition*, 277-302. Berlin: de Gruyter.
- Semetko, H. A. & P. M. Valkenburg. 2000. Framing European politics: A content analysis of press and television news. *Journal of Communication* 50(2). 93-109.
- Van Gorp, B. 2010. Strategies to take subjectivity out of framing analysis. In P. D'Angelo & J. Kuypers (eds.), *Doing News Framing Analysis: Empirical and Theoretical Perspectives*, 84-109. New York: Routledge.

Margaret Rasulo

University of Campania "Luigi Vanvitelli" (Italy)
margherita.rasulo@unicampania.it

The case of Alexandria Ocasio-Cortez and the persuasive shifting of the Overton Window

The level of political viability of a range of ideas that the public is willing to accept from its political leaders can be explained by referring to the concept of the Overton window (Lehman 2010). Serving as a normalizing yardstick for political theories, anything falling outside this window at a given time is considered radical or even unthinkable. Alexandria Ocasio-Cortez, the newly-appointed US representative, commonly known by her three-letter moniker AOC, is intent on widening this window to include her highly debated reform ideas about climate change, healthcare, taxes and minimum wage. But AOC knows only too well that combating the status quo, especially within her own Democratic party, requires more than a good plan of action. She knows, for example, that if previously impractical ideas are to become mainstream, a different way of addressing the public is vital. What is needed is a dissenting palette of human expression that is capable of sparking a cogent and persuasive conversation (Murphy & Shleifer 2004; Fairclough & Fairclough 2012) to win the support of those who have already shown to resonate with her ideals of democratic socialism. By choosing Twitter as her preferred platform, AOC, with her straight talk and common

sense narrative, is aiming to set the tone for political activism and shift the window to accommodate within its confines of acceptability her new radical policies (Bednarek 2008).

Considering AOC's media savvy and her ability to penetrate national consciousness in an astonishingly short period, the overarching aim of this study is to explore how AOC is reframing political discourse (Lakoff 2003; Lakoff et al. 2004) by using social media. To this purpose, by conducting a multimodal analysis of a corpus of collected Tweets from her @AOC account, the study will analyze the visual and linguistic strategies employed by the US representative in the implementation of her radical fringe approach to political reform. In particular, by exploring these meaning-making resources that are associated with AOC's multilayered linguistic identity, the study will evaluate their power of persuasion in connecting with audiences. The methodology employed draws heavily on qualitative approaches to Multimodal Critical Discourse Analysis (Kress 2010; O'Halloran et al. 2011; Machin 2013; van Leeuwen 2013) supported by Appraisal (Martin & White 2005; Benítez-Castro & Hidalgo-Tenorio 2019) and Framing Theories (Entman 2007).

Preliminary findings prompt a twofold reflection. Firstly, by taking her no-nonsense, inquisitive and combative political discourse onto the twitter platform, AOC seems to command a national audience at will. Secondly, and most importantly, through this game-changing style of communication, AOC is attempting to pull not only the Democratic Party in her direction but widen the Overton window to her taste so that policies once dismissed out of hand are being discussed in mainstream circles.

References

- Bednarek, M. 2008. *Emotion Talk across Corpora*. London/New York: Palgrave Macmillan.
- Entman, R. 2007. Framing bias: Media in the distribution of power. *Journal of Communication* 57. 163-173.
- Benítez-Castro, M.A. & E. Hidalgo-Tenorio. 2019. Rethinking Martin & White's AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion. In J.L. Mackenzie & L. Alba-Juez (eds.), *Emotion in Discourse*, 301-332. Amsterdam: John Benjamins.
- Fairclough, I. & N. Fairclough. 2012. *Political Discourse Analysis*. Routledge: London.
- Kress, G. 2010. *Multimodality*. London: Routledge.
- Lakoff, G. 2003. *Metaphors We Live By*. University of Chicago Press: Chicago, USA.
- Lakoff, G., D. Howard & D. Hazen. 2004. *Don't Think of an Elephant! Know Your Values and Frame the Debate-The Essential Guide for Progressives*. Chelsea Green Publishing: VT, USA.
- Lehman, J. G. 2010. The Overton Window: Made in Michigan. *Viewpoint of Public Issues* 19. <https://www.mackinac.org/overtonwindow> (16 February 2019).
- Machin, D. 2013. What is multimodal critical discourse studies? *Critical Discourse Studies* 10(4). 347-355.
- Martin, J.R. & White, P. 2005. *The Language of Evaluation: Appraisal in English*. Palgrave Macmillan.
- Murphy, K.M. & A. Shleifer. 2004. Persuasion in politics. *American Economic Review Papers and Proceedings* 94 (2): 435-439.
- O'Halloran, K., S. Tan, B.A Smith & A. Podlasov. 2011. Multimodal analysis within an interactive software environment: critical discourse perspectives. *Critical Discourse Studies* 8(2). 109-125.
- Van Leeuwen, T. 2013. Critical analysis of multimodal discourse. In C. A. Chapelle (ed.), *The Encyclopedia of Applied Linguistics*, 4002-4006. London: Blackwell.



Fernando Repullés Sánchez

University of Zaragoza (Spain)
fergolie@unizar.es

**Persuasion by laughing:
The three-dimensional cognitive quality of humour in cartoons**

As we can read in the *Call for Papers* of the *Linguaging Diversity Conference 2019*, the textual genres derived from Aristotelian persuasion have led to a new way of persuasion influenced by the miscellaneous social media and The Internet of Things (IoT) which are separated or mixed depending on which group of consumers such media want to influence.

In a world of globalization, where the potential consumers are increasing every day, the audio-visual business needs new methods and accurate techniques to reach success. Moreover, if we talk about one of its top sellers, the cinema, and we analyse one of the genres that more frequently has suffered from metamorphosis inside this sector, cartoons, the study of the different ways used to persuade its audience becomes more relevant.

Those cartoons only devoted for children and prepared exclusively for them are now a product of the past. Why should the companies offer something only for a minority sector when they could expand this to the majoritarian one by re-directing their persuasive message to both teenagers and adults? Disney Company had the monopoly of cartoons until the other companies understood that they could share such a huge sector as soon as they found a way to attract the potential clients who had been put aside before. The technique they used was humour. The present paper tries to analyse this humour in cartoons. There was humour in Disney products, undoubtedly, as well as many other qualities that combined in an invincible formula. However, only when the other companies found in humour a much higher and global scope, the three-dimensional cognitive aspect of humour, they were able to menace Disney's hegemony. This menace compelled Disney to re-consider their humour parameters and improve them towards the mentioned three-dimensional cognitive aspect of humour in order to remain on their top position. The first big threat had come with DreamWorks Company and its film *Shrek*, but the reaction of Disney Company had also been immediate by releasing *Monsters Inc.* (although there was similar humour in previous products like *Toy Story*) and so the struggle for the best position continued until nowadays.

The cognitive aspect of humour can be divided into three levels: children's cognitive level, teenager's cognitive level and adult's cognitive level. This division depends on how human beings think and react to different types of humour depending on their cognitive development. Hence, we need use an accurate classification of humour in audio-visual products. We will use the one established by Repullés (2008) and based in humour classifications made by Delabastita (1994), Zabalbeascoa (2001) and Attardo (2002): linguistic humour (wordplays, puns, etc.), linguistic humour with visual help and merely visual humour. By using this classification, we have studied how each of the three groups in the audience reacts to the different types of humour and we have noticed that children usually avoid the linguistic type and hint the visual aspects of humour, whereas the teenagers and adults normally accept all the three previous varieties. Also, there are cases when a type humour only makes children laugh and it just causes a weak smile in teens and adults, whereas there are others when only the latter ones laugh. What is more, there are hilarious situations, which typically combine image humour and language humour, making each group laugh in a different way as their understanding of wit is different according to their cognitive age.

It is this great variety of reactions what makes the cognitive quality of humour three-dimensional: The three possible groups in the audience (children, teenagers or adults) can understand humour similarly or differently, but the three of them react to humour at the same time. Consequently, persuasion also becomes three-dimensional as it wishes to outstand its main marketing function: making a broader segment of audience watch or buy their product, their cartoon, and not the other's.

References

- Attardo, S. 1988. Trends in European humor research: Toward a text model. *Humor-International Journal of Humor Research* 1(4). 349-370.
- Attardo, S. 2002. Translation and humour: An approach based on the General Theory of Verbal Humour (GTVH). *The translator* 8(2). 173-194.
- Chiaro, D. 2008. Humor and translation. In V. Raskin (ed.), *The Primer of Humor Research* vol. 18, 573-612. Berlin/New York: Mouton de Gruyter.
- Delabastita, D. 1994. Focus on the pun: Wordplay as a special problem in translation studies. *Target* 6(2). 223-243.
- Delabastita, D. 1989. Translation and mass-communication: Film and TV. Translation as evidence of cultural dynamics. *Babel* 35(4). 193-218.
- Delabastita, D. 1990. Translations and the mass media. In S. Bassnett & A. Lefevere (eds.), *Translation, History and Culture*, 97-109. London & New York: Pinter.
- Delabastita, D. 1996. Introduction. The translator, wordplay and translation. *Essays on Punning and Translation* 2(2). 127-139.
- Gillies, E. 1997. ¿El humor es traducible? Alba de América: *Revista Literaria* 15. 352-359.
- Hernández, A. & G. Mendiluce. 2004. Este traductor no es un gallina: El trasvase del humor audiovisual en Chicken Run. *Translation Journal* 8(3). 3-21.
- Hernández, A. 2005. El cine de animación: Un caso especial de traducción audiovisual. *Trasvases Culturales: Literatura, Cine y Traducción* 4. 211-223.
- Marín Arrese, J.M. 1998. What's so funny? Cognitive and pragmatic aspects of humour. In Ignacio Vázquez Orta & Ignacio Guillén Galve (coords.), *Perspectivas pragmáticas en lingüística aplicada*, 67-74. Zaragoza: Anubar.
- Martínez-Tejerina, A. 2008. La traducción para el doblaje del humor basado en la polisemia: Los Hermanos Marx cruzan el charco. Universidad de Alicante: Tesis Doctoral.
- Mateo-Martínez Bartolomé, M. 1999. Reírse, una cuestión de contrastes. *Livius: Revista de Estudios de Traducción* 13. 117-136.
- Praga, I. 1989. Humor y traducción: Su problemática. *Fidus Interpres: Actas de las Primeras Jornadas Nacionales de Historia de la Traducción*, 246-257. León: Servicio de Publicaciones.
- Repullés, F. 2008. Shrek: When audiovisual humour becomes a lingua franca. In M. Muñoz- Calvo, C. Bueso & M. A. Ruiz-Moneva (eds.), *New Trends in Translation and Cultural Identity*, 337-356. Newcastle: Cambridge Scholars Publishing.
- Zabalbeascoa Terrán, P. 1992. In search of a model that will work for the dubbing of television comedy. *Actes I Congrès Internacional sobre Traducció*, 350-366. Barcelona: Universitat Autònoma de Barcelona.
- Zabalbeascoa, P. 2001. La traducción del humor en textos audiovisuales. *La Traducción para el Doblaje y la Subtitulación*, 251-266. Madrid: Cátedra.

Felipe Reyes Guindo

Universidad de Granada (España)
feliperegui@gmail.com

Estudio de los modos de gobierno a través del Análisis Crítico del Discurso

Los modos de gobierno pueden estudiarse desde muy diversos puntos de vista y atendiendo a múltiples factores. Esta investigación se centra en uno en concreto: el discurso político. A través del Análisis Crítico del Discurso (ACD), puede identificarse cómo y en qué medida los modos de gobierno (pluralista y mayoritario) influyen y condicionan el discurso político de los actores más relevantes. El primer paso de nuestro estudio consistirá en un exhaustivo análisis de los discursos de los líderes y otros actores relevantes, de tal manera que nos sirva para identificar y describir cuáles son las características que definen y diferencian claramente el discurso propio de cada forma de gobierno. Después de este proceso, vamos a ser capaces de reconocer y aislar esos rasgos específicos, partiendo siempre del procesamiento textual de discursos reales y equivalentes (dos discursos de asunción del cargo, tal y como proponemos al final de este trabajo, a modo de ejemplo).

Los modos de gobierno son dos formas distintas de concebir y poner en práctica el ejercicio del poder. A este respecto, demostramos en este artículo las conexiones sistemáticas que existen entre las estructuras de poder y el discurso político. Para llegar a esta demostración, es necesario realizar previamente una detallada descripción de las diferentes dimensiones de poder, así como reconocer cuáles de ellas afectan directamente a la agenda política y por ende al discurso. Solo entonces seremos capaces de relacionar las características propias de cada discurso con las distintas dimensiones de poder, para así mostrar de forma clara y detallada las vías a través de las cuales los modos de gobierno afectan al discurso de los actores políticos. Pero también a la inversa, lo que de hecho constituye la aportación más significativa de este trabajo al mundo del ACD: estudiando las características del discurso de los actores más relevantes, podemos identificar sus intenciones en un contexto concreto de estructuración del poder, condicionado por el sistema político y los modos de gobierno. A partir de aquí, el ACD se convierte en una herramienta muy útil, susceptible de ser incorporada a la ciencia política, al haberse demostrado su particular utilidad para realizar un mejor estudio de ciertos aspectos políticos, ya que, de esta manera, ayudaría a completar una panorámica más completa de realidades como el populismo, la crisis institucional, la desafección política, entre otros fenómenos.

Referencias

- Fairclough, N. 2003. El análisis crítico del discurso como método para la investigación en ciencias sociales. En Ruth Wodak & Michael Meyer (eds.), *Métodos de análisis crítico del discurso*. 179-203. Barcelona: Gedisa.
- Jäger, S. 2003. Discurso y conocimiento: Aspectos teóricos y metodológicos de la crítica del discurso y del análisis de dispositivos. En Ruth Wodak & Michael Meyer (eds.), *Métodos de análisis crítico del discurso*, 61-141. Barcelona: Gedisa.
- Lanzaro, J. 2001. Tipos de presidencialismo y modos de gobierno en América Latina. *Tipos de presidencialismo y coaliciones políticas en América Latina* 1. 7-49. Buenos Aires: CLACSO.
- Lijphart, A. 2011. Modelos de democracia. Introducción. *Actores y Comportamiento Político* 1. 43-49.



- Linz, J. 2011. Democracia presidencial o parlamentaria. ¿Qué diferencia implica? *Actores y Comportamiento Político* 1. 108-218.
- Meyer, M. 2003. Entre la teoría, el método y la política: La ubicación de los enfoques relacionados con el ACD. En Ruth Wodak & Michael Meyer (eds.), *Métodos de análisis crítico del discurso*. 35-59. Barcelona: Gedisa.
- Van Dijk, T. 2003. *Ideología y discurso*. Barcelona: Ariel.
- Van Dijk, T. 2009. *Discurso y poder*. Barcelona: Gedisa.
- Van Dijk, T. 2016. Análisis Crítico del Discurso. *Revista Austral de Ciencias Sociales* 30. 203-222.
- Wodak, R. 2003. De qué se trata el análisis crítico del discurso (ACD). Resumen de su historia, sus conceptos fundamentales y sus desarrollos. En Ruth Wodak & Michael Meyer (eds.), *Métodos de análisis crítico del discurso*. 17-34. Barcelona: Gedisa.

Giorgia Riboni

The University of Milan (Italy)
giorgia.riboni@unimi.it

**Persuasion and ideology on YouTube:
The case of stay-at-home-mothers' vlogs**

This presentation focuses on vlogs, a form of online video journal aimed at recording and sharing users' life experiences and consisting of monologues performed in front of a camera, and explores the way they can be turned into vehicles of persuasion, thus contributing to and influencing different discourses. Video-hosting platform affordances provide ordinary people with the possibility of uploading content and reaching a potentially global audience. One category of users who have exploited the possibilities offered by vlogging is that of stay-at-home-mothers (or "SAHMs"). Traditionally considered as passive subjects who played a peripheral role within public discourses, thanks to vlogging they have acquired a more active status, narrating and sharing their experience in an online public sphere (Lopez 2009). A limited number of stay-at-home-mums have achieved such a huge notoriety that they are regarded as influential microcelebrities (Marwick 2013). Their identity is therefore hybrid, as it blends the role of the primary caregiver with that of the YouTube entrepreneur (Burgess & Green 2010).

Contrary to common beliefs that SAHMs' vlogs simply document their protagonists' lives, this study explores the hypothesis that this type of video realizes a primarily persuasive function, aimed at promoting their role as content creators as well as the figure of the stay-at-home-mum. More specifically, the assumption that SAHMs' hybrid identity is strategically crafted to frame stay-at-home-mums' vlogging as the perfect means to take care of children while pursuing a career that helps support one's family, thus indirectly advocating for the importance of stay-at-home-motherhood, is put to the test. Given their popularity, it may be possible to hypothesize that this type of vlogs act as a vehicle of ideological persuasion, having significant repercussions on discourses spanning from (traditional) gender roles to governmental responsibilities regarding family support services.

The theoretical framework selected for this research is Social Media Critical Discourse Studies (SM-CDS) (KhosraviNik 2014, 2017, 2018), which is "an emerging model of theorization and operationalization of research combining tenets from Critical Discourse Studies with



scholarship in digital media and technology” (KhosraviNik & Esposito 2018: 45). Social Media Critical Discourse Studies provide an “observational/communicative practice-based approach” (KhosraviNik 2017: 584) and are possibly the most suitable tool to critically investigate digital performances of identity like those SAHMs carry out in front of their cameras. In the analysis, the methodological tools of Social Media Critical Discourse Studies are applied to YouTube SAHMs’ vlogs, selecting for analysis those with the most significant numbers of visualizations as they are arguably more likely to influence the genre and affect discourses on stay-at-home-motherhood. The research revolves around two levels of investigation: at a macro level, it seeks to identify the prevailing rhetoric, discursive, and textual features of these videos, with a view at investigating the linguistic projection of SAHMs’ identity in texts collected from their monologues. At a micro level, it examines selected lexical and syntactic features in order to establish their role within the emerging discourse of YouTube stay-at-home mothers.

Preliminary results seem to confirm the hypothesis that SAHMs’ vlogs can be turned into vehicles conveying ideological content; the application of critical discourse analytical tools to stay-at-home-mothers’ linguistic and rhetorical choices suggests that these women not only use vlogging to document their lifestyle, but also seek to persuade the audience of its desirability.

References

- Burgess, J. & J. Green. 2010. The entrepreneurial vlogger: Participatory culture beyond the professional-amateur divide. In P. Snickars & P. Vonderau (eds.), *The YouTube Reader*, 89-107. Stockholm: National Library of Sweden/Wallflower Press.
- KosraviNik, M. 2014. Critical discourse analysis, power and new media discourse. In Y. Kalyango & M. Kopytowska (eds.), *Why Discourse Matters: Negotiating Identity in the Mediatized World*, 287-306. New York: Peter Lang.
- KosraviNik, M. 2017. Social media critical discourse studies (SM-CDS). In J. Flowerdew & J. E. Richardson (eds.), *The Routledge Handbook of Critical Discourse Studies*, 582-596. London/New York: Routledge.
- KhosraviNik, M. 2018. Social media techno-discursive design, affective communication and contemporary politics. *Fudan Journal of the Humanities and Social Sciences* 11(4). 427-442.
- KhosraviNik, M. & E. Esposito. 2018. Online hate, digital discourse and critique: Exploring digitally-mediated discursive practices of gender-based hostility. *Lodz Papers in Pragmatics. Special issue on Narrating Hostility, Challenging Hostile Narratives* 14(1). 45-68.
- Lopez, L. K. 2009. The radical act of ‘mommy blogging’: Redefining motherhood through The Blogosphere. *New Media & Society* 11(5). 729-747.
- Madden, K. 2018. “This is an incredible God thing”. Monetized domesticity in bottom-up media. In M. Einstein, D. Winston & K. Madden (eds.), *Religion and Reality TV: Faith in Late Capitalism*, 49-64. Abingdon, Oxon & New York: Routledge. Kindle File.
- Marwick, A. 2013. *Status Update: Celebrity, Publicity and Branding in the Social Media Age*. New Haven, CT: Yale University Press.



Chris Richards

Open University (UK)
chris.h.richards@gmail.com

A case study investigating the representations of gender and sexuality in the course books used in an English language academy in Spain

Although the language student enrolls on a course to learn language, they do not enter the classroom as an empty vessel ready to be filled with new lexis and grammatical structures. Rather, the language learner brings with them a personal identity which is itself connected to their wider socio-cultural experience. Baynham (2006) argues that second language acquisition (SLA) research is now taking the social turn, with less interest in motivation and a move towards interest in 'notions of identity, subjectivity and investment' (p. 25). Norton (2011) reminds us of the post-structuralist argument that language is not neutral, but is part of a contested social world. Moreover, it is through language that power can normalise behaviours and practices invisibly (Foucault 1980). All of our characteristics, including our gender and sexual identity, are in negotiation whenever we speak (Norton 2011). Language, then, has a profound connection to our identity and our socio-cultural relationships.

The study discussed in this paper considered how ideas about gender and sexuality are represented and reproduced in ELT course books and asked three research questions:

RQ1: How are men and women represented in a sample of course books?

RQ2: How is sexuality represented in a sample of course books?

RQ3: How do teachers respond to the representations of gender and sexuality in course books?

Analysis was undertaken of the multimodal representations of gender and sexuality that are constructed in the course books which provide the basis for language teaching. This involved a page by page examination, noting any gendered representations or any representations that implied a relationship that was either heteronormative or non-heteronormative. Each occurrence was recorded with page number, brief description and coding. Semi-structured interviews with teachers were then conducted to discover what they (would) do with these representations in their classrooms.

Addressing the IATEFL plenary in April 2019, John Gray summarised the genealogy of research in to the representation of non-heteronormative relationships starting with Pennycook (1999) through Thornbury's oft-quoted remark that 'coursebook people are never gay' (1999: 15), Nelson (1999), his own work (2013) and Pavelczyk et al. (2015). The area of gender representation in course books has already generated a body of research and while there has been some movement away from the representation only of traditional gender roles, there is still work to be done to produce teaching materials that do not reinforce traditional, stereotypical ideas about gender.

This paper reports on the findings of the study and how ideas of inequality are reproduced in a sample of commercially available course materials. It also discusses the responses of a sample of practitioners to the material and their views on the issues.

References

Baynham, M. 2006. Agency and contingency in the language learning of refugees and asylum seekers. *Linguistics and Education* 17(1). 24-39.



- Foucault, M. 1980. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977* (C. Gordon, trans.). New York: Pantheon Books.
- Gray, J. 2013. LGBT Invisibility and heteronormativity in ELT materials. In J. Gray (ed.), *Critical Perspectives on Language Teaching Materials*, 40-63. London: Palgrave Macmillan.
- Ingram, R. 2019. Gender and inclusion in the classroom. In S. Douglas (ed.), *Creating an Inclusive School Environment*, 63-65. London: British Council.
- Nelson, C. D. 1999. Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly* 33(3). 371-391.
- Norton, B. 2011. Identity. In J. Simpson (ed.), *The Routledge Handbook of Applied Linguistics*, 318-330. Abingdon: Routledge.
- Pawelczyk, J., Ł. Pakuła & J. Sunderland. 2014. Issues of power in relation to gender and sexuality in the EFL classroom - An overview. *Journal of Gender and Power* 1(1). 49-66.
- Pennycook, A. 1999. Introduction: Critical approaches to TESOL. *TESOL Quarterly* 33(3). 329-348.
- Thornbury, S. 1999. Window-dressing vs cross-dressing in the EFL sub-culture. *Folio* 5(2). 15-17.

Manuela Romano

University Autónoma of Madrid (Spain)
manuela.romano@uam.es

The discursive construction of feminism in the 8M banners

Protest movements can be considered real laboratories for the observation of language change and creativity processes (Romano 2013, 2015). Political slogans thus are paradigmatic examples of discursive creativity as well as powerful rhetorical tools built from protestors': (i) common urge to express and vent feelings of outrage against a general social, economic or political situation; and (ii) need to persuade interlocutors to join their protests and movements.

Within this line of research, this paper studies the discursive strategies used in the creation of slogans in the last (8M) feminist protests taking place in Spain on March 8th 2019. The analysis of 50 banners reveals a large variety of linguistic and multimodal mechanisms that interact with specific communicative and socio-cultural factors resulting in the production of highly novel texts, very often witty and humorous. Among these strategies, multimodal metaphor (Forceville 2009; Forceville & Urios-Aparisi 2009) has proved to be one of the most powerful devices for social action (Romano 2013, 2015; Pujante & Morales López 2013; Morales López 2016; Romano & Porto 2018; Porto & Romano 2019). Metaphorical slogans are catchy, easy to remember and enable quick access to shared socio-cultural and emotional knowledge, transferring the maximum information with the least cognitive effort. In addition, the interaction of modes, verbal and pictorial in the main, play a crucial role in the creation and spread of the new slogans, catching people's attention, appealing to shared emotions and cultural frames, highly entrenched in the community.

To this aim, the study follows recent research on metaphorical creativity, recontextualization and multimodality within Socio-Cognitive models of discourse (Cameron & Deignan 2006; Kövecses 2009, 2010, 2015; Musolff & Zinken 2009; Musolff 2015; Semino 2008; Steen 2011, 2014; Porto 2012; Porto & Romano 2013), as well as recent Critical approaches to

discourse and metaphor (Charteris-Black 2005, 2013; Hart 2010, 2014; Soares da Silva 2016; Soares da Silva et al. 2017; Romano & Porto 2018; among others).

The discursive strategies deployed by Spanish feminist movements in addition, reflect recent social changes taking place within Spanish society. First, the changeover from passive 'victims' to active, 'outraged' citizens (Montesano & Morales 2014) following the new participative and festive forms of social action stemming from the recent Spanish protest movements (15M and Mareas). And second, the transformation of society through the construction of new social structures (Laclau 1990; Wodak et al. 2009), such as the new feminist movements under study (Gil 2011; Beard 2017; Despentès 2018).

In short, the 8M feminist slogans are prototypical examples of socio-culturally conditioned and cognitively situated metaphors (Kövecses 2015); metaphors that arise for a specific sociohistorical and cultural context, as well as for very specific evaluative and persuasive needs of a community, namely, to attract attention, to influence others' perception of reality, and to try to persuade people to join the movement, as well as to influence politicians and decision makers. In other words, metaphorical slogans are very effective communicative and ideological tools which make simultaneous use of emotion (pathos), reason (logos) and ideology (ethos).

References

- Beard, M. 2017. *Women & Power. A Manifesto*. London: Profile Books.
- Charteris-Black, J. 2005. *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Basingstoke/New York: Palgrave MacMillan.
- Charteris-Black, J. 2013. *Analysing Political Speeches: Rhetoric, Discourse and Metaphor*. Basingstoke/New York: Palgrave Macmillan.
- Despentès, V. 2018. *King Kong Théorie*. Paris: Bernard Gasset.
- Forceville, C. 2009. Non-verbal and multimodal metaphor in a cognitivist framework: Agendas for research. In C. J. Forceville & E. Urios-Aparisi (eds.), *Multimodal Metaphor*, 19-42. Berlin: Mouton de Gruyter.
- Forceville, C. & E. Urios-Aparisi (eds.). 2009. *Multimodal Metaphor*. Berlin/New York: Mouton de Gruyter.
- Gil, S. 2011. *Nuevos Feminismos - Sentidos Comunes en la Dispersión*. Madrid: Traficantes de Sueños.
- Hart, C. 2010. *Critical Discourse Analysis and Cognitive Science: New Perspectives on Immigration Discourse*. Basingstoke/New York: Palgrave Macmillan.
- Hart, C. 2014. *Discourse, Grammar and Ideology: Functional and Cognitive Perspectives*. London: Bloomsbury.
- Kövecses, Z. 2015. *Where Metaphors Come From: Reconsidering Context in Metaphor*. Oxford, UK: Oxford University Press.
- Laclau, E. 1990. *New Reflections on the Revolution of our Time*. London/New York: Verso.
- Montesano, N. & E. Morales. 2014. Multimodal narrative as an instrument for social change: Reinventing democracy in Spain - the case of 15M. *Critical Approaches to Discourse Analysis Across Disciplines (CADAAD)* 7. 200-219.
- Morales López, E. 2016. Metáforas para el cambio social. *Discurso y Sociedad* 10. 781-807.
- Porto, M.D. & M. Romano. 2013. Newspaper metaphors: Reusing metaphors across media genres. *Metaphor & Symbol* 28(1). 60-73.
- Porto, M.D. & M. Romano. 2019. Transmodality in metaphors: TIDES in Spanish social protest movements. In I. Navarro & I. Ferrando (eds.), *Current Approaches to Metaphor Analysis in Discourse*, 321-345. Berlin: De Gruyter Mouton.



- Pujante, D. & E. Morales López. 2013. Discurso (discurso político), constructivismo y retórica: Los eslóganes del 15-M. *Language, Discourse & Society* 2(2). 32-59.
- Romano, M. 2013. Situated-instant metaphors: Creativity in 15M slogans. *Metaphor and the Social World* 3(2). 241-260.
- Romano, M. 2015. La protesta social como 'laboratorio' de creatividad metafórica. *Discurso & Sociedad* 9(1). 41-65.
- Romano, M. & M. D. Porto. 2018. 'The tide, change, nobody can stop it': Metaphor for social action. *Discourse & Society* 29(6).
- Semino, E. 2008. *Metaphor in Discourse*. Cambridge: Cambridge University Press.
- Semino, E., A. Deignan & J. Littlemore. 2013. Metaphor, genre, and recontextualization. *Metaphor and Symbol* 28. 41-59.
- Soares da Silva A. 2016. The persuasive (and manipulative) power of metaphor in 'austerity' discourse. A corpus-based analysis of embodied and moral metaphors of austerity in the Portuguese press. In M. Romano and M. D. Porto (eds.), *Exploring Discourse Strategies in Social and Cognitive Interaction*, 79-108. Amsterdam: John Benjamins.
- Soares da Silva A, M. J. Cuenca & M. Romano. 2017. The conceptualization of 'austerity' in the Portuguese, Spanish and Irish press. In F. Sharifian (ed.), *Advances in Cultural Linguistics*, 345-368. New York: Springer.
- Wodak, R., R. De Cillia, M. Reisigl & K. Liebhart. 1999 (2009). *The Discursive Construction of National Identity*. Edinburgh: Edinburgh University Press.

M^a Cristina Roqueta Félez

Colegio Público de Educación Especial "Gloria Fuertes" Andorra (España)
ceeandorra@educa.aragon.es

Comunicación Aumentativa: Mucho más que hablar

El Colegio Público de Educación Especial "Gloria Fuertes" es un centro comarcal situado en Andorra (Teruel, España) que acoge a alumnado que presenta discapacidad intelectual y diferentes necesidades especiales de comunicación, desde aquellos que no presentan intencionalidad comunicativa ni comprensión del lenguaje, pasando por los que no disponen de lenguaje oral comprensivo ni expresivo hasta llegar a los que tan solo poseen una capacidad oral deficiente y poco funcional. Todos presentan graves dificultades comunicativas y siguiendo las afirmaciones de Javier Tamarit *dotar de un medio de comunicación es un derecho y una responsabilidad ética, no una elección de los profesionales*.

Para facilitar las funciones expresiva y relacional se utilizan *Sistemas Alternativos y/o Aumentativos de Comunicación*, que se definen por ser "instrumentos de intervención destinados a personas con alteraciones diversas y cuyo objetivo es la enseñanza, mediante procedimientos específicos de instrucción, de un conjunto estructurado de códigos no vocales (necesitados o no de soporte físico) que permiten funciones de representación y sirven para llevar a cabo actos de comunicación (funcional, espontánea y generalizable" (Tamarit 1988: 82).

Durante esos actos de comunicación, el adulto debe tener presente que la comunicación es un proceso multimodal y adoptar una actitud de alerta constante para responder



contingentemente a cualquier señal del niño con discapacidad y así otorgarle un auténtico sentido comunicativo. Se pueden utilizar *Sistemas de Comunicación Sin Ayuda* (gestos naturales, gestos idiosincrásicos, códigos gestuales y signos) y/o *Con Ayuda* (objetos reales, fotografías y símbolos pictográficos) cuyo uso implica la utilización de diferentes Ayudas Técnicas para la Comunicación (pulsadores, comunicadores, tabletas, ordenador,...)

Además, el comportamiento humano está regulado por el uso de claves que dan continua información y permiten aprender en el entorno. Nuestro alumnado necesita saber dónde está, qué actividad es la siguiente, a qué espacio del centro va a acudir, qué adulto de referencia va a aparecer... De ahí la importancia de utilizar adecuadas *claves multisensoriales* cuya función es anticipar (dar información por adelantado) ofreciendo un entorno comprensible y predecible que mejoren la sensación de control sobre el medio y posibiliten la participación e inclusión en el medio escolar.

Por último, la generalización en el uso de un Sistema de Comunicación conlleva la posibilidad de participar en *situaciones interactivas grupales de carácter inclusivo*, que fomenten la participación de todos los niños/as y se caractericen por la existencia de varios interlocutores, el respeto de las diferentes modalidades comunicativas y la utilización de los recursos personales y materiales necesarios.

Referencias

- Alcantud, M. & J. Soto. 2003. *Tecnología de ayuda en personas con trastornos de comunicación*. Valencia: Nau Libres.
- Baumgart, D., J. Johnson & E. Helmstetter. 1996. *Sistemas alternativos de comunicación para personas con discapacidad*. Madrid: Alianza Psicología.
- Carr, E. 1996. *Intervención comunicativa sobre los problemas de comportamiento*. Madrid: Alianza Psicología.
- Hodgson, L. 2002. *Estrategias visuales para mejorar la comunicación*. Michigan: Quirk Roberts Publishing.
- Juárez, A. & M. Monfort. 2001. *Estimulación del lenguaje oral: Un modelo interactivo para niños con necesidades educativas especiales*. Madrid: Entha Ediciones.
- Manolson, A. 1995. *Hablando nos entendemos los dos: Una guía para padres sobre cómo ayudar a sus hijos a comunicarse*. Madrid: Entha Ediciones.
- Monfort, M. & A. Juárez. 2001. *Algo que decir*. Madrid: Entha Ediciones.
- Monfort, M. & A. Juárez. 2006. *La práctica de la comunicación bimodal*. Madrid: Entha Ediciones.
- Puyuelo, M. & J. A. Rondal. 2003. *Manual de desarrollo y alteraciones del lenguaje*. Barcelona: Masson.
- Sussman F. 2001. *More than words*. Toronto: The Hanen Centre.



Pilar Royo Grasa

University of Zaragoza (Spain)
prg@unizar.es

**Narratives on asylum seekers:
A persuasive challenge to anti-immigration post-truth politics of fear**

Pathos is one of three Aristotelian modes that is gaining growing relevance in our contemporary Post-Truth era. Named as the word of the year by the Oxford English Dictionaries in 2016, the term post-truth seeks to describe those situations in which feelings and beliefs are deemed more reliable than facts. Among such feelings, the use of fear as a tool of persuasion and manipulation should be highlighted. The arousal of fear of the foreigner is being used as a tool to justify western states' hostile policies to the arrival of people seeking asylum in their national territories. Refugees are being misleadingly referred to as 'illegals', 'economic migrants', 'irregular maritime arrivals', 'boat people', 'queue jumpers' and 'would be terrorists'. The reiterative attachment of such pejorative images to asylum seekers and refugees has contributed to circulating the idea that those refugees and asylum seekers are a threat to the well-being of states (Ahmed 2004; Bauman 2016). As a result, human rights, such as the principle of non-refoulement (Art. 33 of the 1951 Refugee Convention), freedom of movement (UDHR Art. 13) and access to employment (UDHR Art. 23), are being violated. Walls, barbed wire and electric fences are increasingly being built both in and outside Europe, and asylum seekers and refugees are being held indefinitely in immigration detention centres and refugee camps (Parekh 2017). In the last years, there have been several refugees-related events which have caught media attention and raised people's sympathies for refugees. For example the Tampa affair in August 2001, the refugees shipwreck off the Italian island of Lampedusa in October 2013, or the settlement of hundreds of refugees at Budapest train station in September 2015. However, there also appears to be some kind of "refugee tragedy fatigue" (Bauman 2016: 2): refugees' tragic experiences are being taken as the norm, in such a way that their moral impact is becoming weaker.

This paper seeks to analyse and discuss how literary texts can awaken readers from that anaesthetising fatigue, and persuasively challenge the anti-immigration nationalist rhetoric of fear that governments are using to deny their responsibility towards refugees. For this purpose, the paper will examine the thematic, generic and stylistic techniques used in a selection of short stories from the anthologies of narratives on asylum seekers *A Country Too Far* (Scott & Keneally 2013) and *A Country of Refuge* (Popescu 2016). As my paper will conclude, the short stories' closer and open-ended approach to asylum seekers' experiences contributes to outdoing many of the stereotypes and arguments that governments use to elude their responsibility towards refugees. Far from encouraging a discourse of hostility, the short stories urge readers to sympathize with the asylum seekers and refugees' yearnings for refuge and justice.

References

- Ahmed, S. 2004. Affective economies. *Social Text* 22(2). 117-139.
Bauman, Z. 2016. *Strangers at Our Door*. Cambridge; Malden, MA: Polity Press.
Parekh, S. 2017. *Refugees and the Ethics of Forced Displacement*. New York/London: Routledge.
Popescu, L. (ed.). 2016. *A Country of Refuge: An Anthology of Writings on Asylum Seekers*. London: Unbound.



- Scott, R. & T. Keneally (eds.). 2013. *A Country too Far: Writings on Asylum Seekers*. Melbourne: Penguin Books.
- United Nations. The Universal Declaration of Human Rights (UDHR). <https://www.un.org/en/universal-declaration-human-rights/> (13 May, 2019).
- United Nations High Commissioner for Refugees (UNHCR). The 1951 Refugee Convention. <https://www.unhcr.org/1951-refugee-convention.html> (13 May, 2019).

Farah Sabbah

Phoenicia University (Lebanon)
farah.sabbah@pu.edu.lb

Identifying implicit persuasion in the appraisal analysis of Al Jazeera English news reports

This paper aims to illustrate how the discourse-semantic appraisal model, developed by Martin & White (2005), can be used to reveal implicit forms of persuasion in news reporting. The language of evaluation and appraisal (Bednarek 2008; Hunston & Thompson 2000; Martin & Rose 2003; Martin & White 2005; Thompson & Alba-Juez 2014) realized in lexis, various grammatical categories, and organization of ideas position readers in particular ways vis-à-vis the participants and entities mentioned in the text. The ATTITUDE system of appraisal, sub-categorized as affect, judgement, and appreciation, includes all the evaluative resources that describe the feelings of the writer/speaker towards a participant and/or event as well as the judgement of a person's behavior and evaluation of the aesthetic or social value of objects or state of affairs. The ENGAGEMENT system includes all the linguistic and semantic devices that reveal how other views and voices are incorporated into a text. The paper aims to answer the following research questions: (1) How is ATTITUDE realized in the selected Al Jazeera English (AJE) news reports? (2) Which ENGAGEMENT devices are most frequently found in the selected AJE news reports? (3) What are the potential persuasive effects of the findings?

The Al Jazeera English staff provided the comments of the 100 most popular articles published between March 5, 2015 and March 9, 2015. To create a homogeneous data set suitable for in-depth qualitative analyses, the data comprise nine news reports that cover the Middle East, equivalent to 3,512 words. The Middle East was chosen as the main topic because AJE is an Arab English-language news website, and one of its objectives is to serve as a reliable source for news about the Middle East (Powers, 2012). The reports are categorized into three groups based on the topic that they cover: 1) Israel, 2) Egypt, and 3) the Islamic State of Iraq and the Levant (ISIL). The ATTITUDE towards the mentioned participants in the text and ENGAGEMENT devices were qualitatively analyzed in each report. The results show the most frequent ATTITUDE sub-type to be invoked judgement (group 1: 59%; group 2: 51%; group 3: 59%), most frequently realized in the transitivity of the clause, lexical items, and modality. Challenging cases of epistemic and deontic modality are highlighted. The ENGAGEMENT analyses show that the expansive devices of attribution are most frequently used (group 1: 78%; group 2: 96%; group 3: 96%) in the AJE news reports. The analyses and findings indicate that Israeli Prime Minister Benjamin Netanyahu is judged as having an immoral character because of the negative effects of his decisions on Israel's political interests and its relations with neighboring countries and people, especially the Palestinians. Egyptian President



Abdel-Fattah El-Sisi's government is found to be evaluated as unjust. Finally, ISIL is construed as an intimidating extremist terrorist group. The significance of the study is that it analyzes how implicit persuasion is linguistically realized in the news reporting genre, thus creating a persuasive effect.

References

- Bednarek, M. 2008. *Emotion talk across corpora*. Basingstoke: Palgrave Macmillan.
- Hunston, S. & G. Thompson (eds.). 2000. *Evaluation in text: Authorial stance and the construction of discourse*. Oxford: Oxford University Press.
- Martin, J. R. & D. Rose. 2003 (2007). *Working with discourse: Meaning beyond the clause*. 2nd edition. London: Bloomsbury.
- Martin, J. R. & P. R. R. White. 2005. *The language of evaluation: Appraisal in English*. London: Palgrave Macmillan.
- Powers, S. 2012. Origins of Al Jazeera English. In P. Seib (ed.), *Al Jazeera English: Global news in a changing world*, 5-28. New York: Palgrave Macmillan.
- Thompson, G. & L. Alba-Juez (eds.). 2014. *Evaluation in context*. Amsterdam: John Benjamins Publishing Company.

Francisco José Sánchez García

Universidad de Granada (España)
fran jose@ugr.es

Persuasión y emoción en el discurso político: Los tabúes y eufemismos del *Procés* catalán

Indudablemente, la persuasión política se sirve de numerosas herramientas lingüísticas, entre las que destaca el eufemismo como una de las más relevantes. Mediante el uso de los eufemismos se busca evitar la mención de palabras controvertidas, nombres propios marcados por el descrédito o ideas que a priori podrían entenderse como mal vistas por una mayoría (es decir, tabúes), y por otro, ajustar los marcos conceptuales a fin de convencer, disuadir o emocionar a los potenciales destinatarios de los mensajes: los ciudadanos. En los últimos años, hemos podido detectar un importante incremento del uso de estas estrategias de interdicción en el discurso político español, pero en contra de lo que habitualmente se considera, no siempre prevalece la intención clara de evitar un tabú, primando en muchos casos una finalidad más persuasiva o manipuladora, dirigida estratégicamente por los partidos para conformar un argumentario coherente y cohesionado, en la línea de la teoría de *frames* desarrollada por Lakoff (2007).

En esta ponencia, partimos de los cimientos metodológicos asentados en anteriores trabajos sobre el eufemismo político (Sánchez 2018). En esta ocasión, nos hemos propuesto profundizar en el análisis del eufemismo político desde una aproximación pragmática, es decir, teniendo en cuenta la intención comunicativa que se esconde detrás del uso de la interdicción. Así, sirviéndonos de un corpus compuesto por declaraciones recientes de políticos españoles a propósito del llamado *Procés* catalán (con el que los líderes soberanistas catalanes persiguen alcanzar la independencia de Cataluña desde 2012), trataremos de mostrar el potencial de la interdicción para filtrar la realidad a través de un discurso más efectivo y ajustado a los marcos conceptuales que marcan la estrategia de estos partidos de corte soberanista. Ejemplos como

“derecho a decidir”, “soberanismo” o “demócratas”, sirven para moldear el discurso, rebajando la radicalidad de las propuestas independentistas y ofreciendo una imagen moderna y democrática de los partidos favorables a la secesión; al mismo tiempo, los adversarios políticos llamados “unionistas” o “constitucionalistas” pasan automáticamente a ser vistos como líderes autoritarios o represores si atendemos a las implicaturas subyacentes en los mensajes eufemísticos que podemos reconstruir gracias a la Teoría de la Relevancia (Sperber & Wilson 1994).

Referencias

- Allan, K. & K. Burridge. 1991. *Euphemism and dysphemism. Language used as shield and weapon*. Nueva York/Oxford: Oxford University Press.
- Casas Gómez, M. 2009. Hacia una nueva perspectiva de enfoque en la definición lingüística del eufemismo. En C. Fuentes Rodríguez & E. Alcaide Lara (coords.), *Manifestaciones textuales de la descortesía y agresividad verbal en diversos ámbitos comunicativos*, 11-29. Sevilla: Universidad Internacional de Andalucía.
- Cestero Mancera, A. M. 2015. La expresión del tabú: Estudio sociolingüístico. *Boletín de Filología* 50 (1). 71-105.
- Fuentes Rodríguez, C. & E. R. Alcaide Lara. 2002. *Mecanismos lingüísticos de persuasión. Cómo convencer con palabras*. Madrid: Arco Libros.
- Grijelmo, A. 2012. *La información del silencio. Cómo se miente contando hechos verdaderos*. Madrid: Taurus.
- Lakoff, G. 2007. *No pienses en un elefante. Lenguaje y debate político*. Madrid: Editorial Complutense.
- Lakoff, G. & M. Johnson. 1980. *Metáforas de la vida cotidiana*. Madrid: Cátedra.
- Luntz, F. 2006. *Words that work. It's not that you say, it's what people hear*. Nueva York: Hyperion.
- Lutz, W. 1987. *Doublespeak*. Nueva York: Harper & Row.
- Mars, A. 2012. No digan recortes, llámenlo amor. *El País*, 5/3/2012.
- Núñez Cabezas, E. A. 2001. El eufemismo y las fórmulas de evasión en el lenguaje político español. *Isla de Arriarán* 17. 419-428.
- Sánchez García, F. J. 2010. *Pragmática de los titulares políticos*. Madrid: Visor.
- Sánchez García, F. J. 2012. *Retórica parlamentaria española*. Madrid: Síntesis.
- Sánchez García, F. J. 2018. *Eufemismos del discurso político. Las claves lingüísticas del arte del disimulo*. Madrid: Visor.
- Senabre, R. 1971. El eufemismo como fenómeno lingüístico. *Boletín de la Real Academia Española* 51. 175-189.
- Sperber, D. & D. Wilson. 1994. *La relevancia*. Madrid: Visor.
- Teso, E. 1998. Cambio semántico, impropiedad y eufemismo. *Verba* 15. 183-204.
- Van Dijk, T. A. 2010. Discurso, conocimiento, poder y política. Hacia un análisis crítico epistémico del discurso. *Revista de Investigación Lingüística* 13. 167-215.

Burcu Gülüm Tekin

University of Zaragoza (Spain)
gulumtekin@unizar.es

Tracing populism and gender issues as a form of persuasion in James Joyce's "The Dead" and Roddy Doyle's dialogue-based fiction

Populism is probably one of the most complex, fluid and widely used terms of our time. Many scholars (i.e. Shils 1956; Canovan 1981; Laclau 2005; Panizza 2005) offer various definitions for populism, specifically in different political contexts. In fact, populism is usually related to ordinary people, the public, and even to their sovereignty over the dysfunctional elite. But, what if we try to analyse this term in literature, specifically in an Irish context? My choice of Irish literature is deliberate not only because of its rich literary tradition, but also due to its embodiment of many dualities (i.e. Irish-English; local-global; populist-elite). In his famous essay "The Day of the Rabblement" which dates back to 1901, James Joyce criticises the Irish Literary theatre of the time for disregarding the work of famous authors such as Ibsen, Tolstoy or Hauptmann. He denounces Irish theatre for being populist, and underlines that if an artist follows "a popular movement", he has to face the risks involved (Joyce 1901: n/a). Indeed, some contemporary Irish writers shape their writings in accordance with public tendencies with an aim to reach a wider audience. One example of this is the contemporary writer, Roddy Doyle, in whose works the political, social, economic and cultural changes in modern day Ireland immediately find their place. His literary oeuvre not only captures the zeitgeist of the country but it is also written in a very approachable characters with colloquial speech. On the other hand, with his sophisticated tone, Joyce addresses a specific readership, which might be called an elite, to criticise his own country. This dichotomy between the populist and the elite is the starting point of this study.

As regards these two distinct literary figures James Joyce and Roddy Doyle, this study aims to explore the use of populism as a means of persuasion in Irish literature in the short story "The Dead" (Dubliners, 1914) as well as Doyle's recent publications [Two Pints (2012) and Two More Pints (2014)]. My argument is that the notion of populism in both cases can be read using the theory of gender relations. While observing the populist shift on the Irish literary scene as regards the gender issues reflected in these literary pieces, my objective is to provide answers for the following questions:

- (1) Why do female characters give rise to nationalist and populist connotations in Joyce's short story? Might it be a literary strategy to persuade the reader?
- (2) Although his opposing stance, does Joyce ironically address the Irish elite through Gabriel's depiction in "The Dead"?
- (3) What might be the function of the male characters in Doyle's two novels? Why are female characters absent in Doyle's aforementioned works?
- (4) Is it possible to say that contemporary Irish literature is more populist than in Joyce's time, if so, how might it be related to persuade a wider audience?

References

- Canovan, Margaret. 1981. *Populism*. New York/London: Harcourt Brace Jovanovich.
Doyle, Roddy. 2012. *Two Pints*. London: Jonathan Cape.
Doyle, Roddy. 2014. *Two More Pints*. London: Jonathan Cape.



- Ferguson, Harry. 2001. Men and Masculinities in Late-Modern Ireland. In Bob Pease & Keith Pringle (eds.), *A Man's World: Changing Men's Practices in a Globalized World*, 118-134. London/New York: Zed Books.
- Hidalgo-Tenorio, Encarnación, Miguel-Ángel Benítez-Castro & Francesca De Cesare (eds.). 2019. *Populist Discourse: Critical Approaches to Contemporary Politics*. London/New York: Routledge.
- Joyce, James. 1996 [1914]. *Dubliners*. London: Penguin.
- Kiberd, Declan. 1996. *Inventing Ireland*. London: Vintage.
- Laclau, Ernesto. 2005. *On Populist Reason*. London: Verso.
- Meaney, Gerardine. 2010. *Gender, Ireland, and Cultural Change Race, Sex, and Nation*. London/New York: Routledge.
- Panizza, Francisco. 2005. *Populism and the Mirror of Democracy*. London/New York: Verso.
- Shils, Edward A. 1956. *The Torment of Secrecy*. Chicago: Free Press.
- Villar-Argáiz, Pilar. 2013. Organic and Unworked Communities in James Joyce's "The Dead". In Paula Martín Salván, Gerardo Rodríguez Salas & Julián Jiménez Heffernan (eds.), *Community in Twentieth-Century Fiction*, 48-66. London: Palgrave Macmillan.

Elda Silva Tomé

University of Lisbon (Portugal)
eldatome@gmail.com

“Learning Portuguese as a second language”: Digital Literary Education

Portuguese as a Second Language - or PLNM, according to the designation 'Português Língua Não Materna' - is an area of the current national curriculum conceived for foreign students in parallel with Portuguese as an autonomous subject (Pereira 2017). In fact, nowadays, it is a growing social and educational reality from primary to higher secondary education and it has been assessed on national examination for a decade.

From a synoptic perspective, and according to Pinto (2007), the implementation of PLNM was a slow and unfinished process. For more than a quarter of a century, PLNM has been institutionalized in different paths. Since 2007, it has undergone great increases, especially in terms of research, rather than in its legal aspects (Pereira 2017).

PLNM's educational basis is the Common European Framework of Reference for Languages (CEFR) and also the Programmatic Guidelines (Leiria et al. 2008). However, recently, Essential Learning was outlined as a basic curricular orientation document.

Considering that we live in the "digital age" (Siemens 2006), where the development of mobile and wireless technologies has contributed to an exponential growth of mobile applications and services, Education's relationship with digital resources is an undeniable reality. PLNM is a live example, counting on educational platforms with government's support such as Cyberschool, among others. Bearing this in mind, the on-going action-research project is focused on the learning of literature by non-native students using digital resources, namely mobile phones. It is based on the design and application of a didactic unit and it resorts to short literary texts integrated in the current National Reading Plan (PNL), as well as those provided



digitally by the Community of Portuguese Speaking Countries (CPLP). It intends to collect and describe different perceptions of the involved students in the use of digital devices in education. Furthermore, this study contributes not only to providing new learning strategies but also to developing a Literary Education as a dimension of the Portuguese as a Second Language's curriculum.

The research questions are as follows:

- (1) Can the development of a Literary Education in the PLNM curriculum play a role in promoting success in the learning of Portuguese as a second language in lower secondary education?
- (2) Can the use of digitally enriched environments increase the success of PLNM students (level B1) in developing a Literary Education?
- (3) Can Digital Literary Education facilitate transitions between PLNM Students and Portuguese Students?

As far as methodology is concerned, this study relies on qualitative research, supported by different methodologies. Therefore, semi-structured interviews (Guerra 2016) were carried out to the students involved. During the development of the didactic unit, all lessons were subject to Observation (Reis 2011). Documentary Analysis is also a methodological option, taking place before, during and after the didactic unit, namely of the students' sociolinguistic characterization sheets, of their productions and of the digital post-session reports provided by Nearpod, the main selected application. The data are still being processed.

References

- Guerra, I. C. 2006. *Pesquisa qualitativa e análise de conteúdo: Sentidos e formas de uso*. Lucerna: Editorial Presença.
- Pereira, C. 2017. Enquadramento e funcionamento da disciplina de PLNM no sistema educativo português. *Revista de Estudos de Cultura* 7. 93-108.
- Pinto, A. 2007. *A institucionalização do português língua não materna em Portugal*. Centro de Estudos de Comunicação e Cultura. Universidade Católica Portuguesa.
- Reis, P. 2011. *Observação de aulas e avaliação do desempenho docente*. <http://hdl.handle.net/10451/4708>
- Siemens, G. 2006. Connectivism: Learning theory or pastime of the self-amused. <http://elearnspace.org>. (10 Jul, 2017).
- Maynor, N. & P. Cukor-Avila. 1989. Variation in subject-verb concord in Early Modern English. *Language Variation and Change* 1. 285-300.



Jean Mathieu Tsoumou

University Complutense of Madrid (Spain)
jeanmtso@ucm.es

Internet-mediated communication and language identities among Congolese people

Internet-mediated communication (IMC) has prompted a rich and wealthy body of research worldwide, as investigating human beings' activities online has always been a breakthrough in an attempt to gain an understanding of how people behave beyond their traditional face-to-face spaces. Studies on multilingualism in IMC are, therefore, remarkably important as they enable researchers to elucidate basic principles and patterns of language use, which operate as a visible reflection of face-to-face communication. Thus, shining a light on these principles and patterns is a fundamental step in a quest to understand both sociolinguistic and sociocultural features surrounding the backgrounds of Internet users in a given community.

The majority of previous studies on multilingual phenomena associated with IMC are, however, in the so-called international languages (i.e. English, French, Spanish, etc.), while there are a few studies that tackle the same issues in languages spoken in Congo-Brazzaville where the linguistic situation is complex. Such complexity lies both in the co-existence and interplay of the country's several languages since roughly sixty indigenous languages are spoken within the national borders, with French being the only national official language.

The present study thus intends to examine how language alternation is used as an important process to index language identity among Congolese Facebook users. The basic assumption is that maintaining the identity of the group based on the use of languages at their disposal is a common practice among Facebook users given that there is no eye-to-eye contact or sense of personal presence.

Netnography - defined as a means of obtaining a cultural understanding of human experience from online social interaction and contents - was used both in the data-gathering procedure and the analytical interpretation of the data. Thus, a dataset consisting of 9330 Facebook comments were collected from October 2015 and July 2016. Preliminary findings suggest that Codeswitching is a common multilingual practice used not just as a conversational tool, but as a way of establishing, maintaining and delineating ethnic boundaries and identities. Switching back and forth between languages stands as a sign of inclusion, and/or exclusion among Facebook users, depending upon multiple motives and motivations of the speakers.

References

- Androutsopoulos, J. 2013. Code-switching in computer-mediated communication. In S. C. Herring, D. Stein & T. Virtanen (eds.), *Handbook of the Pragmatics of CMC*, 668-692. Berlin: Mouton Gruyter.
- Bou-Franch, P. & P. Garcés-Conejos Blitvich (eds.). 2018. *Analyzing Digital Discourse: New Insights and Future Directions*. New York: Palgrave Macmillan.
- Canagarajah, A. S. & A. J. Wurr. 2011. Multilingual communication and language acquisition: New research directions. *The Reading Matrix* 11(1). 1-15.
- Crystal, D. 1987 (1994). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Crystal, D. 2001. *Language and Internet*. Cambridge: Cambridge University Press.



- Crystal, D. 2003. *English as a Global Language*. Cambridge/New York: Cambridge University Press.
- Crystal, D. 2005. The scope of the Internet linguistics. *Paper given online to the American Association for Advancement of Science meeting*.
http://www.davidcrystal.com/DC_articles/Internet2.pdf. (19 Jul, 2018).
- Danet, B. & S. C. Herring. 2007. *The Multilingual Internet: Language, Culture, and Communication Online*. Oxford: Oxford University Press.
- Demuth, K. 2000. Bantu noun class systems: Loan word and acquisition evidence of semantic productivity. In G. Senft (ed.), *Classification Systems*, 270-292. Cambridge: Cambridge University Press.
- Demuth, K. 2001. Prosodic constraints on morphological development. In J. Weissenborn & B. Höhle (eds.), *Approaches to Bootstrapping: Phonological, Syntactic and Neurophysiological Aspects of Early Language Acquisition*, vol. 24, 3-21. Amsterdam: John Benjamins.
- Grosjean, F. 2001. The bilingual's language modes. In J. Nicol (ed.), *One Mind, Two Languages: Bilingual Language Processing*, 1-22. Malden, MA: Blackwell.
- Kozinets, R. V. 2010. Netnography: The Marketer's Secret Ingredient. *MIT Technology Review*.
<http://www.technologyreview.com/business/26434/> (October 14, 2018).
- Kozinets, R. V. 2012. Marketing netnography: Prom/ot(ulga)t(ing) a new research method. *Methodological Innovations Online* 7(1). 37-45.
- Kozinets, R. V. 2002. The field behind the screen: Using netnography for marketing research in online communities, *Journal of Marketing Research* 39. 61-72.
- Kozinets, R. V. 2015. Netnography. In R. Mansell and P. Hwa Ang (eds.), *The International Encyclopedia of Digital Communication and Society*, 653-660. Wiley-Blackwell.
- Massoumou, O. 2001. Des usages linguistiques actuels en République du Congo. In I. Desmet, E. Atibakwa Baboya & M. Van Campenhoudt (eds.), *Cahiers du Rifal. Développement linguistique: Enjeux et perspectives* 22. 73-78.
- Massoumou, O. 2003a. Les usages linguistiques à Brazzaville: La place du Français. In *Les langues et l'expression de la marginalité. Réseau de chercheurs Observation du français et des langues nationales, Agence universitaire de la Francophonie (AUF)*.
<http://www.unice.fr/bcl/ofcaf/21/Massoumou.pdf> (22 Jul, 2016).
- Massoumou, O. 2003b. Fautes, particularismes et évaluation du Français en République du Congo. *Communication aux Etats généraux de l'enseignement du français en Afrique subsaharienne francophone*, 17 au 20 mars. Libreville.
- Thurlow, C. & K. Mroczek (eds.). 2011. *Digital Discourse, Language in the New Media*. Oxford: Oxford University Press.



Marco Venuti

University of Catania (Italy)
mvenuti@unict.it

The #GRA reform: Public discourses on Twitter on the Gender Recognition Act

In July 2018, the UK Government launched an online public consultation asking citizens “how best Government might make the existing [gender reassignment] process under the Gender Recognition Act a better service for those trans and non-binary people who wish to use it” (<https://consult.education.gov.uk/government-equalities-office/reform-of-the-gender-recognition-act/>). The consultation triggered a wide public debate both on traditional media and arenas, and on various social media platforms that involved both groups campaigning for trans equality and feminist groups protesting against a reform they envisaged as threatening to women’s rights.

Recently, we have witnessed an increasing interest in the (critical) discourse analysis of new/social media (Georgalou 2017; KhosraviNik 2017) as new public spaces, and specifically in the role of conflict in online interactions (Tagg et al. 2017). Starting from these approaches, this paper investigates the Twitter debate on the Gender Recognition Act Reform within a multidisciplinary research project focusing on the role of ideology/identity in-group and out-group dynamics, particularly in LGBT+ groups.

Following a combined quantitative and qualitative approach to discourse analysis (Baker 2014; Partington 2003; Partington et al 2013), the paper will present a corpus consisting of nearly 15000 tweets containing the hashtags that characterised the twitter debate on the issue (#ComeOutForTransEquality, #GRAreform, #GRAconsultation, #GRA, #genderrecognitionact, #WarOnWomen, and #sexnotgender), and that were collected during the four months of the public consultation, from 1st July to October 28th. Tweets have been annotated, in order to preserve the multimodal nature of social media communication, and will be queried using the online software Sketch Engine (Kilgariff 2014).

Tweets will be analysed as instances of debate in a public space where in-group out-group dynamics on very sensitive issues may trigger emotional/ideological responses generated by a gatekeeping attitude. The focus on inclusive/divisive communicative practices will develop from the identification of keywords, and the study of their discursive function in context; specific threads will be qualitatively analysed, in order to highlight dynamics of identity building, when communication takes place within in-group members of online communities, and stancetaking (Englebretson 2007) strategies, when interaction takes place between in-group and outgroup members on sensitive issues.

The analysis will highlight the role played by reason/emotion in the argumentation in the public debate. More specifically, differences in interactional patterns will be exemplified following Erikson’s three-stage model of identity development (Erikson 1968), comprising a moral, an ideological and an ethical stage (Cote & Levine 1987), showing how interaction on twitter appears hindered by the difficulty shown by users to go beyond a moral and an ideological attitude.

References

- Baker, P. 2014. *Using Corpora to Analyse Gender*. London: Bloomsbury.
Englebretson, R. 2007. *Stancetaking in Discourse*. Amsterdam: Benjamins.
Erikson, E. H. 1968. *Identity: Youth and crisis*. New York: Norton.

- Cote, J. E. & C. Levine. 1987. A formulation of Erikson's Theory of Ego Identity Formation. *Developmental Review* 1. 273-325.
- Georgalou, M. 2017. *Discourse and Identity on Facebook*. London: Bloomsbury.
- KhosraviNik, M. 2017. Social Media Critical Discourse Studies (SM-CDS). In J. Flowerdew & J. Richardson (eds.), *Handbook of Critical Discourse Analysis*, 582-596. London: Routledge.
- Kilgariff, A. et al. 2014. The Sketch Engine: Ten years on. *Lexicography* 1. 7-36.
- Partington, A., A. Duguid & C. Taylor. 2013. *Patterns and Meanings in Discourse: Theory and Practice in Corpus-Assisted Discourse Studies (CADS)*. Amsterdam: John Benjamins.
- Partington, A. 2003. *The Linguistics of Political Argument: The Spin-doctor and the Wolf-pack at the White House*. London: Routledge.
- Tagg, C. et al. 2017. *Taking Offence on Social Media*. London: Palgrave.

Héctor Vielva Diego

Universidad de Salamanca (España)
hectorvielva@gmail.com

La crítica en la obra de Mariano José de Larra como herramienta de persuasión: Un enfoque socioliterario

En los artículos de crítica literaria, social y política de Mariano José de Larra (1809-1837), la ironía y la sátira se convierten en armas cargadas de libertad y progreso contra el inmovilismo y la cerrazón de su tiempo.

El propio "Fígaro" en *De la sátira y los satíricos* expone abiertamente su código deontológico; el autor satírico debe atravesar el barniz engañoso de las apariencias con suspicacia para desentrañar las causas y resortes más recónditos del corazón humano. De la misma manera, debe evitar la sátira personal y limitarse al ámbito público, siempre en aras del interés general. Estas son las claves que harán de la crítica un mecanismo de persuasión y una herramienta de cambio social y político en la pluma de Larra.

Esta propuesta pretende analizar la crítica en la obra de Larra como herramienta de persuasión. Para ello se servirá de la teoría del campo literario del sociólogo francés Pierre Bourdieu (1930-2002), según la cual el escritor dispondría de cierto capital simbólico, generado dentro del campo literario, que podría convertirse en capital de los otros campos sociales (político, económico, religioso, etc.). Así, el prestigio simbólico y cultural adquirido por "Fígaro" como fruto de su labor literaria y periodística se convertiría en capacidad de influencia política efectiva. No en balde se presentó a las elecciones de 1836 y llegó a ser elegido diputado, aunque luego quedarán anuladas tras la "sargentada" de La Granja. Su ávido deseo de progreso social y político le acompañó siempre durante su corta trayectoria y es, de hecho, una de las causas de su frustración, desesperanza y, finalmente, suicidio.

Creemos por tanto que la figura de Larra, quien supo analizar magistralmente la coyuntura histórica y sociopolítica de su época, proporciona sin duda un caso pertinente para la Sociología de la Literatura y no tan estudiado desde el enfoque propuesto. Primeramente se llevará a cabo un análisis del corpus larriano en relación al tema sugerido, en especial de sus artículos periodísticos, acompañado al mismo tiempo de comentarios analíticos de carácter sociológico. Por



último, este breve estudio valorará, a la luz de la teoría del campo literario, el alcance persuasivo de la obra de “Fígaro” sobre la sociedad de su tiempo.

Referencias

- Alonso, C. 1971. *Literatura y poder: España 1834-1868*. Madrid: Alberto Corazón.
- Amell, A. 1990. *La preocupación por España en Larra*. Madrid: Editorial Pliegos.
- Bourdieu, P. 2005. *Las reglas del arte: Génesis y estructura del campo literario*. Barcelona: Anagrama.
- Burgos, C. De. 1919. *Fígaro*. Madrid: Imprenta de "Alrededor del mundo".
- Ferreras, J. I. 1988. *Fundamentos de sociología de la literatura*. Barcelona: Círculo de Lectores.
- Kirkpatrick, S. 1977. *Larra: El laberinto inextricable de un romántico liberal*. Madrid: Gredos.
- Larra, M. J. de. 1997. *Fígaro: Colección de artículos dramáticos, literarios, políticos y de costumbres*. Barcelona: Crítica.
- Larra, M. J. de. (2009). *Obras completas*. Madrid: Cátedra.
- Marín, J. 1979. *Dos suicidas: Larra y Ganivet. Estudio psicológico*. Madrid: Universidad Complutense de Madrid.
- Maingueneau, D. 2004. *Le discours littéraire*. París: Armand Colin.
- Sanz, M. 1984. *Larra*. Madrid: Ediciones Urbión.
- Umbral, F. 1999. *Anatomía de un dandy*. Madrid: Visor Libros.

Serkan Yüksel

TU Dortmund University / University of Potsdam (Germany)
serkan.yueksel@tu-dortmund.de

Commercial codeswitching por favor. The use of codeswitching to persuade customers

Today's European cities exhibit a great cultural and linguistic diversity. Highly diverse urban areas, such as street markets, bring together people from different sociolinguistic backgrounds and thus facilitate intense language contact, with speakers accessing diverse linguistic resources that they creatively use and mix (see e.g. Otsuji & Pennycook 2010; Pennycook & Otsuji 2015; Duman & Schumann 2018; Wiese 2018; Yüksel 2018; Duman & Yüksel 2019). Such linguistic practices include ample codeswitching, which makes them particularly interesting since so far the focus of codeswitching research has mostly been on more stable bilingual communities rather than highly diverse multilingual settings (see Poplack 2015; Lim & Ansaldo 2016).

As a part of a larger project, we collected spontaneous speech data through audio and video recordings from a weekly street market in Berlin-Neukölln that is popular among locals and tourists, the “Maybachufer-Markt”.

In my presentation, I will show that codeswitching is frequently used at the market to persuade customers, suggesting a function of codeswitching that has not been discussed in the literature so far. I will account for this phenomenon as *commercial codeswitching*. This type of codeswitching can be motivated by two ways: sellers switch to a language

- or
1. according to customers' perceived social belonging and its related linguistic repertoire,
 2. perceived as having an association that supports persuasion, e.g. English with its associated prestige as an international language (see Bucholtz & Hall 2005; Pfaff-Czarnecka 2011).

In my analysis of these motivations, I will also discuss cases of misperception where, as a result, the commercial goal is not achieved.

The following excerpt from the data illustrates an example for the first point, *customers' perceived belonging*. The vendor perceives the customers as belonging to the Spanish-speaking community because of their accent and probably the language they speak among themselves. He immediately tries to use some Spanish words he knows (1).

(1) V: vendor C: customer Languages: German / English / **Spanish**

01 V: HALlo
hello
02 C: hello (.) äh:: what are the INGREDients of this
03 V: das is äh: sh=spinachese cheese (.) äh::patata PAtataund hm OK [...] that is eh: spinach cheese eh:: potato potato

Methodologically, I enrich a sociolinguistic perspective by interdisciplinary connections to interactional linguistics, pragmatics and syntactic analysis. I will show that this interdisciplinary approach allows us to account for the linguistic structure of commercial codeswitching and understand it as a (sub-) phenomenon of *commercial languaging*, thus contributing new insights to our view of codeswitching.

References

- Bucholtz, M. & K. Hall. 2005. Identity and interaction: A sociocultural linguistic approach. *Discourse Studies* 7(4-5). 585-614.
- Duman, I. & K. Schumann. 2018. Mehrsprachige Praktiken im multilingualen urbanen Raum - Linguistic Landscapes & Soundscapes auf einem Berliner Wochenmarkt. Paper presented at the conference *Urban Language Research 2018* at the University of Graz.
- Duman, I. & S. Yüksel. 2019. Exploring highly diverse urban settings: The Maybachufer Market. Paper presented at the "Turkological Meeting" at the FU Berlin University.
- Lim, L. & U. Ansaldi. 2016. *Languages in Contact*. Cambridge: Cambridge University Press.
- Otsuji, E. & A. Pennycook. 2010. Metrolingualism: Fixity, fluidity and language in flux. *International Journal of Multilingualism* 7(3). 240-254.
- Pennycook, A. & E. Otsuji. 2015. *Metrolingualism: Language in the city*. New York: Routledge.
- Pfaff-Czarnecka, J. 2011. From 'identity' to 'belonging' in social research: Plurality, social boundaries, and the politics of the self. *Working Papers in Development Sociology and Social Anthropology* 368. University of Bielefeld.
- Poplack, S. 2015. Code Switching: Linguistics. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd edn.), vol. 3, 918-925.
- Wiese, H. 2018. Contact in the City. In R. Hickey (ed.), *Handbook of Language Contact*. Wiley-Blackwell.
- Yüksel, S. 2018. Codeswitching im multilingualen hochdiversen Raum Berlin. Paper presented at the conference *Urban Language Research 2018* at the University of Graz.



Maria Załęska

University of Warsaw (Poland)
m.zaleska@uw.edu.pl

Argumentation about argumentation in Internet posts

In Internet communication through blogs and posts, due to the absence of the audio-visual context, it is the written verbal skills that help the interactants to manage their identity. One of the resources used to manage the identity in CMC (Computer Mediated Communication) in the persuasive process is the meta-argumentative level.

Argumentation about argumentation has been addressed in the research of Cohen (2001), Finocchiaro (2007, 2013; see also the review of Blair 2014), Dale and Finocchiaro (2014). The folk classifications of the arguments, based on the material used also in this study, i.e. CMC communication, has been proposed in the study of Doury (2003, 2004, 2008) for the French, as well as in that of Goodwin and Cortes (2010) for English. Certain phenomena relevant to the paper, such as the polemical contexts, have also been addressed by Amossy (2014), interested in the emotional aspect of Internet interactions, such as „flèches” (often based on ad hominem or ad personam arguments) in the controversies conducted online.

The paper is focused on the posts available in the Italian blogs and posts, especially those extracted from the blog “Verba Voland”. This blog addresses various issues of strong social interest (eg vaccinations, pseudoscience), so they are followed by fervent discussions among Internet users.

One of the particularly interesting resources available to the users is the meta-argumentative level, i.e. the arguments about the arguments. Some of these meta-arguments are part of different refutative and evaluative procedures (such as “it’s not a good argument”), others instead serve to manage interaction, influencing the perception of the interactants’ identities (such as: “it’s a typical argument for you”; “nobody else could have said such a thing”; “I did not expect such an argument from you” and similar). The research combines rhetorical methods with those of discursive analysis. At the inventio level, it exploits the concept of logos (with the respective categorisations of the arguments) and that of the ethos (involved in the construction of the speaker’s identity). At the level of the elocutio, of particular interest are different semantic mechanisms (for example, epithets or irony), but also the particular choices of the predicates that accompany the denominations of identity used in the meta-arguments.

The preliminary examination of the corpus reveals the categorization of the arguments characteristic for what I call “folk rhetoric” (by analogy to “folk linguistics”). Furthermore, it highlights the socio-cognitive criteria applied by users to construct their own identity and those of the interactants (e.g. the management of the identities of the „usual” participants vs. the novices in a peculiar discourse community; the dynamism of the argumentative alliances; the construction of ethos and the consequent intellectual hierarchy that emerges during interactions). The meta-argumentative perspective allows us to highlight the rhetorical construction of the users’ identities, hidden by anonymity and pseudonyms. The arguments about arguments prove to be a powerful means to maintain a social and moral order of the forum through constant attention to the rhetorical identity.

References

Amossy, Ruth. 2014. *Apologie de la polémique*. Paris: PUF.



- Blair, J. Anthony. 2014. Critical review - Meta-argumentation, an approach to logic and argumentation theory by Maurice Finocchiaro. *Informal Logic* 34(2). 219-239.
- Cohen, Daniel. 2001. Evaluating arguments and making meta-arguments. *Informal Logic* 21(2). 73-84.
- Doury, Marianne. 2003. L'évaluation des arguments dans les discours ordinaires. Le cas de l'accusation d'amalgame. *Langage et société* 105. 9-37.
- Doury, Marianne. 2004. La classification des arguments dans les discours ordinaires. *Langages* 154(2). 59-73.
- Doury, Marianne. 2008. "Ce n'est pas un argument!" Sur quelques aspects de théorisations spontanées de l'argumentation. *Pratiques* 139/140. 111-128.
- Finocchiaro, Maurice. 2007. Arguments, meta-arguments, and metadialogues: A reconstruction of Krabbe, Govier, and Woods. *Argumentation* 21. 253-268.
- Finocchiaro, Maurice. 2013. *Meta-argumentation, an approach to logic and argumentation theory*. London: College Publications.
- Goodwin, Jean & Viviana Cortes. 2010. Theorists' and practitioners' spatial metaphors for argumentation: a corpus-based approach. *Verbum* 23(1). 163-78.
- Jacquette, Dale. 2014. Maurice A. Finocchiaro: Meta-argumentation: An approach to logic and argumentation Theory. *Argumentation* 28. 221-230.

Cesare Zanca

University of Siena (Italy)
cesare.zanca@unisi.it

Equality policies in the English press: A study of diversity in a diachronic corpus of newspapers

Recent political events, such as the USA Presidential elections, the Brexit referendum in UK and the rise in the popularity of sovereignist, populist and nationalist and nativist movements in Europe have deeply shaken Western democracies and many achievements in terms of equality and solidarity policies, that were assumed to be deep-seated and irreversible, are challenged. New persuasive messages are emerging: political slogans, such as Britain First (and Britain could be easily replaced by Italy, France, Germany and other nations); petitions regarding the urgent need to defend national borders and build new walls; calls for the protection of European cultural and religious heritage from 'external' attacks are just a few examples of emerging propositions that might jeopardize the policies of diversity, inclusion and integration introduced in the last few decades in Europe, the USA and in most advanced democracies. Concerns about this trend and the need to defend diversity policies have been expressed by several studies (e.g. Kymlicka 2016; Conversi 2014) and are the starting point of the present discussion, based on a research of the diachronic use of the lexical item *diversity* in journalistic discourse.

The basic assumption is that among the persuasive strategies adopted by political and journalistic discourse is the repeated association of selected key items - such as *Muslims*, *immigrants*, *asylum seekers*, *refugees* (Baker et al. 2013) or *Roma* (Erjavec 2001) - with other words or contextual frames suggesting either a positive or a negative evaluation. The reiteration of

such associations constructs an 'us and them' pattern and contributes to the emergence of new attitudes and opinions in the audience.

In previous studies of UK newspapers, based both on the SiBol-Port Corpus⁵ and some ad hoc corpora collected by the author (Zanca 2015, 2017, 2018) the lexical item *diversity* appeared as virtually invariably associated with discourses indicating inclusive, empathic and positive contexts. According to the tradition of researchers such as Van Dijk (1991) this meant that discourses about diversity were largely reproduced by the press as part of a shared set of values in the 'us' versus 'them' dichotomy. There were, nonetheless, some relevant, exceptions, particularly when the discourse was related to ethnic or racial issues.

This paper extends the research to a new 2018 corpus of newspapers articles including the item *diversity*. The corpus consists of British, and American newspapers, but also newspapers published in English in Egypt, the United Arab Emirates, Nigeria, China and India. The 2018 data will be compared to data collected in previous years and, following the MdCADS methodology suggested in Partington (2010, 2013), the different corpora will be used to conduct quantitative and qualitative investigations aimed at 'unveiling' discourse features related to the idea of diversity and "the broader societal and political framework in which such discourse is embedded" (Schäffner 1996: 201), shunting back and forward from numbers and statistical information to qualitative findings and evaluations to identify "the relationship between instance and system, between the typical and the exceptional, between signal and noise" (Partington 2004).

A preliminary analysis of the results seems to indicate an overall persisting large prevalence of the traditional positive discourse framework associated with the word diversity, but also that some significant changes are present: for instance in terms of criticism to diversity policies by some newspapers and in terms of the frequency by which the word appears in different areas of the diversity discourse (e.g. gender, social, ethnic or economic diversity).

References

- Baker, P., C. Gabrielatos & T. McEnery. 2012. *Discourse analysis and media attitudes: The representation of Islam in the British Press*. Cambridge: Cambridge University Press.
- Conversi, D. 2014. Between the hammer of globalization and the anvil of nationalism: Is Europe's complex diversity under threat? *Ethnicities* 14(1). 25-49.
- Erjavec, K. 2001. Media representation of the discrimination against the Roma in Eastern Europe: The case of Slovenia. *Discourse & Society* 12. 699-727.
- Kymlicka, W. 2016. Defending diversity in an era of populism: Multiculturalism and interculturalism compared. In N. Meer, T. Modood & R. Zapata-Barrero (eds.), *Multiculturalism and interculturalism: Debating the dividing lines*, 158-177. Edinburgh: Edinburgh University Press.
- Partington, A. 2004. Corpora and discourse, a most congruous beast. In A. Partington, J. Morley & L. Haarman (eds.), *Corpora and discourse*, 11-20. Bern: Peter Lang.
- Partington, A. 2010. Modern diachronic corpus-assisted discourse studies (MD-CADS) on UK newspapers: An overview of the project. *Corpora* 5(2). 83-108.
- Partington A, A. Duguid & C. Taylor. 2013. *Patterns and meanings in discourse: Theory and practice in corpus-assisted discourse studies*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

⁵ The SiBol/Port Corpus is a diachronic corpus of British Newspapers collected in different years: 1993, 2005, 2010 (385 million words for the three years); 2013 (300 million words, including newspapers articles published in English in other countries).



- Schaffner, C. 1997. Editorial: Political speeches and discourse analysis. In C. Schaffner (ed.), *Analysing political speeches*, 201. Clevedon: Multilingual Matters.
- Teubert, W. 2001. A province of a federal superstate, ruled by an unelected bureaucracy: Keywords of the Euro-sceptic discourse in Britain. In A. Musolff, C. Good, P. Points & R. Wittlinger (eds.), *Attitudes towards Europe: Language in the unification process*, 45-86. Burlington UK: Ashgate.
- Van Dijk, T. A. 1991. *Racism and the press: Critical studies in racism and migration*. London: Routledge.
- Zanca, C. 2015. A MD-Cads analysis of 'diversity' in British newspapers. In G. Balirano & M. C. Nisco *Linguaging Diversity: Identities, Genres, Discourses*. 2-15. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Zanca, C. 2017. Liberté Egalité Diversité: Diversity in the English Press before and after the Paris terrorist attack. In E. Di Giovanni & F. Raffi *Linguaging diversity: Language(s) and power*, 91-112. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Zanca, C. 2018. "THIS ISN'T ABOUT RACE" razzismo, populismo e nuove destre nella stampa inglese: Uno studio diacronico basato su corpora. In L. Sini e M. Andretta (eds.), *Populismi, nuove destre, nuovi partiti: Quali discorsi politici in Europa?*, 42-57. Pisa: Pisa University Press.

7. PRESENTERS' CONTACT DETAILS

Surname, Name	Affiliation	E-mail
AIEZZA, MARIA CRISTINA	University of Sannio	mariacristina.aiezza@unisannio.it
AKOTO, OSEI YAW	Kwame Nkrumah University of Science and Technology	oyakoto.cohss@knust.edu.gh
ALBESA PEDROLA, ELENA	University of Zaragoza	ealbesa@unizar.es
ALONSO BELMONTE, ISABEL & FERNÁNDEZ AGÜERO, MARÍA	University Autónoma of Madrid	isabel.alonso@uam.es, m.fernandez@uam.es
AMINE DRISS, MOHAMED & KOUIDER, MERBAH	University of Mustapha Stambouli-Mascara	drissamine20@yahoo.fr, mer_riah@yahoo.com
ARRANZ, PILAR & PERDICES, EMILIO	University of Zaragoza	parranz@unizar.es, eperdi@unizar.es
ARRANZ, PILAR, GABELAS, JOSÉ-ANTONIO & PERDICES, EMILIO	University of Zaragoza	parranz@unizar.es, jgabelas@unizar.es, eperdi@unizar.es
BALIRANO, GIUSEPPE & CORDUAS, MARCELLA	University of Naples "L'Orientale" & University of Naples Federico II	gbalirano@unior.it, marcella.corduas@unina.it
BANDINI, AMELIA & PENNAROLA, CRISTINA	University of Naples Federico II	amelia.bandini@unina.it , cristina.pennarola@unina.it
BAROZZI, STEF	University of Granada	stefb@ugr.es
BENITEZ-CASTRO, MIGUEL-ANGEL & HIDALGO-TENORIO, ENCARNACION	University of Zaragoza & University of Granada	mbenitez@unizar.es, ehidalgo@ugr.es
BENITEZ-CASTRO, MIGUEL-ANGEL, DHIAB HASSAN, AZZAM & HIDALGO-TENORIO, ENCARNACION	University of Zaragoza & University of Granada	mbenitez@unizar.es, kadh@correo.ugr.es, ehidalgo@ugr.es
BERTOMEU PI, PAU	University of Valencia	pau.bertomeu@uv.es
BUENO ALADRÉN, MERCEDES	University of Zaragoza	mercedesbuenoaladren@gmail.com

Surname, Name	Affiliation	E-mail
CAMBRIA, MARIAVITA	University of Messina	mcambria@unime.it
CARCIU, OANA MARIA & MURESAN, LAURA-MIHAELA	University of Zaragoza & Bucharest University of Economic Studies	ocarcIU@unizar.es, muresan.laura@gmail.com
CATENACCIO, PAOLA	Università degli Studi di Milano	paola.catenaccio@unimi.it
COPPOLA, VINCENT & GIRANDOLA, FABIEN	University Paul Sabatier of Toulouse, LERASS & University of Aix-Marseille, LPS	vincent.coppola@iut-tarbes.fr, fabien.girandola@univ-amu.fr
CORDUAS, MARCELLA & ZOLLO, SOLE ALBA	University of Naples Federico II	corduas@unina.it, solealba.zollo@unina.it,
CRISTÓBAL HORNILLOS, RUBÉN	IES Ramón Pignatelli de Zaragoza	rcristobalh@educa.aragon.es
D'AVANZO, STEFANIA	University of Campania "Luigi Vanvitelli"	stefania.davanzo@unicampania.it
ESPOSITO, ELEONORA	University of Navarra	eesposito@unav.es
FRANCISCO, MANUEL, HASSAN, AZZAM DHIAB, BENITEZ-CASTRO, MIGUEL-ANGEL, HIDALGO-TENORIO, ENCARNACIÓN & CASTRO, JUAN LUIS	University of Granada & University of Zaragoza	francisco@decsai.ugr.es, kadh@correo.ugr.es, mbenitez@unizar.es, ehidalgo@ugr.es, castro@decsai.ugr.es
GARCÍA COLLAZOS, JUAN	University of Zaragoza	jgarciac@unizar.es
GIL-QUINTANA, JAVIER, OSUNA-ACEDO, SARA & MARTA-LAZO, CARMEN	Universidad Católica de Ávila, UNED & University of Zaragoza	javier.gil@ucavila.es, sosuna@edu.uned.es, cmarta@unizar.es
GÓRALCZYK, IWONA & ŁOZIŃSKA, JOANNA	University of Warmia and Mazury	iwonagor@wp.pl, joanna.lozinska@uwm.edu.pl
HEANEY, DERMOT	Università degli Studi di Milano	dermot.heaney@unimi.it
LERÍN GROS, JUDITH	UPV/EHU University of the Basque Country	jlerin001@ikasle.ehu.es
ŁOZIŃSKA, JOANNA & GÓRALCZYK, IWONA	University of Warmia and Mazury	joanna.lozinska@uwm.edu.pl, iwonagor@wp.pl
LUCAS-ALBA, ANTONIO & HERNANDO MAZÓN, ANA	University of Zaragoza	lucalba@unizar.es, anahdo@unizar.es

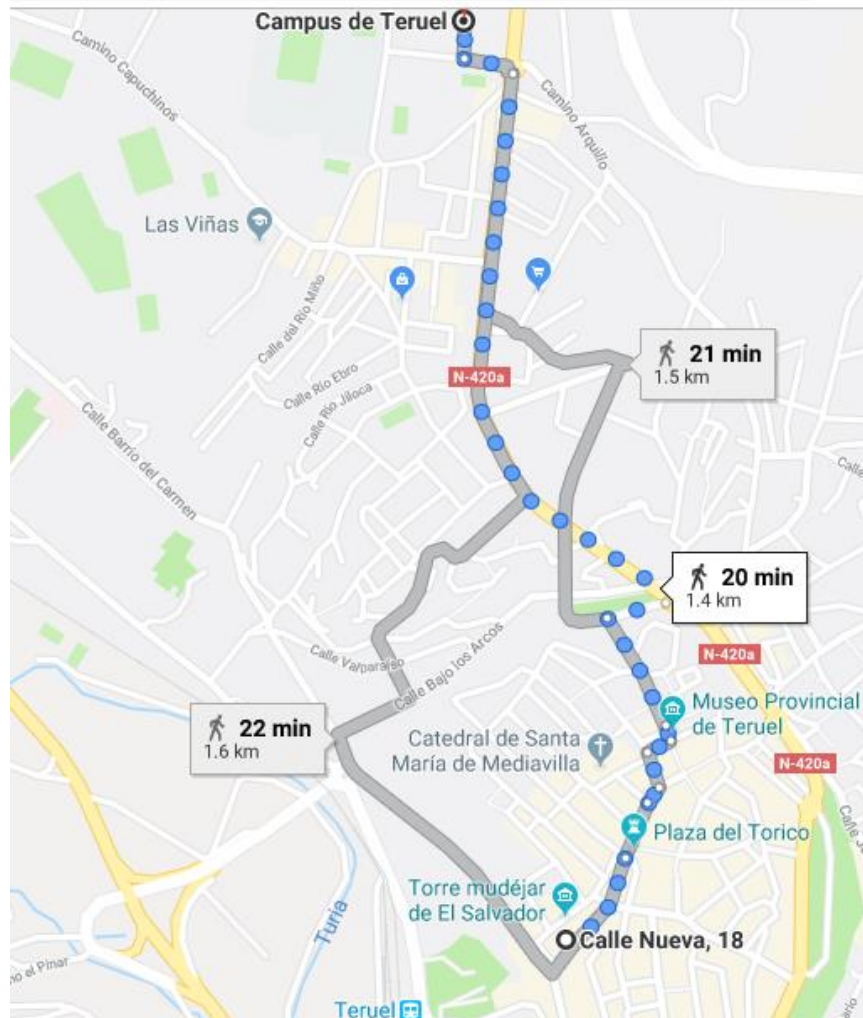


Surname, Name	Affiliation	E-mail
MANNA, RAFFAELE, PASCUCCI, ANTONIO & MONTI, JOHANNA	University of Naples "L'Orientale"	raffaele.mann@gmail.com, apascucci@unior.it, jmonti@unior.it
MARTÍNEZ SAMPER, M. CARMEN	University of Zaragoza	casamper@unizar.es
MONELLO, VALERIA	University of Catania	vmonello@unict.it
MONFORTE GARCÍA, ESTEFANÍA	University of Zaragoza	emonforteg@unizar.es
MORENO MORENO, JENNIFER	University Jaume I	jennypijeva@hotmail.com
MOTTOLA, SERENA	University "Parthenope" of Naples	serena.mottola@uniparthenope.it
NAPOLITANO, ANTONELLA	University of Sannio	antonella.napolitano@unisannio.it
NEUMANN, CLAUS PETER	University of Zaragoza	cpneuman@unizar.es
NOGALES-BOCIO, ANTONIA ISABEL & SÁNCHEZ- GUTIÉRREZ, BIANCA	University of Zaragoza & University of Seville	anogales@unizar.es, biancasanchez@msn.com
NÚÑEZ NOGUEROLLES, EUGENIA ESPERANZA	University of Extremadura	eugenia@unex.es
NYSKE, EWELINA	Stanisław Staszic University of Applied Sciences	ewelina.nyske@gmail.com
OLIVEIRA DIAS, SOFIA	University of Salamanca	sofiadias@usal.es
ORPIN, DEBORAH	University of Wolverhampton	d.s.orpin@wlv.ac.uk
PADLEY, ROXANNE HOLLY	University of Salerno	rpasley@unisa.it
PAGANONI, MARIA CRISTINA	Università degli Studi di Milano	mariacristina.paganoni@unimi.it
PASCUAL FERNÁNDEZ, ALICIA	University of Zaragoza	pfernandezalicia@gmail.com
PÉREZ ZAFRILLA, PEDRO JESÚS	University of Valencia	p.jesus.perez@uv.es
PLAZZO, ADA	UPV/EHU University of the Basque Country	ada.plazzo@ehu.eu.es
PORTO REQUEJO, M. DOLORES	University of Alcalá	mdolores.porto@uah.es
PORTO REQUEJO, M. DOLORES & ALONSO BELMONTE, ISABEL	University of Alcalá & University Autónoma of Madrid	mdolores.porto@uah.es, isabel.alonso@uam.es



Surname, Name	Affiliation	E-mail
RASULO, MARGARET	University of Campania "Luigi Vanvitelli"	margherita.rasulo@unicampania.it
REPULLÉS SÁNCHEZ, FERNANDO	University of Zaragoza	fergolie@unizar.es
REYES GUINDO, FELIPE	University of Granada	feliperegui@gmail.com
RIBONI, GIORGIA	Università degli Studi di Milano	giorgia.riboni@unimi.it
RICHARDS, CHRIS	Open University	chris.h.richards@gmail.com
ROMANO, MANUELA	University Autónoma of Madrid	manuela.romano@uam.es
ROQUETA FÉLEZ, MARÍA CRISTINA	CPEE Gloria Fuertes, Andorra (Teruel)	ceeandorra@educa.aragon.es
ROYO GRASA, PILAR	University of Zaragoza	prg@unizar.es
SABBAH, FARAH	Phoenicia University	farah.sabbah@pu.edu.lb
SÁNCHEZ GARCÍA, FRANCISCO JOSÉ	University of Granada	fran jose@ugr.es
TEKIN, BURCU GÜLÜM	University of Zaragoza	gulumtekin@unizar.es
TOMÉ, ELDA SILVA	University of Lisbon	eldatome@gmail.com
TSOUMOU, JEAN MATHIEU	Complutense University of Madrid	jeanmtso@ucm.es
VENUTI, MARCO	Università di Catania	mvenuti@unict.it
VIELVA DIEGO, HÉCTOR	University of Salamanca	hectorvielva@gmail.com
YÜKSEL, SERKAN	University of Potsdam	serkayueksel@uni-potsdam.de
ZALESKA, MARIA	University of Warsaw	m.zaleska@uw.edu.pl
ZANCA, CESARE	University of Siena	cesare.zanca@unisi.it

8. CITY AND UNIVERSITY MAPS





Campus Universitario d...



Campus Universitario de Teruel

Universidad de Zaragoza

5,205 views

[SHARE](#)



Campus de Teruel

- Escuela Universitaria Politécnica de Teruel
- Facultad de Ciencias Sociales y Humanas
- Facultad Ciencias Sociales y Humanas. Edi...
- Campus Universitario de Teruel. Universida...
- Colegio Mayor Pablo Serrano

