



UNIVERSITAT
POLITÈCNICA
DE VALÈNCIA

I CONGRESO INTERNACIONAL SOBRE ANÁLISIS DE CORPUS DEL DISCURSO ACADÉMICO

Departamento de Lingüística Aplicada
de la Universitat Politècnica de València

(Valencia, 22-24 de noviembre de 2017)

La
Departamento de
Lingüística Aplicada
*Departament de
Lingüística Aplicada*



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE

BIENVENIDA

El Departamento de Lingüística Aplicada de la Universitat Politècnica de València (España) y el Grupo de Análisis de Lenguas de Especialidad (GALE) se complacen en anunciar el

I Congreso Internacional sobre Análisis de Corpus del Discurso Académico (Valencia, 22-24 de noviembre de 2017)

Esta conferencia tiene como objetivo proporcionar a los investigadores en lenguas la oportunidad de presentar su trabajo desde varias perspectivas del análisis de corpus y de los estudios de discurso académico. El I Congreso Internacional sobre Análisis de Corpus del Discurso Académico prestará especial atención a los estudios de corpus y al análisis del discurso académico (monolingüe o multilingüe) y se enmarca dentro del proyecto FFI2016-77941-P (Ministerio de Economía y Competitividad). Por tanto, el objetivo de este congreso consiste en examinar cómo se analizan y detectan diversos aspectos del discurso académico desde la lingüística de corpus, con el fin último de comprender mejor su funcionamiento en el sistema lingüístico.

WELCOME

The Department of Applied Linguistics at the *Universitat Politècnica de València* (Spain) and the Research Group of Studies on Specific Languages (*Grupo de Análisis de Lenguas de Especialidad*- GALE) are delighted to announce the

1st International Conference on Corpus Analysis in Academic Discourse (Valencia, 22-24 November 2017)

This conference aims to provide language researchers with an opportunity to present and communicate their work from a variety of corpus analysis and academic discourse studies perspectives. For the 1st International Conference on Corpus Analysis in Academic Discourse, particular attention will be paid to corpus studies and academic discourse analysis (whether monolingual or multilingual). This conference is framed within the Research Project FFI2016-77941-p (*Ministerio de Economía y Competitividad*, Spain). The particular aim of CAAD'17 is thus to examine the means by which corpus linguistics attempts to detect and analyze different aspects of academic discourse in order to achieve a better understanding of how they function in the language system.

COMITÉ ORGANIZADOR

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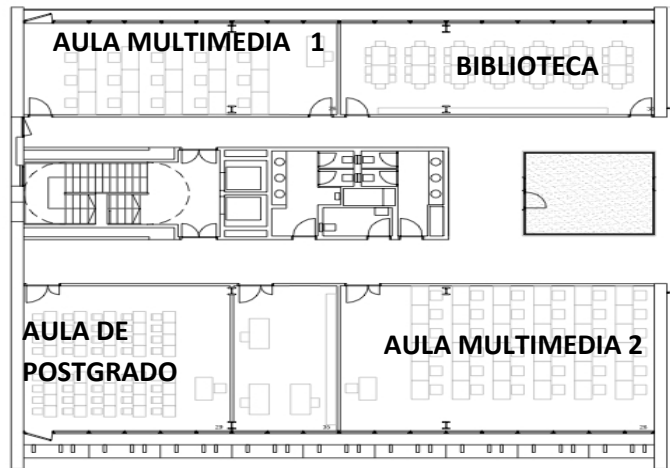
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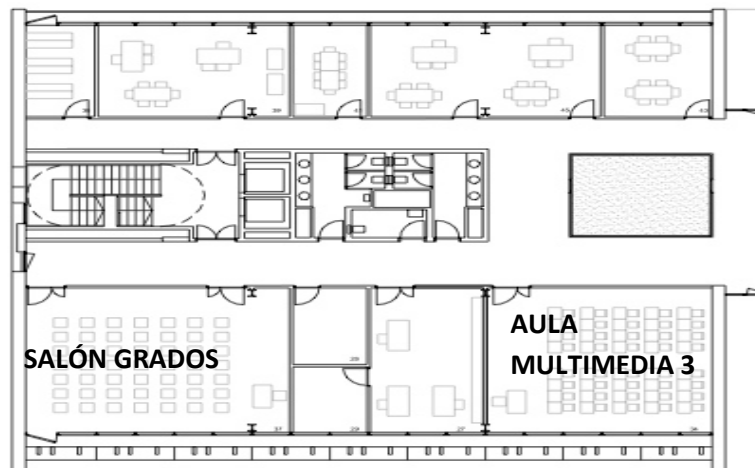
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2ª PLANTA / 2nd FLOOR



3ª PLANTA / 3rd FLOOR

INFORMACIÓN PARA LOS CONGRESISTAS

- El material del Congreso se recogerá en la 2ª planta del Departamento de Lingüística Aplicada (UPV, Edificio 4P) los días 22 y 23 de noviembre. Los congresistas que deseen hacerlo el día 24 de noviembre, deberán contactar con la organización del Congreso.
- Los congresistas dispondrán de 20 minutos de exposición y al final de cada sesión paralela se abrirá un turno de 10 minutos para el debate.
- Los congresistas han de consultar el tablón de anuncios del Congreso, situado en el 2º piso del Departamento de Lingüística Aplicada, para conocer las posibles incidencias y cambios en el Programa.
- Todas las aulas están dotadas de cañón y ordenador para las presentaciones. Los congresistas dispondrán de conexión wi-fi en todo el edificio y podrán acceder mediante la clave que se les entregará junto con la documentación del congreso. Así mismo, también podrán acceder a Internet en el **Aula Multimedia 1** (2º piso).
- Todos los actos son de libre acceso excepto la cena de gala, para la cual se ha de realizar reserva (véase la web del congreso <http://caad.upv.es/>).
- Únicamente se entregará el certificado de participación a los ponentes que hayan pagado la cuota de inscripción.

INFORMATION FOR CONFERENCE PARTICIPANTS

- Participants may pick up their Conference folders in the Department of Applied Linguistics (2nd floor, UPV Building 4P), on the 22nd and 23rd of November. Anyone arriving on the 24th should contact the Conference organisers for their documentation.
- Speakers will have 20 minutes for their presentations and then the floor will be open for discussion and questions during 10 minutes.
- There will be a Conference notice board on the 2nd floor of the 4P building indicating any last minute changes or modifications to the program.
- All rooms are equipped with computers, projectors and internet connection for the speakers' convenience. Wi-fi is available in the entire building, and the password is given in the Conference folders. Internet may also be accessed in the Multimedia Room 1 (**Aula Multimedia 1**, which is located on the 2nd floor).
- All Conference events are open to all participants, except for the Gala dinner, which must be reserved in advance (see Conference website: <http://caad.upv.es/>).
- Certificates will be given only to speakers/authors who have formally registered and paid the conference fee.

I CONGRESO INTERNACIONAL SOBRE ANÁLISIS DE CORPUS DEL DISCURSO ACADÉMICO

VALENCIA, 22-24 DE NOVIEMBRE DE 2017

PROGRAMA/PROGRAM

MIÉRCOLES 22 DE NOVIEMBRE DE 2017/WEDNESDAY 22 NOVEMBER 2017

8.30-9.15 **Entrega de documentación/Registration**
(Departamento de Lingüística Aplicada. Edificio 4P, 2ª planta/2nd floor)

9.15-9.30 **Acto de inauguración/Opening Ceremony**
(Sala de grados, 3ª planta / 3rd floor)

9.30-10.30 **Conferencia inaugural/Keynote Lecture**
(Sala de grados, 3ª planta/3rd floor)

Ruslan Mitkov (University of Wolverhampton)

The name of the game is comparable corpora

10.30-11.00 **Pausa – Café / Coffee Break**
(Depto. de Lingüística Aplicada. Edificio 4P, 3ª planta/3rd floor)

11.00-14.00 **SESIONES PARALELAS I/PARALLEL SESSIONS I**

Biblioteca, 2ª planta/2nd floor

11.00-14:00

Modera/Chair: Ana Castaño

Eje/Topic 1: Enseñanza del lenguaje académico mediante corpus/Corpora and academic language teaching

Daniela Gil, José-V. Benlloch-Dualde y Coral López Mateo

Creación de un corpus de estudiantes de presentaciones orales académicas en alemán como lengua extranjera

Sandra Elfiky

Investigating the Use of Stance Markers in Egyptian and American MA Theses: A Corpus-Based Study

Elizaveta Smirnova

Relational and referential coherence of academic texts: a corpus analysis of Russian students' research papers in management

John McKenny

Self-Mention in English Academic texts by Arabic L1 Learners vs. Native Speaker writers

Isabel K. León Pérez

How to hook your peers: a corpus-based teaching approach for disseminating your research in Medicine

Aula de posgrado, 2ª planta/2nd floor

11.00-14:00

Moderator/Chair: Eva Mestre

Eje/Topic 3: Estudios pragmáticos del lenguaje académico/Pragmatic studies on academic discourse

Eva M. Mestre-Mestre

Showing emotion in academic discourse. A pragmatic analysis

David Sánchez-Jiménez

Retórica intercultural de las funciones retóricas de las citas en el discurso académico escrito por estudiantes universitarios y autores profesionales estadounidenses y españoles

Katrien Deroey

Markers of lesser importance in lecture discourse

Chiara Tasso

El uso de los elementos metadiscursivos en la escritura en inglés de estudiantes españoles con niveles C1 del MCER

Diana Yankova

Translated plagiarism: A case study

Maikel Chao Parapar

“En cualquier caso”: concesión y distanciamiento en la ciencia

Sala de grados, 2ª planta/2nd floor

11.00-14:00

Moderator/Chair: Francesca Romero

Eje/Topic 6: Los corpus y los discursos académicos especializados/Corpus linguistics and academic languages for specific purposes

María Luisa Carrió-Pastor

A contrastive analysis of self-mentions in academic English

Natalia Laso, Emilia Castaño e Isabel Verdager

EAL law undergraduates' awareness of metaphorical language in legal discourse

Luis Puente-Castelo

Heaven has bestowed any sense on them”: Rhetorical conditionals in Late Modern English Scientific Writing

Wing-Shan Ivy Chan

A Corpus-based Comparison of Specificity in Engineering Writing over Time and between Sub-disciplines

Casal, J. Elliott

Formulaic Language and Rhetorical Move Structure of Conference Proposals in Applied Linguistics

Anna Isabel Montesinos López y Francesca Romero Forteza

Corpus lingüístico para el aprendizaje de las lenguas de especialidad en lengua catalana en la Universitat Politècnica de València

14.00-16.00 **Descanso – comida/Lunch Break**

16.00-18.00 **SESIONES PARALELAS II/PARALLEL SESSIONS II**

Aula de posgrado, 2ª planta/2nd floor

16.00-18.00

Moderator/Chair: Josefa Contreras

Eje/Topic 3: Estudios pragmáticos del lenguaje académico/Pragmatic studies on academic discourse

Francisca Suau y Carmen Piqué

How authority is displayed in hotel websites and tourism research articles: social and disciplinary implications from an interpersonal approach

Jim Yee Him Chan y Wing-Shan Ivy Chan

Exploring individual differences in L2 learners' use of pragmatic strategies in academic discourse: An English as a lingua franca (ELF) perspective

Sian Alsop

Summary Matters: How Lecturers Review and Preview Information in Engineering Lectures

Alisa Kriukova

Criticism in Russian academic book reviews of the soviet and post-soviet periods (based on data from journal "Issues in Linguistics")

Sala de grados, 3ª planta/3rd floor

16.00-18.00

Moderator/Chair: Eva Mestre

Eje/Topic 6: Los corpus y los discursos académicos especializados/Corpus linguistics and academic languages for specific purposes

Bryan Buschner y J. Elliott Casal

Learning through legal text: A conceptual metaphor and corpus aided study

Seth King

Concept Based Instruction and Teaching Assistant – Student Discourse Patterns in University-level biology teaching laboratories

Milagros Torrado Cespón

‘Sorry, I forgot proofreading’. Using apology formulae in an online forum to excuse bad English. A learner corpus study

JUEVES 23 DE NOVIEMBRE DE 2017/THURSDAY 23 NOVEMBER 2017

9.00-11.00 SESIONES PARALELAS III/PARALLEL SESSIONS III

Aula de posgrado, 2ª planta/2nd floor

9.00-11.00

Modera/Chair: Debra Westall

Eje/Topic 3: Estudios pragmáticos del lenguaje académico/Pragmatic studies on academic discourse

Francisco Núñez-Román

Marcadores del metadiscurso personal en un corpus de TFE de Ciencias de la Educación

David Sánchez-Jiménez

La organización retórica y las funciones retóricas de las citas en la Introducción de las memorias de máster escritas en español por estudiantes nativos españoles y no nativos filipinos

Francisco Vizcaíno-Ortega

Epistemic modals in a corpus of linguistic articles in English

Beatriz Pastor

Barack Obama y la redefinición del sueño americano: estudio pragmático del discurso político y su aplicación a la realidad

Biblioteca, 2ª planta/2nd floor

9.00-11.00

Modera/Chair: Miguel Ángel Candel

Eje/Topic 5: Herramientas para el análisis de corpus académicos/Tools for academic discourse studies

Javier Pérez-Guerra y Ana Elina Martínez-Insua

Measuring linguistic complexity and proficiency in learner academic English

Irena Vassileva

Developing a Methodology for Identifying Textual Plagiarism Techniques

Dana Therova

Application of different tools to investigate features and development of UK-based international foundation students' academic lexis in assessed writing

Tanya Tercero

Teaching, Learning, and Researching with Concordancers: A Critical Review of the Literature

Sala de grados, 3ª planta/3rd floor

9.00-11.00

Modera/Chair: Francesca Romero

Eje/Topic 6: Los corpus y los discursos académicos especializados/Corpus linguistics and academic languages for specific purposes

Lawrence Cleary

A Corpus Analysis of Halliday's Interpersonal Metafunction in First-year, First-semester Writing as a Way of Affirming or Negating their Characterisation of their own Writing as Factual

Cathy Malone

Making the familiar strange: corpus tools for educational development

Rafael Zapata Dederlé

Empleo de la metáfora en las introducciones de artículos científicos de investigación y de síntesis en el campo de las energías renovables

Isabel Herrando Rodrigo

Authors' visibility in medical discourse: is there a single framework of corpus analysis to fit it all?

11.00-11.30 Pausa–Café/Coffee Break (Depto. de Lingüística Aplicada. 2ª planta/2nd floor)

11.30-12.30 Conferencia plenaria/Keynote Lecture (Sala de grados, 3ª planta/3rd floor)

Francisco Alonso Almeida (Universidad de Las Palmas de Gran Canaria)

Inferentiality and modals. Gender, genre and disciplinary variation in Modern English scientific writing

12:30-14.00 SESIONES PARALELAS IV/PARALLEL SESSIONS IV

Sala de grados, 3ª planta/3rd floor

12:30-14.00

Moderator/Chair: Ana Castaño

Eje/Topic 1: Enseñanza del lenguaje académico mediante corpus/Corpora and academic language teaching

Katrien Deroey

Confronting corpora with coursebooks: the case of lecture listening

Vicent Beltrán Palanques y Nuria Edo Marzá

Preparing novice researchers for conference presentations: Achieving effectiveness through multimodal communication

Christine Copy y Hortènsia Curell

Teaching academic reading with an app

Aula de posgrado, 2ª planta/2nd floor

12:30-14.00

Moderator/Chair: Hanna Skorczynska

Eje/Topic 2: El uso de corpus para estudios léxicos/Corpus-based lexicology

Hanna Skorczynska

Verbs of vision in the BAWE and the PERC corpora: variations in the use of non-literal senses in expert and non-expert academic discourse production.

Miguel Fuster Márquez y Jesús Fernández Domínguez

Overused bundles in written academic English by Spanish EFL students

Rosa Giménez-Moreno y Alicia Ricart-Vayá

The expression of taboo and corruption in the British academic milieu: A lexical-semantic study of the university press

14.00-16.00 Descanso – comida/Lunch Break

16.00-17.00 Conferencia plenaria/Keynote Lecture (Sala de grados, 3ª planta/3rd floor)

Paul Rayson (Lancaster University)

Don't just look at the words: semantic annotation tools for the analysis of academic discourse

17.00-18.30 SESIONES PARALELAS V/PARALLEL SESSIONS V

Aula de posgrado, 2ª planta/2nd floor

17.00-18.30

Moderator/Chair: Cristina Pérez

Eje/Topic 2: El uso de corpus para estudios léxicos/Corpus-based lexicology

Barbara Kružić, Visnja Pavicic Takac y Sanja Ivezic

A corpus-driven exploration of lexical discourse markers in L2 academic texts

Tanya Tercero

Corpus-based approaches to studying L2 writing: A critical review of the literature

Eje/Topic 3: Estudios pragmáticos del lenguaje académico/Pragmatic studies on academic discourse

Francisco J. Álvarez-Gil y María Sandra Marrero Morales

Fairly in Modern English history and astronomy academic texts. A corpus-based approach

Sala de grados, 3ª planta/3rd floor

17.00-18.30

Moderator/Chair: Begoña Bellés

Eje/Topic 6: Los corpus y los discursos académicos especializados/Corpus linguistics and academic languages for specific purposes

Edgar Bernad-Mechó

What does metadiscourse reveal about lecturers? A quantitative approach towards discourse-organizing metadiscourse

Begoña Bellés-Fortuño

A contrastive analysis of metadiscoursal elements in Medicine Journals: The use of DMs

Elena Quintana Toledo y Margarita Esther Sánchez Cuervo

Modal Verb Categories in Medical Abstracts

21.30

Cena de Clausura/Gala Dinner

10.00-11.30 SESIONES PARALELAS VI/PARALLEL SESSIONS VI

Aula de posgrado, 2ª planta/2nd floor

10.00-11.30

Moderator/Chair: Rut Muñiz

Eje/Topic 3: Estudios pragmáticos del lenguaje académico/Pragmatic studies on academic discourse

Ana Escartín Arilla

El manual de gestión de proyectos de cooperación internacional.
Caracterización retórica y pragmática

Eje/Topic 4: El uso de corpus en la traducción y en los análisis terminológicos/ Corpora, translation and terminology studies

María Kunilovskaya y Natalia Morgoun

Discourse markers in English-to-Russian translation of popular scientific texts: the impact of language mode on the properties of translations

Biblioteca, 2ª planta/2nd floor

10.00-11.30

Moderator/Chair: Debra Wetall

Eje/Topic 5: Herramientas para el análisis de corpus académicos/Tools for academic discourse studies

Ana Bocanegra-Valle

Researching academic genres and discourse with qualitative data analysis software tools

D. S. Giannoni

An analysis of word bundles in academic journal descriptions

Debra Westall

The benefits of using corpus linguistic research for academic studies in the classroom

Sala de grados, 3ª planta/3rd floor

10.00-11.30

Moderator/Chair: Milagros del Saz

Eje/Topic 6: Los corpus y los discursos académicos especializados/Corpus linguistics and academic languages for specific purposes

M. Pilar González-de La Rosa y M. Sandra Marrero-Morales

Hedging devices in Physiotherapy abstracts

Margarita Alonso Ramos

Combinaciones léxicas del español académico en corpus experto y en corpus de novelas

11.30-12.00 Pausa–Café/Coffee Break (2ª planta/2nd floor)

12.00-13.00 Conferencia plenaria/Keynote Lecture (Sala de grados, 3ª planta/3rd floor)

Antonio Briz (Universitat de València)

“La atenuación lingüística en corpus académicos”

13.00-13.15 Acto de clausura/Closing Ceremony

(Sala de grados, 3ª planta/3rd floor)

Abstracts

Resúmenes

PONENCIAS PLENARIAS/ KEYNOTE LECTURES

Ruslan Mitkov

University of Wolverhampton

The name of the game is comparable corpora

Comparable corpora are the most versatile and valuable resource for multilingual Natural Language Processing. The speaker will argue that comparable corpora can support a wider range of applications than has been demonstrated so far in the state of the art. The talk will present completed and ongoing work conducted by the speaker and colleagues from his research group where comparable corpora are employed for different tasks including but not limited to the identification of cognates and false friends, validation of translation universals, language change and translation of multiword expressions. The presentation will conclude with the results of an interesting experiment as part of this study which sought to establish whether large loosely comparable data would yield better results than smaller but strictly comparable corpora.

Francisco Alonso Almeida

Universidad de Las Palmas de Gran Canaria

Inferentiality and modals. Gender, genre and disciplinary variation in Modern English scientific writing

Modal verbs present a wide arrange of meanings according to context. These are frequently indexical of the author's position concerning their texts. The meaning I would like to revise here is inferentiality in academic writing, as the deductive process is a characteristic of this type of writing. For this, I would analyze The Coruña Corpus of Early Scientific Writing (1700-1900) from where I excerpt examples of modal verbs indicating inferential meaning (also labelled as epistemic necessity). Conclusions will report on gender, genre and disciplinary variation concerning the use of modals entailing inferentiality in this compilation.

Paul Rayson

Lancaster University

Don't just look at the words: semantic annotation tools for the analysis of academic discourse

Although the field of corpus linguistics has been around for a number of decades, we are still mainly employing methods restricted to the analysis of the surface word forms appearing in our corpora. Many different corpus retrieval tools exist but they are largely utilising only the same four or five core methods (frequency lists, keyness, concordances, collocation and n-grams). Reference corpora are widely available for English but not so for many other languages. All of these factors limit the scope of potential studies, and so corpus linguistics has become very much a tool-driven discipline. In my 2008 IJCL paper, I proposed the key domains method linking the key words approach with the USAS semantic tagging method from the computer science sub-field of Natural Language Processing (NLP). This combination of methods has many advantages, not least the ability to analyse words with their contextually appropriate word class (POS) and coarse-grained semantic field, as well as highlighting key concepts and other linguistic features within a corpus which would otherwise not be found via the keywords approach alone. Other combinations can be

made with corpus methods such as semantic collocations. In this talk, I will describe recent work in the UCREL research centre at Lancaster University to extend our semantic analysis tool. First, we have extended the semantic analysis system to 10+ languages offering the potential for key domains studies in those languages. Second, we are extending the semantic taxonomy itself, both historically (which is not so relevant in the CAAD context) but also into specific academic sub-domains. This enables the automatic analysis of ever more fine-grained domain-specific semantic distinctions which are required for the analysis of academic discourse. As a case study, I will describe our research on the comparative analysis of sub-domains within the quickly expanding field of genomics based on large corpora of academic abstracts derived from PubMed.

Antonio Briz

Universitat de València

La atenuación lingüística en corpus académicos

Tras los estudios que hemos realizados sobre la atenuación en géneros conversacionales coloquiales (Briz, 1995, 2007, 2011, 2013; Briz y Albelda, 2013; Albelda y otros, 2014), nos interesa ahora observar el funcionamiento de esta actividad atenuadora en géneros representativos, en general, de la escala de lo formal como son los académicos. Entendemos la atenuación como una actividad argumentativa (retórica) estratégica de minimización de la fuerza ilocutiva y del papel de los participantes en la enunciación para lograr llegar con éxito a la meta prevista. Unas veces habrá atenuación de hablante y, por tanto, la estrategia tendrá un carácter más monológico; otras, atenuación de hablante y oyente y, por tanto, tendrá un carácter más dialógico y a menudo cortés. La hipótesis de partida es que la atenuación se asocia a contextos situacionales de menos inmediatez (menos formalidad) o que requieren o se desea presenten menos inmediatez comunicativa. Si esta hipótesis de partida es cierta, es de suponer que la presencia de atenuantes será una constante lingüística en los géneros académicos y, por tanto, los corpus académicos serán una fuente de datos importante para el estudio de esta actividad atenuadora. En su análisis habrá que determinar la función y la forma de atenuar, las cuales irán asociadas al contexto interactivo propio y general (CIG) del discurso académico (teniendo en cuenta que este puede variar según tradiciones textuales y culturales) y, sobre todo, a los contextos interactivos concretos (CIC), es decir, a cada uno de los momentos o partes que lo constituyen (por ejemplo, el tipo de atenuación que puede aparecer en una tesis doctoral puede variar según dicha actividad se dé en el título, la introducción, la discusión y valoración de los trabajos de otros, el análisis o en las conclusiones).

SESIONES PARALELAS/ PARALLEL SESSIONS

(en orden alfabético/ in alphabetical order)

Alonso Ramos, Margarita

Universidade da Coruña

Combinaciones léxicas del español académico en corpus experto y en corpus de noveles

Al entrar en la universidad, los estudiantes se enfrentan a un género académico nuevo para ellos para el que no se les proporcionan herramientas de aprendizaje que les permitan no solo comprender los textos, sino también producirlos. Aunque la escritura académica es un fenómeno poliédrico, un factor clave para adquirir destreza en la escritura reside en aprender a usar las combinaciones léxicas académicas (CLA), donde incluimos colocaciones (formular hipótesis), marcadores discursivos (por otra parte) y otras fórmulas características del género académico (en lo que respecta a; aproximadamente equivalentes a los lexical bundles, Biber et al. 2004). Con el objetivo de ofrecer una herramienta para los escritores noveles, partimos del análisis de las CLA de diferentes dominios científicos en un corpus académico experto, la parte española del SERAC (Pérez-Llantada 2014). Una vez extraídas las principales CLA del corpus experto, exploramos cuál es su uso en el corpus de noveles que estamos compilando con trabajos de fin de grado y de fin de máster. El objetivo final de nuestro proyecto es ofrecer una herramienta de ayuda a la redacción de textos académicos donde el usuario pueda acceder tanto por funciones discursivas (“qué CLA tenemos para introducir una conclusión”) como por palabras y secuencias concretas (“qué funciones discursivas tiene en lo que respecta a”; “en qué dominios científicos se usa es importante subrayar”). La herramienta proyectada se enmarca en las corrientes actuales de la lexicografía, donde diccionario y corpus se fusionan en un único recurso, puesto que el usuario puede acceder directamente al corpus sin pasar por la base de datos léxica (Asmussen 2103). En esta comunicación, nos centraremos en la tipología de CLA junto con una primera clasificación de funciones discursivas tal y como aparecen en el corpus experto y analizaremos el uso de esas CLA en el corpus de noveles.

Alsop, Siân

Coventry University

Summary matters: how lecturers review and preview information in engineering lectures

Conveying key information in various ways at various points within a lecture increases the probability that it will be absorbed by students. We know that predicting and revisiting central concepts scaffolds learning (Deroey and Taverniers 2012, Olsen and Huckin 1990 and Chaudron and Richards 1986), but there is limited systematic investigation into how and when such summative phases occur within overall lecture structure (for example, Maynard and Leicher 2007, Straker Cook 1975 and Young 1994). This paper investigates where and how summaries occur in lectures, and considers the implications of this for practice. Techniques from corpus linguistics and data visualisation were used to explore the occurrence, duration, and linguistic character of summative text in 76 university-level engineering lectures from the Engineering Lecture Corpus (ELC: www.coventry.ac.uk/elc). Half a million tokens of transcribed text were ‘pragmatically’ annotated (cf. Alsop and Nesi 2013) to identify two types of previewing and two types of reviewing. Results indicate that such summarising constitutes just over a tenth of all lecture discourse, and the four types of summarising cyclically punctuate the entire lecture. At the macro level, it is clear that lecturers do much more than preview content at the start of a lecture and review it at the end. At the micro level, a notable difference in the language of summative text compared to non-summative text exists, and particular features can be attributed to particular types of summary. Increased understanding of the use this prominent discourse feature can inform lecture design and delivery, which may be especially important in disciplines that are dense in complex and incrementally acquired concepts.

Álvarez-Gil, Francisco J.; Marrero Morales, María Sandra

Universidad de Las Palmas de Gran Canaria

Fairly in Modern English history and astronomy academic texts. A corpus-based approach

This paper reports on the uses and functions of fairly in CHET and CETA, two subcorpora within The Coruña Corpus of English Scientific Writing (1700-1900)). The main reason to choose the adverb fairly lies in my interest to see whether this adverb may show epistemic or evidential nuances in scientific discourse (Chafe 1986, Simon-Vandenberg and Aijmer 2007), and whether the variable of discipline might have some effect on the categorization of fairly in these texts. My purpose is to explore how this adverb contributes to the elaboration of meaning of whatever nature (cf. Biber and Finegan 1988). For this, a corpus-based quantitative and qualitative analyses of fairly will be performed in order (a) to offer a categorization of this adverb in these subcorpora, and (b) to show whether there are disciplinary differences in the use and functions of fairly in this period of the English language. In my inspection of instances, I consider the context in which this form appears embedded. This means especially the syntactic context, since it has some important effects on the pragmatics of this and other adverbs, as I have shown elsewhere (Álvarez-Gil 2017). Even if much research is still to be done in academic texts from a diachronic perspective, there are some previous studies on stance devices carried out within the arena of historical pragmatics (cf. Gray et al. 2011; Moskowich and Crespo 2014; Alonso-Almeida and Mele-Marrero 2014). Following this tradition, I focus on fairly as an example of a stancetaking feature to see how this form signals authorial position. Conclusions indicate that fairly presents different meanings and functions in our two compilations, some of which are mutually exclusive. This means, for example, that fairly may be used both to mitigate and to strengthen propositional content (Markkanen and Schröder 1997; Mauranen 1997; Hyland 2005).

Beltran Palanques, Vicent; Edo Marzá, Nuria

Universitat Jaume I

Preparing novice researchers for conference presentations: Achieving effectiveness through multimodal communication

Academic conferences serve researchers to disseminate their work in academic settings (Ventola and Charles, 2002), turning paper presentations into a common practice along scholars' career. Despite its frequent nature, paper conference presentations may be challenging for researchers in general but more specifically for novice researchers. This particular academic practice involves a rather face-threatening situation (see for example Bogdanowska-Jakubowska, 2013) where skilled and successful researchers are expected to control various aspects which will determine the effectiveness of their performances. To name a few: how to transmit content, construct meaning, public speaking skills, the use of a foreign language in most cases, as well as the basic triple structure of communication including kinesics, paralanguage and proxemics (Poyatos, 1982) as well as being aware of the audience and audience's reactions, both verbal and non-verbal. Given the reality, our concern is to address this specific issue from the field of academic language teaching in an attempt to both instruct and explore novice researchers' performance of simulated academic presentations from a multimodal perspective. Therefore, the method used in this study involves a pedagogical intervention based on both implicit and explicit multimodal instruction that ranges from awareness to production. In the production stage, participants were asked to perform a conference presentation, which was video-recorded for subsequent analysis. A corpus consisting of 18 videos was thus collected, and analysed from a multimodal perspective in an attempt to explore participants' performance in terms of language, kinesics, paralanguage and proxemics. Results showing participants' multimodal performance will be discussed and possible pedagogical implications suggested.

Bellés-Fortuño, Begoña

Universitat Jaume I

A contrastive analysis of metadiscoursal elements in Medicine Journals: The use of DMs

The aim of this study is to analyse the use of some metadiscoursal features such as Discourse Markers (DMs) in the academic genre of journal articles within the Medicine field. The current study is carried out within the frame of the IAMET project* where a large contrastive corpus of Spanish and English journal articles from different disciplines has been gathered. Concepts such as systematicity and the problems of parallel corpora also find their place in this study (Aijmer, 1997; Salkie, 1995, 1997), I intend to take a similarity assessment (Chesterman, 1998) as understood by contrastive linguistics in terms of the number of shared and distinctive features in English and Spanish markers in Medicine journal articles (Tversky, 1977). Along with previous authors who have largely studied DMs (Fraser, 1987, 1999; Schiffrin, 1987), I agree on DMs having a core meaning; however I think that this meaning is strongly context-dependent rather than semantic (Bellés-Fortuño, 2008, 2016). I have looked at the notions of a DM and which role or function they may have in discourse. Following systemic functional linguistics (Halliday & Matthiesen 2004), the three dimensions or relational functions of language are the basis of a newly developed classification of DMs (Bellés-Fortuño, 2007) where the relevant focus of analysis lies in the relations established between writer-text and writer-reader, that is, the interpersonal cues (Hyland, 2000; Hyland & Tse 2004). To carry out the analysis a newly specific corpus tool software development called METOOL has been used. Results show some similarities between the use of metadiscoursal elements in Spanish and English journal articles in Medicine, however interesting divergences are also observed. *IAMET Project is a competitive project granted by the Spanish Ministry of Economy and Competitiveness (Identification and analysis of rhetoric elements in Spanish and in English: study of metadiscursive strategies).

Bernad-Mechó, Édgar

Universitat Jaume I

What does metadiscourse reveal about lecturers? A quantitative approach towards discourse-organizing metadiscourse

This paper investigates the use of metadiscourse to organize and structure lectures across three lecturing styles: reading style, conversational style and rhetorical style (Dudley-Evans, 1994). Metadiscourse in spoken lectures has received increasing interest by researchers in the last decade (Ädel, 2010; Crawford-Camicciottoli, 2004; Dafouz Milne & Núñez Perucha, 2010; Lee & Subtirelu, 2015). Nevertheless, studies comparing the use of metadiscourse across lecturing styles are scarce. In order to obtain a comparison of structuring resources in these lecturing styles I set out to investigate organizational metadiscourse instances following Ädel's (2010) taxonomy of metadiscourse in academic English. The data for this study comes from 152 lectures from six distinct courses in Social Sciences extracted from Yale University's OpenCourseWare. These courses consist of face-to-face sessions that include two reading-style lecturers, two conversational-style and two rhetorical-style. These lectures have been manually examined in order to identify and classify all instances of organizational metadiscourse. After a first examination of the data, Rayson's log-likelihood calculator (Rayson, Berridge, & Francis, 2004; Rayson & Garside, 2000) has been applied to further explore significant differences. In order to provide a deeper insight into how organizational metadiscourse is used I propose an extension of the previewing and reviewing categories in Ädel's taxonomy. Furthermore, the results show differences in the organization of lectures for different lecturing styles. The final aim of this paper is to shed new light on the differences in the use of metadiscourse that occur in spoken academic lectures. Different approaches towards lecturing might imply distinct uses of organizational metadiscourse, and I intend to account for some of these variations.

Bocanegra-Valle, Ana

University of Cadiz

Researching academic genres and discourse with qualitative data analysis software tools

Qualitative research is growing considerably across applied linguistics studies, either on its own or as a supplement to quantitative research. This approach makes use of unstructured or non-numerical data obtained from diverse forms of data collection such as interviews, case studies, participant observations, open-ended survey responses, memos, diaries, social media and web content to yield results and discuss findings. These data-gathering procedures are common when researching the language, genres and discourse that prevail in academic settings because many applied linguistics researchers more often aim at identifying tendencies, behaviours, relationships and multiple realities rather than counting data, obtaining averages and examining frequencies in their target researching contexts. Two very useful computer software tools that match the goals of qualitative data analysis – that is, they “emphasize[s] words rather than quantification in the collection and analysis of data” (Bryman, 2008: 366) – are Atlas.ti and NVivo. Coding, organising, interpreting, and understanding the resulting mass of collected data obtained in qualitative studies is cumbersome and time-consuming; however, these tasks may be alleviated by the use of computer technology and specific software. The reduction of manual tasks and the obtainment of more professional results by facilitating data management, ensuring rigour and supporting findings with evidence are among the most prominent advantages of qualitative data analysis computer-aided tools (Smit, 2002; Bazeley & Jacks, 2013; Hilal & Alabri, 2013). This paper introduces the capabilities of Atlas.ti and NVivo and explores their advantages for analysing non-numerical data in the genre- and discourse-related studies featuring in academic settings. It then discusses some relevant studies in the field of English for academic purposes published in renowned journals that have employed these software tools. The analysis of such published studies reveals that the qualitative data analysis of academic genre and discourse corpora can be efficiently supported by computer-aided tools.

Buschner, Bryan; Casal, J. Elliott

Pennsylvania State University

Learning through legal text: A conceptual metaphor and corpus aided study

In English for Academic Legal Purposes (EALP), much discussion has focused on the tension between legal content and language learning (Bhatia, 2002; Bruce, 2002; Howe, 1993; Northcott, 2009). An alternative is to view language and legal content not as separate, interfacing systems, but rather as a unified, coherent system. Conceptual metaphor theory (CMT; Lakoff & Johnson, 1980, 1999) provides a theoretical framework for understanding language as an expression of cognition, bridging language and content learning. A central premise of CMT is that new or abstract domains are understood through familiar or experiential domains (e.g., time through space). While some have profiled metaphorical systems in legal conceptualization (e.g., Winter, 2001), such work is typically domain specific and does not account for language learners. The present study addresses this gap by exploring the broader underlying metaphorical systems that can inform EALP pedagogy. We employ a CMT and corpus-aided methodology to examine legal textbooks encountered by international masters of law students (LL.M.). Productive conceptual metaphors are identified through a discourse analytic approach of four textbooks following the Praggel jazz Method (Steen, 2007). The texts were coded independently and metaphors were grouped into distinct conceptual systems. Target-Source mappings that underlie the legal input will be queried in a larger corpus of digitalized legal textbooks, following a search list of encountered instantiations of major mappings. Initial findings highlight some of the conceptual mappings embedded in the language LL.M. students encounter in EALP courses, such as laws as restrictions to movement, trials as movement along a path, and legal knowledge as an organism. Many critical concepts, such as ‘precedent,’ are highly metaphorical, visible in phrases such as “laws that follow,” “laws bound by,” and “controlling cases.” We will provide an overview of findings, emphasizing possibilities for and benefits of integrating CMT informed approaches in EALP classrooms.

Carrió-Pastor, María Luisa

Universitat Politècnica de València

A contrastive analysis of self-mentions in academic English

The internal structure of a genre within a particular academic context in English may constrain the forms of the linguistic resources and the functional values they assume in discourse, but sometimes variation occurs (Carrió-Pastor 2016, Carrió Pastor and Muñiz 2013, 2015a, 2015b). The importance of metadiscourse to academic communication has been highlighted by several researchers such as Mauranen (1993), Hyland and Tse (2004), Dahl (2004), Hyland (2005) and Ädel (2006). More specifically, self-mentions are used significantly higher in the study carried out by Mur Dueñas (2011) about business research papers. Taking this into consideration, the hypothesis of this paper is to show that researchers do not always use English language in the same way as the choice of rhetorical devices varies depending on the specific field. I would also like to point out in this paper a further aspect: the fact that the choice of lexical units changes within the same genre, i.e. academic papers. The objectives of this paper are, first to identify if writers show an authorial persona, establish their credentials or present themselves as a group of researchers and second, to identify variation in the use of English self-mentions in the three different disciplines. In order to accomplish with this purpose, fifty scientific papers from each specific field, engineering, medicine and linguistics were analysed. The three corpora were used to study variation and the specific characteristics of the specific fields of linguistics, medicine and engineering. The occurrences were extracted from the corpora and contrasted to show synchronic variation in academic discourse using the tagging tool Metool. Results were analysed and evidenced our initial hypothesis: variation exists in the use of self-mentions in the genre of scientific papers and this may be the result of conceptual and organisational differences among disciplines. Finally, conclusions were drawn.

Casal, J. Elliott

Pennsylvania State University

Formulaic Language and Rhetorical Move Structure of Conference Proposals in Applied Linguistics

This corpus-based study explores the linguistic realizations of rhetorical moves in academic conference proposals, with a focus on writers' use of Phrase Frames (p-frames, Fletcher, 2007). Given the centrality of multi-word combinations to language learning and use (Sinclair, 2004; Stubbs, 2001), it seems crucial to understand the use of multi-word sequences, particularly in terms of function in various genres. While some studies have begun to explore how writers use multi-word combinations, such as lexical bundles, to achieve their rhetorical goals (Cortes, 2013), they have been largely limited to a few specific genres, research articles being the most common. The current study aims to expand our knowledge of how multi-word units are used in conference proposals, an "occluded genre" (Swales, 1996) which is crucial for securing scholars opportunities to share their work (Halleck & Connor, 2006).

Our data consists of 625 proposals (172,350 words) accepted by the American Association of Applied Linguistics Conference 2017. Proposals were freely available on the organization website without login. The corpus was manually tagged for rhetorical moves based on past research (Cotos, Huffman, & Link, 2017; Swales, 1990), as it has been shown that proposals share similar rhetorical moves with research articles. P-frames of 4 or more words (minimum frequency of four) were extracted automatically using KfNgram (Fletcher, 2007). Preliminary analysis reveals that certain p-frames occur widely across these rhetorical moves and/or steps, while others have more specialized functions. For example, * attention has been paid to with variants of little, less, scant, significant, and particular is used, following Swales' model, to establish both "territory" and "niche", while this study aims to * appears to be more goal specific, occurring only in the "Presenting the present work" step with variants of investigate, uncover, illuminate, and explore. Pedagogical implications for teaching p-frames are discussed.

Cleary, Lawrence

University of Limerick

A corpus analysis of Halliday's interpersonal metafunction in first-year, first-semester writing as a way of affirming or negating their characterisation of their own writing as factual

Engaging first-year Engineering students in discipline-specific writing practices requires inventiveness. Demonstrating how identity and membership is embedded in the language of accomplished engineers is one way forward. Relying largely on the scholarship of Bourdieu, 1991; Bourdieu and Wacquant, 1992; Gee, 1999; Halliday, 2014; Halliday and Martin, 1993; Lave and Wenger, 1988 and 1991 and Wenger, 1998, it has become widely accepted by scholars of genre and discourse studies and by those teaching or facilitating writing in third-level education that the process of learning to write in an academic discipline has implications with respect to a student's epistemic and ideological values and the language the student uses to express their changing world-view and shifting identity(ies) (Bazerman and Russell, 2003; Dias, et al., 1999; Hyland, 2000, 2002, 2012 and 2015; Ivanič, 1998; Lea and Street, 1998; Russell, 1997; Paré, 2002). Hyland (2012) and Ivanič (1998) are two high-profile scholars who have turned to Halliday's metafunctions to analyse student writing, Ivanič exposing mature students' struggles in the acculturation process and some weaknesses in institutional practices, Hyland revealing of how students position themselves in relation to the discourse on their subject. The current study analyses three successive papers of first-year, first-semester engineering students in an Irish university (c. 130,000 word corpus) for Halliday's interpersonal metafunction, to discern changes from one text to the next, and approximates the direction of acculturation into the community of practice through a comparison to a similarly coded reference corpus comprised of the recent publications of their lecturers (c. 150, 000 words). The analysis focuses on the degree of certainty expressed in each corpus to discern the validity of their own perceptions of their papers are 'factual', but will make note of other changes and differences revealed by the analysis that are relevant for the improvement of the writing curriculum.

Copy, Christine; Curell, Hortènsia

Université de Pau et de Pays de l'Adour

Universitat Autònoma de Barcelona

Teaching academic reading with an app

StratApp is a project within KA2 Erasmus+, whose aim is to improve the English academic reading skills of university students by means of a game-based app accessible through mobile technology or web. The app will combine the obvious educational purpose with game-design elements and game principles. The first discipline to be included will be education. The first phase of the project, already completed, involved identifying the reading skills and strategies improvable by means of an app: word recognition, skimming, scanning, recognizing discourse structure and genre, and fluency (Grabe 2009, Nation 2009). The second phase, currently underway, consists in the pedagogical design of the app, i.e., devising the various activities useful to improve each of these skills and strategies. In this presentation, we will focus on activities to raise the app's users' awareness of the generic and discourse characteristics of academic texts (Biber and Douglas 2009, Biber 2012). We will show how we intend to have L2 learners approach academic text reading, taking into account that such texts belong to a specific genre completely different to that of texts used in general English classes, namely, informative texts and fiction (Fernández-Toledo 2005). Among the most important skills that students need to master are noticing lexical cohesion, identifying the antecedents of pronouns and demonstratives, distinguishing the main ideas from supporting detail, and identifying rhetorical patterns and heavy NPs. Hence, a corpus of academic papers from the most relevant journals of education (such as Review of Educational Research or Research in Higher Education) will be compiled (Aijmer 2009). The specific manifestation of the aspects mentioned above will be taken as the basis for the actual form and content of the activities, and we will discuss the relevance of editing a representative corpus in order to build up a progression in the target language activity.

Chan, Jim Yee Him; Chan, Wing-Shan Ivy

The University of Hong Kong

Exploring individual differences in L2 learners' use of pragmatic strategies in academic discourse: An English as a lingua franca (ELF) perspective

Since the era of globalisation, the language use of English speakers in international communication has been the focus of considerable research in the emerging research paradigm of English as a Lingua Franca (ELF), which has seen second language (L2) speakers become the majority in international communication. Based on numerous large-scale corpus projects (e.g. Vienna-Oxford International Corpus of English (VOICE), Lingua Franca in Academic Settings (ELFA)), ELF studies has revealed shared language features (e.g. lexis, lexicogrammar, pragmatics, phonology) in L2-L2 speech interactions that are different from their first language counterparts. More crucially, real-life ELF communication places greater emphasis on communicative functions (than language forms) that ensure mutual understanding. Against this background, this study seeks to investigate the interactional speech patterns of Hong Kong L2 learners in an academic spoken corpus, the ultimate purpose of which is to provide recommendations for secondary students' learning of pragmatic competence for English use in international contexts. Specifically, a learner corpus was compiled by recording the communicative patterns of senior secondary students (around 180 students of different English proficiency levels) in a semi-authentic group discussion task, which contains around 50 spoken academic transcripts (approximately 10 hours of recorded speech). By making use of AntConc, the pragmatic strategies used by students of diverse English abilities were identified, categorised and quantified, which were subsequently compared to findings derived from the ELFA corpus. Our findings suggest that L2 learners adopted different styles of engagement and interaction strategies in this semi-authentic academic English discourse. While less proficient students tended to rely on some pre-taught formulaic expressions during group discussions, academically more capable students demonstrated some degrees of mutual support by using certain pragmatic strategies, which is crucial for ELF communication. This paper concludes by providing recommendations to promote ELF-oriented pragmatic strategies and awareness in teaching English for academic purposes.

Chan, Wing Shan Ivy

The University of Hong Kong

A corpus-based comparison of specificity in engineering writing over time and between sub-disciplines

It is believed that undergraduate students are required to demonstrate a mastery of using appropriate discipline-specific conventions in their writing, thus making themselves as one of the insiders of their disciplinary communities, when coming to their final-year of studies. Writing journeys at undergraduate level seem to be specific in nature, therefore it is crucial to study specificity in undergraduate writing. This study seeks to investigate changes of specificity over time by comparing novice and expert engineering writing. A cross-sectional corpus was compiled, in which 150 academic assignments produced by different cohorts of students in two specialisations of engineering (i.e. civil and industrial engineering), totalling around 210,000 tokens, were collected for analysis. To operationalise changes in specificity, academic vocabulary and interpersonal metadiscoursal features (formulated by Hyland (2005)) were studied using Wordsmith Tools. The findings confirm some developmental patterns as established previously. In studying keyword lists, more discipline-specific lexical items were identified, especially in the upper-level assignments, e.g. lexical items that are related to description of experiments. However, such dominant usage was only found in civil engineering assignments. Sub-disciplinary variation was observed. In terms of metadiscoursal features, endophoric markers, suggesting a multimodal character of engineering writing, was found to be an important indicator highlighting students' developmental trajectory over time. As frequent as they were, they drew reference between texts and different visuals. While endophoric markers in civil engineering focused on sketched diagrams with a more technical sense (e.g. geotechnical profiles), those in industrial engineering focused on the diagrams with a more business sense (e.g. production cycles). All of which can be attributed to the nature of different engineering. In short, this study highlights the value of descriptive, corpus-based studies in identifying specific engineering language at different stages of study

and between sub-disciplines, suggesting some pedagogical implications to English for Engineering Purposes courses.

Chao Parapar, Maikel

Universidade da Coruña

“En cualquier caso”: concesión y distanciamiento en la ciencia

Los marcadores del discurso han sido ampliamente estudiados desde las últimas décadas del pasado siglo. Por ello, en la bibliografía podemos encontrar numerosos estudios con diversas clasificaciones, así como trabajos sobre el uso de ciertos marcadores en diferentes tipos de discursos. El objetivo del presente trabajo es observar el empleo y comportamiento de “en cualquier caso”, “en todo caso”, “de todos modos” y “de todas maneras” en discursos especializados. Para llevar a cabo esta tarea empleamos la metodología de la lingüística de corpus. Partiendo de un corpus recopilado para un estudio mayor, se han seleccionado cuatro ciencias de las quince que lo componen. Cada una de las disciplinas elegidas (Lingüística y Literatura, Ingeniería, Educación y Matemáticas) representan una de las cuatro áreas en las que se divide el conocimiento: Humanidades, Ciencias Aplicadas, Ciencias Sociales y Ciencias, respectivamente. El corpus ha sido igualado por el número de textos que componen cada uno de los quince subcorpus. De este modo, se respeta la variedad de la tipología textual seleccionada, el artículo de investigación científica, lo que nos permite observar las diferentes manifestaciones de estilo dependiendo del área en la que se inscriba una investigación. Se estudiarán estos marcadores prestando atención a la función que puedan cumplir dentro de lo que se ha dado a conocer como metadiscurso (Hyland, 1998...). Por lo tanto, se prestará especial atención a su función argumental y al uso que el autor puede hacer de estos mecanismos para la comunicación con su futuro lector. Prestaremos, además, especial atención a la diferencia de empleo de unas ciencias a otras, para intentar concluir en cuáles de ellas son más productivos, así como determinar la posible causa de su ausencia (si la hubiere).

Deroey, Katrien

Université du Luxembourg

Markers of lesser importance in lecture discourse

This paper surveys how less important lecture discourse is marked lexicographically in the British Academic Spoken English (BASE) corpus (Deroey and Taverniers, 2012; Deroey, 2014). Such interpersonal, metadiscursive devices combine discourse organization with evaluation along a ‘parameter of importance or relevance’ (Thompson and Hunston, 2000: 24). They can help students discern the relative importance of points and so may aid lecture comprehension, note-taking and retention. The markers were first retrieved manually from 40 lectures and then using Sketch Engine from all 160 lectures. They fell into five categories: (i) message status markers (e.g. not pertinent, joke, anyway); (ii) topic treatment markers (e.g. briefly, not look at, for a moment); (iii) lecturer knowledge markers (e.g. not know, not remember); (iv) assessment markers (e.g. not examine, not learn); and (v) attention- and note-taking markers (e.g. ignore, not copy down). This study illustrates the challenge of identifying and quantifying pragmatic features in academic discourse. Few markers explicitly evaluated discourse as being unimportant (e.g. not pertinent) and few had an inherent meaning of lesser importance (e.g. incidentally). Instead, they depended rather heavily on pragmatic interpretation to achieve their effect and could generally be viewed as ‘muted signals’ (Swales and Burke, 2003: 17), expressing importance implicitly or cumulatively (cf. Hunston, 2011). Hence, Hunston’s observation that ‘much evaluative meaning is not obviously identifiable, as it appears to depend on immediate context and on reader assumptions about value’ (2004: 157) is particularly pertinent here.

Deroey, Katrien

Université du Luxembourg

Confronting corpora with coursebooks: the case of lecture listening

This paper confronts language use in the British Academic Spoken English (BASE) corpus with the representation of lectures in 25 listening coursebooks (Deroey, submitted; Deroey, 2017). Following key tenets such as authenticity, specificity and needs analysis, English for Academic Purposes (EAP) materials development should be guided by an understanding of target genres and their communicative demands. Yet, lecture listening coursebooks have often been criticised for their lack of realistic lecture models (e.g. Alexander, Argent, & Spencer, 2008; Field, 2011; Thompson, 2003). The aspects of representativeness examined in these coursebooks are language, lecture authenticity and research-informedness. To assess the representativeness of language, signposts of important points are compared with those retrieved from the BASE corpus of 160 authentic lectures (Deroey, submitted; Deroey and Taverniers, 2012). The coursebook lectures are also analysed in terms of their source, delivery and length. The materials are further reviewed for their use of findings from research into listening comprehension and lecture discourse. Results suggest that current lecture listening materials often do not reflect the language and lectures students are likely to encounter on their degree programmes. Moreover, materials are typically not (systematically) informed by listening and lecture discourse research. These findings highlight the need for EAP practitioners to approach published materials critically and supplement or modify them in ways that would better serve students.

Elfiky, Sandra

The American University in Cairo

Investigating the use of stance markers in Egyptian and American MA theses: a corpus-based study

This is a corpus-based study that investigates the use of stance markers in MA theses written by Egyptian and American graduate students. It is a descriptive and exploratory study, utilizing a quantitative and qualitative design. A compiled corpus of 15 Egyptian theses was examined and compared to that of 15 American theses in terms of the writers' use of stance markers. The study explored the use of self-mention through utilizing first person pronouns I, my, and me, and the more impersonal "it...that" structures and detected the patterns of the frequency and function of their use in both corpora. The findings of the study suggest that writers, in the Egyptian Thesis Corpus (ETC), tend to be more distant and cautious in their writings. They prefer to employ more detached linguistic strategies to express their stance. This is illustrated in their avoidance of the use of first person pronouns and their high frequency of utilizing the impersonal "it...that" structures, passive constructions, and doubt adverbs. Another finding is that Egyptian thesis writers display a great deal of linguistic competence in utilizing "it...that" structures; however, they show a lack of variety in their choice of lexical items and syntactic structures in this stance feature. Differences in the use of stance markers in both corpora were highlighted and patterns of the "standard" use, represented in The American Thesis Corpus (ATC), were listed in order to help Egyptian thesis writers voice their views in a more confident manner so as to gain acceptance in their disciplinary communities.

Escartin Arilla, Ana

Université Grenoble Alpes

El manual de gestión de proyectos de cooperación internacional. Caracterización retórica y pragmática.

El manual de gestión de proyectos constituye uno de los materiales de consulta esenciales dentro del ámbito de la cooperación internacional. Debido a su naturaleza, este género, cuyo contexto natural de circulación es el profesional, presenta un interés muy especial también como instrumento de "alfabetización disciplinar" (Ibáñez, 2008: 220), lo que sugiere que podría situarse en la "intersección" (Parodi, 2009:140) entre el discurso profesional y el académico. Nuestro estudio pretende clarificar los propósitos comunicativos de estos documentos. Para ello, realizaremos en primer lugar un análisis retórico aplicando fundamentalmente los modelos utilizados por los investigadores de la Pontificia Universidad Católica de

Valparaíso en relación con los géneros “manual” (Parodi, 2010) y “texto disciplinar” (Ibáñez, 2008). Ello nos permitirá caracterizar de manera precisa la naturaleza del documento, que tal vez pueda incluirse dentro del género “manual de operaciones”, identificado por dicho grupo (Parodi, Ibáñez y Venegas, 2009:91). En segundo lugar, trataremos de identificar las relaciones que establecen entre emisor y destinatario, mediante el estudio del metadiscurso y la modalización. En este sentido, la propuesta de Hyland (2004) para los libros de texto arroja datos de gran relevancia acerca de la interacción entre los miembros de la comunidad discursiva implicados en el acto de comunicación. Por otro lado, el análisis de la modalidad obligativa, tal y como propone Gutiérrez para el género “manual” (2008), resulta de gran utilidad para completar la descripción. Este trabajo se basa en un corpus constituido por cinco manuales redactados en lengua española, nacidos a iniciativa de diferentes instituciones y destinados a públicos diversos, lo que nos permitirá extraer conclusiones relevantes acerca de los componentes pragmáticos del género y su función dentro de la comunidad discursiva constituida por los profesionales y futuros profesionales de la cooperación internacional.

Fuster Márquez, Miguel; Fernández Domínguez, Jesús

Universitat de València_IULMA

Universidad de Granada

Overused bundles in written academic English by Spanish EFL students

Corpus research on ESL has attempted to measure the closeness or distance of learner writing from native production in the past few decades. In this regard, phraseology has been an important line of research (Meunier & Granger 2008), specific attention being devoted to the presence (or absence) of uninterrupted sequences known as ‘lexical bundles’ (Biber et al. 1999). The purpose of this paper is to explore bundles that are overused by Spanish university students in the degrees of English Studies and Translation at the University of Valencia. This is done through a frequency-driven corpus methodology. For that purpose, CASTLE, a Spanish learner corpus of approximately 500,000 words containing their production (2008-2015), has been analysed and compared with the findings in two native corpora of academic writing. The first one, ACUV, is a corpus of one million words containing research articles by expert native writers; the second is a selection of BAWE, containing one million words of novice production of L1 English speakers. Once the LBs are retrieved from the corpora, they are analysed in the light of functional classifications (cf. Biber et al., 2004; Cortes 2004; Hyland, 2005 and 2008). The findings show that a number of learner’s bundles represent cases of overuse, i.e. unconventional sequences not found in the two native corpora. These LBs enjoy very low frequencies in the professional expert writing of ACUV and the novice writing represented by native speakers in the British component BAWE. These findings suggest that Spanish learners make use of a large number of bundles and appear to follow Sinclair’s Idiom Principle, but in a deviant fashion. When compared with Biber et al. (2004)’s study, it is found that such overused phrases are also infrequent for any of the four registers they analysed.

Giannoni, D S.

University of Bergamo

An analysis of word bundles in academic journal descriptions

The way academic journals portray their mission and values is a source of interesting insights into their avowed priorities, as noted in Hyland & Tse’s (2009) study of journal descriptions in sociology, biology, applied linguistics and mechanical engineering. Using a small corpus drawn from well-established international journals in the same four disciplines, the present paper extends the investigation to multi-word sequences as an indicator of generic and disciplinary proclivities. The analysis focuses on 3-5 word bundles, classified by function and divided into referential, discourse organising and stance bundles as in Simpson-Vlach & Ellis (2010) and Hyland (2012). The results show a prevalence of referential bundles

(80%), in line with other institutional academic genres (Biber & Barbieri 2007). Discourse organising bundles (14%) comprise only two forms, signalling the transition to new information, while stance bundles (6%) encode modality of the deontic-dynamic kind. Variation across disciplines was found to be limited – which suggests a degree of formulaic standardisation in the language of academic editors. Moreover, most of the bundles were associated with self-evaluative meanings (Tse & Hyland 2010). Pressures to bridge the gap between scholarly interests and commercial pressures may also account for the genre's blurred disciplinary identity.

Gil, Daniela; Benlloch-Dualde, José-V.; López Mateo, Coral

Universitat Politècnica de València

Creación de un corpus de estudiantes de presentaciones orales académicas en alemán como lengua extranjera

Este trabajo presenta las directrices de la creación de un corpus de presentaciones orales académicas (POA), realizadas por estudiantes de ingenierías que cursan asignaturas optativas de alemán como lengua extranjera (LE). La literatura reciente recuerda la relevancia de este género y su importancia como estrategia de evaluación en la universidad alemana y española (Villar, 2014; Centeno García, 2009). Para mejorar el aprendizaje y favorecer la adquisición de la LE, se ha puesto en marcha la elaboración de material docente a partir de dicho corpus. Este material incluye la producción de vídeos interactivos (Kolås, 2015; Povey, 2016; Bakla, 2017) que son analizados y clasificados, tanto por niveles de dominio de la LE, como por aspectos que conforman una buena POA: contenido, diseño del material de apoyo, lenguaje gestual y uso de la lengua meta. La elección de este tipo de material viene avalada por estudios previos (Gil-Salom & Benlloch-Dualde, 2016) que apuntan hacia la conveniencia de continuar recogiendo las grabaciones de las POA dado que suponen una ayuda en el proceso de aprendizaje, no solo para el estudiante, sino también para el docente. Ambos pueden beneficiarse de la retroalimentación que brindan estas grabaciones; para el primero supone una retroalimentación de su producción y para el segundo una guía para la elaboración de material didáctico centrado en el discente, base de la enseñanza de lenguas de especialidad. La creación del corpus y la puesta en marcha del material interactivo están diseñados para los niveles A1, A2 y B1 de alemán como LE del Marco Común Europeo de Referencia para las Lenguas Extranjeras, pero pueden extrapolarse a otras lenguas.

Giménez-Moreno, Rosa; Ricart-Vayá, Alicia

Universitat de València

The expression of taboo and corruption in the British academic milieu: A lexical-semantic study of the university press

Today, socio-political corruption is one of the most pressing problems for citizens worldwide. However, precisely because of its wide coverage and transcendence, the term "corruption" has become a very complex concept from a lexical-semantic perspective. An "act of corruption" is an economic, political and administrative concept that can be approached, at one end, as a crime or a law-breaking conduct, but also at the most permissive end, as making something morally dishonest, wicked or unfair. This oscillation mainly depends on the legal and socio-economic systems where this action takes place. A social, ethical and religious correlation of this concept is the term "taboo", which has a similar lexical and semantic fluctuation: it can be understood as a proscription, veto or anathema, but also as a restriction imposed on a topic, custom, association, person, place or thing for being seen as excruciating, unconventional, annoying or inappropriate. The fluctuation between the two extremes depends fundamentally on sociological factors and cultural parameters. The present study shows the significant and complex role of the discourse community in the lexical-semantic variation of these two concepts, and in the wide range of related terms and connotations that their meaning cover. We focus particularly on the British university community and the academic press. The research is framed within the field of corpus based cognitive semantics applied to

academic and professional communication (Lehrer and Kittay, 1992; Van Dijk, 2006); and both quantitative and qualitative methods will be used. As the results will demonstrate, the mental models attached to these terms, which help in the inference of their pragmatic meaning, are configured dependent on different factors such as the prevailing academic status, culture and ideology of the discourse community, which also may influence the correct understanding, translation and usage of these terms.

González-De La Rosa, M. Pilar; Marrero-Morales, M. Sandra

Universidad de Las Palmas de Gran Canaria

Hedging devices in Physiotherapy abstracts

The present paper reports on the analysis of hedging devices carried out in a corpus of Physiotherapy abstracts. The abstract is a well-established genre that is usually found preceding journal articles, although they can also stand alone in bibliographic repertoires and in conference programmes. The texts have been gathered as a corpus in order to analyse the language used in this domain of science, i.e. Physiotherapy, and results can thus be compared to other strongly related domains, e.g. Medicine, and strongly unrelated domains, e.g. Literature, in order to highlight domain-specific linguistic features in the abstracts compiled. Methodology includes corpus linguistic procedures and software to handle and retrieve data as well as to process results. In this presentation, my interest is place in the use of hedging devices in order to assess the authors' intentions to soften their claims in this genre. Conclusions contain categories of hedging devices, including quantification, as well as the specific pragmatic function they fulfil.

Herrando Rodrigo, Isabel

Universidad de Zaragoza

Authors' visibility in medical discourse: is there a single framework of corpus analysis to fit it all?

This study aims to contribute to the concept of writer's visibility inspired by approaches to the analysis of identity in written discourse such as those taken by Ivanič (1998), Charles (1999) or John (2005), among others. The way medical academic writers self-represent themselves in their research articles, contributes to a gradable visibility crafted and constrained by the academic genre expectations these texts are ascribed (Swales & Feak, 2004; Matsuda & Tardy, 2007). Traditionally, this visibility has been studied by the analysis of notions such as evaluation (Hunston & Thompson, 2000), authorial voice (Tang, 2004) or stance (Biber & Finegan, 2009). To the best of my knowledge, there is no a single framework that binds together all the textual realisations that can be considered as visibility traces. Visibility can be unveiled from different angles such as ethos, authorship, possession, etc. This study proposes a potential classification of lexico-grammatical realisations associated to the notion of voice being this voice the indicator of the writer's presence in his or her text – a voice that seems to possess a process, ideas and knowledge. This paper conducts a manual scan of 40 medical research articles compiled by this researcher that reveal different manifestations of the authors' presence. From different frameworks of analysis available in Applied Linguistics (Functional Grammar, Evaluation, etc.) it could be concluded that lexico-grammatical realisations such as the passive voice, non-animated subjects followed by active voice or the use of reported speech can be interpreted as author's voice realisations that allow us to measure or grade their presence in the text. A classification is proposed for the analysis of these realisations.

King, Seth

Pennsylvania State University

Concept based instruction and teaching assistant – student discourse patterns in university-level Biology teaching laboratories

The purpose of this study is to determine the discourse used to develop thorough conceptual understanding of biological models in university-level biology teaching laboratories. Specifically, this research is concerning the communication between graduate teaching assistants (TAs) and undergraduate students as well as between students peers as they develop understandings of major biology themes over the course of a semester at a large university in the United States. In these laboratories the TAs implemented a novel teaching method based upon the Concept Based instruction methods developed by P. Galperin' and LS Vygotsky. The research environment was composed of 2 laboratory sections of 24 undergraduate students and one graduate teaching assistant per section. This group was a subset of the larger biology course, which had 1500 students and 64 separate laboratory sections. Compositions from a subset of all sections of the course were evaluated both by independent raters, who focused on content and concept, as well as by syntactic complexity using the analyzer developed by Lu (2010). Preliminary statistical analysis of compositions produced by all students in the course have shown that the experimental teaching method group performed statistically significantly better concerning overall conceptual understanding of the subject matter as well as improved scores in syntactic complexity. Therefore the real question is how the discourse from the experimental group functions in order to facilitate this superior conceptual understanding. All interactions between the TAs and the students were recorded and a subset of approximately 500 focal moments has been transcribed. A primary method to determine these moments employed a concordance analysis focusing on Vygotskian mediational words as in part defined by Harvey (2011). The researchers have begun to analyze the pragmatic discourse using various methods including but not limited to systemic functional linguistics, syntactic complexity, and epistemic analysis (Duschl, 1990).

Kriukova, Alisa

Saint Petersburg State University

Criticism in Russian academic book reviews of the soviet and post-soviet periods (based on data from journal "Issues in Linguistics")

The study of academic genres, especially academic book reviews, has been gaining relevance during the last thirty years. The analysis of book reviews includes description of their compositional and semantic features and comparison of book reviews of different fields of study, cultural communities, and time periods (e.g. Martín-Martín, Burgess 2004, Itakura, Tsui 2010, Salager-Meyer et al. 2003). The present paper investigates how criticism is expressed in academic book reviews of the 1980-s and the 2010-s in most reputable Russian linguistic periodical, Issues in Linguistics (Voprosy Jazykoznanija). To make the data comparable additional criteria were introduced: only the reviews on monographs where both the author and the reviewer are from the same (Soviet or Russian) academic community were selected. Critical attitude in the paper is defined in terms of 'critical acts', instances of criticism targeted at different aspects of the book under review (Moreno, Suarez 2008: 16, Itakura, Tsui 2010: 1368). First, the number of negative critical acts was recorded. Next, I calculated the proportion of criticism in the whole text, the targets of critical acts, the instances of hedging and intensification of evaluation for every book review. Finally, they were classified and analyzed, and the soviet and modern periods were compared. The results indicate that instances of both criticism (median value: 11,75% vs. 20,5%) and its intensification (which is used in 22% vs. 40% of critical acts of the two periods respectively) are more frequent in the modern reviews, while the reviews of the 1980-s are generally less critical, which means a tendency to a more critical attitude towards a book under review is observed. The use of mitigation devices has also changed over time, although most frequent devices are the same for both periods: personal attribution, praise-criticism pairs and hedges. Besides, means of intensification of criticism hasn't undergone significant changes.

Kunilovskaya, Maria; Morgoun, Natalia

Tyumen State University

Moscow State University

Discourse markers in English-to-Russian translation of popular scientific texts: the impact of language mode on the properties of translations

In this research we investigate the impact of language mode on the properties of translations. The study is based on written and spoken popular scientific texts and focuses on the frequency distribution of two types of discourse markers (DMs): connectives (however, so) and epistemic markers of doubt and certainty (presumably, perhaps) in English-to-Russian translation. Frequency of DM is a known register and translational feature. It is usually targeted in studies on register variation, including in cross-linguistic contexts (Liu 2008, Biber 1999). Besides, DMs are useful indicators of translational tendencies, because they are less structurally obligatory than other lexemes (Cartoni et al 2011). We assume that dealing with DMs is indicative of the overall strategy adopted in translation: it shows how translators react to cross-linguistic contrasts and cognitive constraints of translation. We hypothesize that translations would demonstrate similar tendencies regardless of the mode, due to 'leveling out' (Baker 1996). In particular we expect translations to combine trends to normalization and interference revealed in our previous research on connectives (Kunilovskaya 2017). To account for the properties of translations empirically we built two parallel and two reference corpora. Written texts are represented by 10 popular scientific books in a range of topical domains and 21 original Russian books (around 1mln tokens each). Spoken discourse is represented by transcripts of 100 popular scientific lectures and their translations from the TED-talks Science category and 100 transcripts of lectures by Russian scientists from the comparable Postnauka site (around 250K tokens each). Frequencies of DMs are extracted based on predefined search lists, which were compiled from grammar references, dictionaries and research papers for each language. We use cross-linguistic, intralinguistic and parallel corpus analyses to characterize current stanceal norm for different language modes of pop-sci with the respect to DM frequency distribution in the given direction of translation.

Laso, Natalia; Castaño, Emilia; Verdaguer, Isabel

University of Barcelona

EAL law undergraduates' awareness of metaphorical language in legal discourse

Legal discourse is a highly metaphorical field and the choice of a metaphor can profoundly affect the manner in which legal thought is framed (Berger, 2002; Cunningham-Parmeter, 2011; Santa Ana, 1997). With the aim of exploring the use that learners make of metaphors in their legal English written production and what type of conceptualizations are more frequently used, in a first phase, a corpus of twenty-five unrevised written assignments (circa 25,000 tokens) on European immigration produced by thirty Spanish undergraduate students of Law who use English as an Additional Language (EAL) was compiled and analyzed. The most salient metaphors and their linguistic realizations were first identified by applying the Pragglez procedure for metaphor identification, MIPVU, (Steen et al., 2010) and then compared against those already identified in native production (Biria 2012; Charteris-Black 2006; Cunningham-Parmeter 2011; O'Brien 2003; Winter 2009) This analysis showed that learners mainly rely on the use of figurative expressions derived from conceptual metaphors such as MIGRATION IS A NATURAL FORCE, STATES ARE PEOPLE, LAWS ARE WEAPONS OR REMEDIES to describe immigration issues. In a second phase, so as to find out if learners were aware that legal discourse is highly metaphorical and that metaphors are pervasive in their own written productions, participants were asked to answer a survey that drew their attention to the regular patterns of language which underlie the legal discourse. This study reports on the results of the survey, which analyzes EAL law undergraduate students' awareness of the metaphorical use of prototypical phraseological units in legal discourse and their connotations.

León Pérez, Isabel K.

Universidad de La Laguna

How to hook your peers: a corpus-based teaching approach for disseminating your research in Medicine

Using EAL (English as an Additional Language) for successfully writing a research paper or for delivering a presentation in Medicine is, as in many other experimental research fields, a difficult challenge for young researchers to face mainly due to their lack of familiarity with the preferred international discourse conventions in general and with many cross-cultural differences in particular. The present paper provides some support for Spanish medical novice scholars and other NNESS (Non-native English Speaking Scientists) by sharing the main results of several extensive genre and corpus-based research works recently carried out on the cited topic (Martín Martín & León Pérez 2014, forthcoming; León Pérez & Martín Martín 2016, 1017) and giving them a pedagogical dimension. By illustrating and classifying the predominant identified genre conventions we aim to facilitate the performance of PhD students in the demanding task of disseminating scientific knowledge both in the written and spoken manner, i.e. to enhance their communicative competence as EAL users. Publishing a medical paper or delivering a lecture in the international (English-language) arena is both necessary and demanding, and can now be become achieved with a better knowledge about the rhetorical strategies which are generally accepted by the members of the international scientific (and discourse) communities that they will need to address. Getting access to and becoming accepted as competent members of the international scientific and academic context are worth the effort.

Malone, Cathy

Sheffield Hallam University

Making the familiar strange: corpus tools for educational development

This paper presents a "quick and dirty" analysis (Tribble 1997) of a small subject specific corpus constructed from module material (lecture slides and online reading material) from the modules of a first year undergraduate social science course at a UK, post 1992 university. Analysis was driven by a desire to clarify the receptive linguistic demands of the course, by scrutinising the materials the students are expected to process and manage independently in their first year. As well as attempting to define some broad aspects of the disciplinary discourse for a non-linguistic, audience, a second driver was to create an evidence base for discussing with staff how students could best be supported to engage with this discourse. The results of frequency driven analysis (frequency counts, keyword analysis, analysis of discourse and text types) informed the discussion with subject staff around challenge and difficulty. For staff embedded in their disciplines the challenges faced by novice students can be difficult to distinguish. Skills based, deficit approaches to supporting transition although widely discredited (Lea and Street 1998, Lillis 2001, Wingate 2016) are still dominant models in the UK. These prove inadequate when we seek to explain the linguistic challenge of undergraduate study for home students. This is of particular concern to a widening participation university that actively recruits students from disadvantaged minority groups. Presenting locally owned corpus data for discussion and joint analysis, altered the terms of this debate and supported the use of appreciative enquiry approaches (Cooperrider and Whitney 2001) to course design. The main value of corpus analysis in this context is that it both challenged and engaged staff and was effective in reframing the discussion around supporting students in transition to Higher Education. The course in question was subsequently nominated for a national Collaborative Award for Teaching Excellence (HEA 2017).

McKenny, John

British University in Dubai

Self-mention in English academic texts by Arabic L1 learners vs. native speaker writers

The use of self-mention in academic writing is a controversial issue. A survey of the academics in our university found that opinions were divided on this question. A sizeable minority of the academics supported the use of 'I' in the writing of dissertations. A larger number of academics suggested that indirect expressions like 'the present author' 'this researcher' or 'we' be used to avoid the use of the first person singular. Self-mention belongs to a larger set of stylistic and pragmatic choices made by authors in the construction of their identity, in expressing their epistemic stance and in managing their relationship with their reader. In this paper, possible reasons are examined for the ways in which Arabic L1 academic writers, represented in a large learner corpus, express their writer's presence in Masters dissertations. A specially compiled sub-corpus of English L1 writers drawn from the BAWE corpus is used as a control corpus. The corpus analysis is carried out using WordSmith Tools and Wmatrix 3 to generate patterns and demonstrate how Arab writers differ from native speaker writers in the English academic texts they produce. The study has relevance for linguistic choices based on cultural identities. The research is of importance to both corpus linguistics and intercultural rhetoric and also to the teaching of English for Academic Purposes. The pedagogic implications and recommendations of the study will be addressed in the final part of our presentation.

Mestre-Mestre, Eva M.

Universitat Politècnica de València

Showing emotion in academic discourse. A pragmatic analysis

The acquisition of pragmatic competence (Thomas 1983, Rose and Kasper 2001) is currently one of the most thriving fields of research in language learning, described as the 'ability to produce and comprehend [...] discourse that is adequate to the L2 socio-cultural context in which interaction takes place' (Kecskes 2013:64). As it has proven to be a major challenge for learners with a medium-to-advanced level of language, it is one of the main concerns for teachers. Particularly with regards pragmatic competence, the approach in the study of emotions is possibly one of the most theoretically incisive nowadays. Within the model two main approaches exist: the ethnopragmatic perspective (Wierzbicka, 2004, Gladkova and Romero-Trillo 2014; Romero-Trillo and Fuentes 2014, Goddard 2014), and the intercultural pragmatics perspective (Kecskes and Romero-Trillo 2013). Additionally, a stimulating field of interest are Masters Theses (MT), which differ from work presented by accomplished researchers (Tang & John, 1999; Hyland, 2002) and yet are academic discourse texts produced by students in their final years. Some students choose to write them in English as their L2. In this regard, there seems to be differences in MT written by students with English as L1 and as L2 (Mestre-Mestre, in press). The study presented here, MTs have been chosen to study emotions from an intercultural perspective, as it is a genre in which students must defend their work and prove a niche for research, thus showing their enthusiasm in the field. This work is an analysis of the expression of emotions (through verbs, self-references and adjectives) in a corpus of 30 MT written in English as L1 and 30 written in English as L2. Results prove that strategies used in the L1 and the L2 differ, and thus the findings have relevance, among other, for the teaching of pragmatic competence for research writing.

Montesinos López, Anna Isabel; Romero Forteza, Francesca

Universitat Politècnica de València

Corpus lingüístico para el aprendizaje de las lenguas de especialidad en lengua catalana en la Universitat Politècnica de València

El presente trabajo se enmarca dentro de la investigación en la enseñanza de los lenguajes de especialidad, en lengua catalana, en el ámbito de la enseñanza universitaria. A través de la recogida de un corpus de textos producido por el alumnado en las asignaturas de especialidad en catalán y del análisis de dicha producción, se infieren las carencias y los comportamientos lingüísticos que tienen los estudiantes de diversas titulaciones de la Universitat Politècnica de València (UPV). El estudio surge de la importancia que tienen los lenguajes de especialidad actualmente ya que la sociedad está demandando profesionales plurilingües que sean competentes para gestionar directamente sus comunicaciones especializadas sobre una temática y una finalidad precisas. Las asignaturas de catalán para fines específicos posibilitan al alumnado conocer los tipos de textos propios de las situaciones comunicativas formales (orales y escritas) de los contextos profesionales, así como las estrategias representativas expresivas y comunicativas pertinentes para desenvolverse adecuada y eficazmente. La presente investigación parte de un análisis de necesidades a través de la recopilación de un corpus lingüístico recogido al comienzo del curso, lo que permite adecuar los contenidos para que se ajusten lo más posible al grupo. El proceso de aprendizaje es observado mediante el análisis de la producción textual del alumnado a lo largo de todo el proceso, esto permite reformular el planteamiento didáctico en todo lo necesario. Así, el análisis de la producción textual de los estudiantes supone un apoyo importante en la programación y las actividades docentes de la enseñanza de los lenguajes de especialidad. Por otro lado, desde el punto de vista del alumnado, el corpus y su posterior aplicación didáctica enriquecen el aprendizaje significativo y aumentan la motivación. En la investigación se analizan elementos lingüísticos, especialmente terminológicos, además de los conectores textuales y las conjunciones oracionales.

Núñez-Román, Francisco

Universidad de Sevilla

Marcadores del metadiscurso personal en un corpus de TFE de Ciencias de la Educación

En este trabajo se ofrecen los resultados iniciales de una investigación que tiene como objetivo analizar los marcadores metadiscursivos personales (Hyland, 2005) en los Trabajos de Fin de Estudios (TFE). Para ello, se ha elaborado un corpus compuesto por 130 TFE del Grado en Educación Primaria pertenecientes a 16 universidades españolas, clasificado en tres subcorpus según el tipo de TFE: propuesta educativa, investigación y revisión bibliográfica. Para el análisis del corpus, se ha utilizado la taxonomía propuesta por Salas Valdebenito (2015), basada en un corpus de textos académicos de diferentes disciplinas, y se ha realizado un análisis cuantitativo (Biber, & Jones, 2009). Los resultados iniciales muestran, en primer lugar, que el alumnado del Grado en Educación Primaria de las Universidades analizadas tiende a usar un mayor número de marcadores del metadiscurso personal según el tipo de TFE; de esta manera, son más numerosos en las propuestas didácticas y las investigaciones educativas. En segundo lugar, se observa también una diferencia en el tipo de marcadores del metadiscurso usados en cada uno de los tipos de TFE, prevaleciendo las automenciones basadas en el uso de pronombres personales en los TFE de propuestas didácticas e investigaciones educativas frente al uso mayoritario de las referencias a los participantes en los TFE de revisión bibliográfica. Estos datos nos invitan a pensar que el alumnado de los Grados en Educación Primaria entiende que es más necesario resaltar su voz y su punto de vista en los TFE en los que se refleja su actuación docente (propuesta didáctica) o investigadora (investigación educativa), mientras que prefiere referirse a sí mismo en tercera persona en los trabajos de revisión bibliográfica.

Pastor, Beatriz

Universitat de València

Barack Obama y la redefinición del sueño americano: estudio pragmático del discurso político y su aplicación a la realidad

El objetivo fundamental de esta investigación es comprobar la viabilidad, adecuación y eficacia de la aplicación de los supuestos de las tesis lingüístico-cognitivas de Lakoff (2002, 2004, 2006, 2007, 2008a, 2008b) al ámbito de los discursos políticos, entendidos como construcciones textuales y representaciones del mundo, que proponen y defienden, a modo de marcos y a través de unos recursos específicos, los partidos políticos norteamericanos. El paradigma que rige el proceso de investigación puede definirse como lingüístico-cognitivo dentro de la versión específica que desarrolla Lakoff en sus trabajos de carácter propiamente lingüístico y, más específicamente, en los estudios que ha llevado a cabo en el campo concreto de los discursos políticos de los partidos políticos norteamericanos. Lakoff considera que la construcción de la realidad que llevan cabo los partidos políticos tiene que afrontarse desde la selección de unas ideas clave que funcionan como marcos, dentro de los cuales se aglutinan los supuestos del conjunto de la acción social y política de los ciudadanos de un país, y que se plasman a través de un determinado lenguaje que conforman los relatos. Por otra parte, el objeto de estudio de esta investigación es el análisis y la interpretación de una serie relevante de discursos del presidente Obama aplicando esos supuestos para descubrir las claves discursivas que aparecen en dichos discursos centrando la atención, de forma genérica, en el modelo de construcción y representación de la realidad americana a través de aquellos marcos que conforman la visión política denominada "progresista". Los discursos de Obama pueden considerarse discursos propios de esta corriente política porque emplea tanto los marcos como los recursos que sirven para formular y enmarcar ideas que ayudan al candidato a redefinir el Sueño Americano.

Pavicic Takac, Visnja; Bagaric Medve, Vesna; Kružić, Barbara; Ivezic, Sanja

Faculty of Humanities and Social Sciences Osijek

A corpus-driven exploration of lexical discourse markers in L2 academic texts

Text coherence can be influenced by a number of factors, including the use of discourse markers. A number of studies on non-native use of discourse markers (cf. Milton & Tsang, 1996; Granger & Tyson, 1996; Bolton et al., 2002; Chen, 2006) have revealed that L2 users tend to overuse, misuse or misplace discourse markers. This erroneous use is attributed to their insufficient knowledge of stylistic constraints on the choice of connectors, especially in formal styles, and to their lack of awareness of what constitutes a coherent text in the target language. These assumptions, however, have not been fully confirmed mainly because of a small number of languages included in the research. This study aims at exploring the use of lexical discourse markers in academic argumentative essays written by non-native users of two foreign languages, English and German, who share the L1. The issues addressed are two-fold and include the similarities and differences in discourse markers use between English and German L2 texts, and the extent to which erroneous use of discourse markers causes coherence disruption. The corpus included 80 texts written in English and German by humanities and social sciences students at B2 level. Using a corpus tool (Sketch Engine) to analyse L2 academic texts can contribute to a better understanding of how coherence is established, reduce the subjectivity of qualitative approaches to text coherence analyses, and allow for cross-linguistic comparisons of patterns of rhetorical organization. The results are presented and discussed from two perspectives: acquisitional and methodological. The acquisitional perspective starts from the observation that non-native language users encounter a number of problems when using lexical discourse markers to establish text coherence. The methodological perspective covers the questions as to how errors should be treated prior to corpus analyses and whether corpus analyses may point to coherence breaks.

Pérez-Guerra, Javier; Martínez-Insua, Ana Elina

University of Vigo

Measuring linguistic complexity and proficiency in learner academic English

This paper investigates ‘linguistic complexity’ in learner academic language. The notion of complexity, as understood in this study, is approached by tackling a number of lexical, structural and syntactic features (à la Bulté and Housen 2012) provided by computational tools. The hypothesis is ‘learner academic language deviates from native language as regards linguistic complexity’ and, in consequence, ‘proficient learner language involves a greater degree of complexity’. The data sampling learner academic language are retrieved from the Written Corpus of Learner English (WRICLE, Universidad Autónoma de Madrid), which includes academic compositions by University students from the A2 to the C2 level of the Common European Framework of Reference (Council of Europe 2001). The software tools which are used in this research are Coh-Metrix (Graesser et al. 2004, McNamara et al. 2014) and L2 Syntactic Complexity Analyzer (Lu 2012, 2014). Coh-Metrix provides basic cohesion, lexical, syntactic and semantic-discursive features, as well as other metrics of textual lexical diversity and readability. Lu’s tool automates the analysis of complexity by using different measures of lexical density, taken from the first- and second-language acquisition literature. The input texts from WRICLE will be automatically POS-tagged and parsed so that the analysers can provide the different measures. An ordered logistic regression analysis will determine the most significant features (variables) in the learner corpus, as compared with a selection of A-grade academic papers from the native Michigan Corpus of Upper-level Student Papers (MICUSP, University of Michigan). The statistical analysis and the results of the metrics applied to the native and the learner data have not given support to the working hypothesis. Besides, most syntax-based indexes have not proved to be explanatory enough and have shown merely microscopic variation, which, as claimed in Biber et al. (2011), calls for a revision of the concept of complexity in academic English.

Puente-Castelo, Luis

Universidade da Coruña

“if Heaven has bestowed any Sense on them”: Rhetorical conditionals in Late Modern English scientific writing

Conditionals are particularly valuable in scientific writing (Carter-Thomas & Rowley-Jolivet 2008), as they can perform a wide array of functions: they can be used to present hypothesis and proposals, to speculate on possible outcomes, or to relate phenomena and their consequences, thus advancing the argument in the subject matter (Horsella & Sindermann 1992, Ferguson 2001, Gabrielatos 2010). Concurrently, conditionals can also be used by authors to seek a better reception for their points among their peers (Warchal 2010: 141), being used to mitigate the force of categorical claims, to narrow the scope of claims by defining shared assumptions (Fauconnier 1994, Dancygier 1998), or to mediate between authors and audience by expressing politeness, doubt, or lack of knowledge (Declerck & Reed 2001, Quirk et al. 1985). Rhetorical conditionals, however, do not perform any of these functions. These are strong assertions which take the form of conditionals (Warchal 2010: 146), in which the blatancy of the truth value of the content leads the audience to conclude that the author is trying to convey a strong assertion, rather than trying to restrict the validity of the statement. Even though this type of conditional could seem uncharacteristic of scientific writing, previous studies have found instances of this use in scientific texts (Warchal 2010). The aim of this paper is to conduct a microscopic analysis of rhetorical conditionals in eighteenth and nineteenth century scientific writing. To do so, it will use three of the subcorpora of the Coruña Corpus of English Scientific Writing, dealing with astronomy, philosophy and life sciences, and amounting to 1,200,000 words. Conditionals will be analysed in detail and classified according to nine parameters, and their preferred contexts of use will be analysed both in socio-historical and linguistic terms.

Quintana Toledo, Elena; Sánchez Cuervo, Margarita Esther

University of Las Palmas de Gran Canaria

Modal verb categories in Medical abstracts

Much literature on modality has described what modal verbs reveal about the propositions they qualify. Recent approaches to modality have shown that, apart from propositional qualifications, modals may also convey attitudinal qualifications regarding the speaker's position towards his/her text, i.e. stancetaking. In that sense, it is now widely accepted that modal auxiliaries come to fulfil a wide range of textual, rhetorical and interactional functions in a text (Englebretson 2007). With this in mind, modality may be broadly understood as the "domain of attitudinal qualifications, i.e. qualifications that convey the speaker's stance toward, or the speaker's evaluation of what is being said" (Cornillie and Pietrandrea 2012). In this paper we shall focus on medical abstracts to see the modal verb types most frequently used in this textual genre. As already stated, modals may be used with a variety of functions, all of which are mainly determined by contextual factors (Facchinetti, Krug and Palmer 2003). Our goal is to unveil how they are deployed in these texts, and to describe the type of modal meanings exhibited. We also aim to provide insight into the communicative functions of modals in their genre- and discipline-specific use. In order to do this, we will use corpus linguistics methodology to analyse our body of data and to excerpt material to exemplify modal senses. Being as it is the abstract section of the paper, we predict a massive use of dynamic and epistemic modals to show (i) dynamic possibility, whose function is to show potentiality, and (ii) epistemic possibility/probability. This combination allows authors to present their ideas and external facts without really imposing their views.

Sánchez-Jiménez, David

New York City College of Technology (CUNY)

Retórica intercultural de las funciones retóricas de las citas en el discurso académico escrito por estudiantes universitarios y autores profesionales estadounidenses y españoles

El presente estudio analiza la práctica de la citación en el contexto académico de dos comunidades sociales de distinta nacionalidad, la estadounidense y la española. El objetivo principal que persigue esta investigación es el de descubrir cuáles son las funciones retóricas que desempeñan las citas en la escritura de un trabajo de investigación universitario de máster realizado por 12 estudiantes estadounidenses y 12 españoles en su lengua nativa, y si existen diferencias entre ambos grupos, así como con los artículos científicos escritos por 12 autores profesionales estadounidenses y 12 españoles en la disciplina de la Lingüística Aplicada. Para estudiar el comportamiento de este fenómeno pragmalingüístico se utilizó la metodología del análisis textual computarizado de las funciones retóricas de las citas, analizadas mediante el programa de concordancia Antconc 3.2.4w y ordenadas en una tipología clasificadora que modificaba el esquema propuesto por Petric en su artículo de 2007. Los resultados obtenidos en la investigación mostraron que las diferentes convenciones culturales en la composición de los trabajos estudiados apuntan unas tendencias que diferencian no solo los textos escritos en inglés con respecto al grupo español, sino que también existen características retóricas que distinguen el discurso académico profesional de aquel elaborado por estudiantes de posgrado.

Sánchez-Jiménez, David

New York City College of Technology (CUNY)

La organización retórica y las funciones retóricas de las citas en la Introducción de las memorias de máster escritas en español por estudiantes nativos españoles y no nativos filipinos

La investigación realizada en este artículo analiza la correlación en el uso de las funciones de las citas con la estructura organizativa de la Introducción de 16 memorias de máster escritas en español en el campo de la Lingüística Aplicada por estudiantes nativos españoles y no nativos filipinos. El análisis cuantitativo y

cuantitativo en este estudio parte del modelo propuesto por Carbonell-Olivares et al. (2009) para delimitar la organización retórica de la Introducción de la tesis doctoral en español y de la clasificación de las funciones retóricas de las citas realizada por Sánchez-Jiménez (2011). Los resultados de la investigación muestran que existe una relación directa entre el uso de las citas y la organización retórica de la memoria de máster. Por otra parte, indican que la instrucción formal recibida por los estudiantes filipinos establece una diferencia significativa tanto en el orden de la Introducción como en la cantidad y en la variedad (AT, AP, REF, DE, EN, COMP, EJ) de las citas utilizadas en este apartado de la memoria de máster con respecto al grupo español (AT, AP, REF, EV). En cuanto a la estructura de la Introducción, parece que los escritores filipinos ponen un mayor énfasis en la contextualización de su estudio (M1), en claro contraste con el grupo español, que incide más en la presentación de la investigación (M3) que precede la Introducción.

Skorczyńska, Hanna

Universitat Politècnica de València

Verbs of vision in the BAWE and the PERC corpora: variations in the use of non-literal senses in expert and non-expert academic discourse production

Perception verbs, including verbs of vision have received much attention from linguists, especially within the framework of Cognitive Linguistics. The research conducted (Sweetser, 1984, 1991) pointed to the polysemy of those verbs as the result of regular correspondences between their physical meaning and the extended metaphorical meanings. It has also been shown that perception verbs, even though universal in their physical and related senses, register variations in the compositional polysemy and the semantic context of co-occurring elements in different languages (Ibarretxe-Antuñano, 1999). This study adopts a discourse analysis perspective and looks into the variations in the use of the non-literal or extended metaphorical senses of three verbs expressing vision -see, regard and view- on different levels of expertise in the production of written academic discourse. It is predicted that undergraduate and graduate students writing essays in English would make distinct choices in the use of the non-literal senses of those verbs from scientists writing research papers in the same target language due to differences in the command of the academic discourse register. The vision verbs mentioned have been searched for in the BAWE (about 8 million words) and the PERC (17 million words) corpora. Because of the large size of the corpora and the need for a manual analysis of concordances in filtering out the verb non-literal senses, the analysis of a random sample of 1,000 concordances for each verb has been planned. The preliminary results show that the use of the non-literal senses of see varies notably in the two corpora: 0.63 in the BAWE and 0.19 in the PERC, pointing to non-expert writers using see as a synonym of understand, find out or consider nearly three times as often as expert writers. Further analysis will deal with the use of regard and view.

Smirnova, Elizaveta

National Research University Higher School of Economics

Relational and referential coherence of academic texts: a corpus analysis of Russian students' research papers in management

The study explores relational and referential coherence which is commonly understood as a crucial attribute of effective academic writing but remains understudied in the field of Applied Linguistics because of not being directly observable (Struthers et al., 2013: 187). Most cognitive scientists claim that understanding discourse means constructing a mental representation of the text (Graesser et al., 1997; Sanders & Pander Maat, 2006). A successful mental representation has to be coherent, with representations of the segments in the discourse linked to one another (Hobbs, 1979; Sanders et al., 1993). These coherence relations are commonly seen as “the cornerstone of comprehension” (Graesser et al., 2003: 82). Such kind of coherence is referred to as relational. Another important means of achieving coherence is the use of referential markers, namely anaphora (see, for example, Degand et al., 1999). I report findings from a corpus study of Russian students' use of linkers, which are seen as markers of relational coherence, and anaphoric expressions, which are seen as markers of referential coherence. The data of students' works are compared

to a reference corpus comprising research articles published in peer-reviewed journals. I hypothesise that learners use linkers and anaphora less frequently than professional writers do. The results of the analysis confirmed the hypothesis only partly. It was found that L2 students tend to overuse linkers and underuse referential markers. The corpus analysis allowed me to identify particular problems connected with the students' use of linking and anaphoric expressions. It is hoped that the reported findings will help EAP teachers and textbook writers to deal with the markers of relational and referential coherence in a course of academic writing for L2 students.

Suau, Francisca; Piqué, Carmen

Universitat de València

How authority is displayed in hotel websites and tourism research articles: social and disciplinary implications from an interpersonal approach

The need to express authority is one of the main aims that hotel websites and research articles seek. It must be displayed in a non-imposing way, following politeness principles through an adequate interpersonal discourse that also yields credibility, to attain persuasion. The study of authors' stance voice is thus central. Its several lexico-grammatical realizations through self-mention markers suggest that this category is displayed diversely, frequently paralleling generic demands. Recent studies have shown that research articles (Lorés-Sanz 2011), as well as tourism promotional e-genres (Suau-Jiménez 2016, Mapelli 2016), strongly challenge the interpersonal model of metadiscourse (Hyland 2005), with new lexico-grammatical realizations of interpersonal communication that bring a renewed interpretation of this framework. This study analyzes a 200.000-word corpus of hotel websites and research articles in tourism. We aim to uncover how authority has been designed through self-mentions, following which strategies, both quantitative and qualitatively. Preliminary results have shown that in hotel websites, hoteliers at times address potential customers from an indirect "the hotel" that attempts to blur authority behind this indirect self-mention, whereas in other occasions, a direct "we" that emphasizes credibility is displayed. Similarly, authors of research articles resort to the expression "the author/s" or first-person pronouns when indirect expressions, such as passive constructions, are not used. Their use establishes their authorial self, according to the norms of the disciplinary community, while the absence of these pronouns emphasizes the author's detachment from the argument. Conclusions point towards direct and indirect ways to portray self-mention, through strategies meant to either blur authority or highlight it, both cross-generic and disciplinarily, in order to establish a non-threatening or an engaging message with the implied readers. In addition, disciplinary variation determines to what extent and in what section of the research article authors make themselves visible and the frequency of such visibility (Piqué-Noguera, 2013).

Tasso, Chiara

Universidad Católica de Valencia San Vicente Mártir

El uso de los elementos metadiscursivos en la escritura en inglés de estudiantes españoles con niveles C1 del MCER.

El presente artículo analiza el uso de la competencia metadiscursiva en la producción escrita en inglés realizada por aprendientes españoles con niveles de conocimiento de lengua inglesa C1 del Marco Común Europeo de Referencia para las Lenguas (2001). La razón por la que se llevó a cabo esta investigación fue la constatación de la ausencia de investigaciones que estudien las características del conocimiento de dichos elementos en la escritura en inglés de estudiantes españoles. Así pues, el objetivo principal es identificar los rasgos específicos de la competencia metadiscursiva basándose en la clasificación de elementos metadiscursivos propuesta por Hyland (2005). Para alcanzar este objetivo, se recopiló manualmente un corpus de 65 redacciones, que contenían un total de 13.499 palabras, producidas por 65 aprendientes españoles que estudian inglés como lengua extranjera en España. La metodología utilizada para responder al objetivo general planteado fue una combinación del análisis cuantitativo y cualitativo del corpus. Cada redacción fue examinada con el fin de etiquetar manualmente los elementos relativos a la competencia

metadiscursiva de los alumnos. Se distinguió entre el análisis de las estrategias metadiscursivas textuales y el análisis de las estrategias metadiscursivas interpersonales, usando como referencia la clasificación propuesta por Hyland (2005). Los resultados globales obtenidos evidenciaron lo siguiente: los alumnos poseen un mayor dominio de las estrategias interpersonales que de las textuales. La interpretación de los resultados nos llevó a la identificación de los rasgos característicos de la competencia metadiscursiva y así mismo, se identificaron tanto los elementos metadiscursivos dominados por los alumnos con nivel de conocimiento de lengua inglesa C1 como sus necesidades específicas.

Tercero, Tanya

University of Arizona

Teaching, learning, and researching with concordancers: a critical review of the literature

Data-driven-learning (DDL) (Jonhs, 1991) has been used as the approach or methodology for studying the application or effect of concordancers in academic writing instruction in much of the published research about using concordancers in the classroom, (i. e., Yoon and Jo, 2014; Breyer, 2009; Sun, 2007; O'Sullivan and Chambers, 2006; Chang and Sun, 2009; Friginal, 2013). The purpose of DDL is to focus learners' attention on language patterns in order to facilitate "noticing" (Schmidt, 1990) to achieve language learning. This inductive learning, which relates to using evidence (found in concordance lines), can help learners develop inferences about language use, increasing their metalinguistic awareness. Johns brought the use, or the potential use, of corpora, and particularly concordancing, for the language classroom to attention almost thirty years ago, but only recently, it is evident by attending language and technology conferences that some teachers are gaining interest in using corpora in the academic writing classroom, and others, the corpus-curious, are attending these sessions and being inspired to try it themselves. Rather than an empirical study itself, this paper is a critical review of published studies that use concordancers. The effects, challenges, and implications of using concordancers both in the classroom and in research will be presented so that teachers, learners and researchers may gain a better understanding of the application and effectiveness of a DDL approach or methodology in measuring student learning outcomes in academic writing. Foci of the studies are as follows: the use of the concordancer in language teacher training; the use of concordancers for learning collocations; the use of the concordancer for error correction; the use of the concordancer for writing instruction, and these, all together, contribute to how the concordance tools are employed with the aim of developing academic writing skills in the students.

Tercero, Tanya

University of Arizona

Corpus-based approaches to studying L2 writing: a critical review of the literature

Corpora and corpus-based approaches have been used to study L2 writing in a variety of ways and for various purposes. This paper examines different ways second language acquisition researchers have used corpora and corpus-based approaches to investigate areas of academic writing development, including syntactic complexity (Lu & Ai, 2015; Biber, Conrad, & Reppen, 1998/2006; Vyatkina, Hirschmann, & Golcher, 2015), stance and interactional meta-discourse (Hyland & Milton, 1997; Aull, 2015; Lee & Deakin, 2016; Candarli, Bayyurt, & Marti, 2015) and lexical development (c. f., Staples, Egbert, Biber & McClair, 2013; Ädel & Erman, 2012). In terms of L2 writing development, findings from the studies presented here have pedagogical and assessment implications for L2 writers that can lead to more effective instruction, as well as fairer assessment practices. Teachers and researchers will gain insight into the realities of academic writing development, as well as more effective methodology when applying corpora for instruction and research. The value of corpus-based research in L2 writing is paramount in establishing more effective writing instruction at all levels, as well as assessment practices where learners may be

evaluated on language use that they have never been explicitly taught and for which raters evaluate based not on a feature on a grading rubric, for example, but other things that “read” better, or are even incorrectly perceived as developmental, by the raters. This data-driven learning and assessment is also important for institutional and program practices, such placement of incoming students, curriculum development, and the professional development of teachers. As has been discussed in the findings of corpus studies on stance and metadiscourse, just being a NS of English does not make one an academic writer, so it is worth reiterating Aull’s (2015) recommendation writing courses become courses of teaching and learning language for both NS and NNS (p. 178).

Therova, Dana

The Open University

Application of different tools to investigate features and development of UK-based international foundation students’ academic lexis in assessed writing

Despite extensive research into academic writing of university students from various linguistic backgrounds and disciplines at various levels of study, little research has focused on longitudinal studies of assessed writing produced by heterogeneous groups of students at a foundation level. This study seeks to fill this gap by employing a number of tools complemented by qualitative interviews to investigate the most prevalent examples, features and development of academic lexis used in UK-based international foundation students’ written assignments and the main contributors to this development. These aims are addressed with the assistance of Text Inspector (Bax 2015), AntWordProfiler (Antony 2013) and AntConc (Antony 2014) which provide an insight into the qualitative and quantitative aspects of the students’ use of academic lexis comprising individual words and phraseologies in accordance with the Academic Word List (Coxhead 2000), the New Academic Vocabulary List (Gardner and Davies 2013), the Academic Collocation List (Ackermann and Chen 2013), and the Academic Formulas List (Simpson-Vlach and Ellis 2010). The results indicate that despite a rather extensive use of individual academic words, the use of academic collocations and lexical bundles remains limited. Moreover, the most prevalent examples of individual academic vocabulary and collocations seem to be relating to the assignment topics. There also seems to be a link between the use of certain academic collocations and the assignment type. The most prevalent examples of academic lexical bundles, on the other hand, do not appear to be linked to the assignment topic or type. In addition, the interview data identified feedback, teaching and exposure to academic lexis in reading materials as primary contributors. These findings have potentially important pedagogical implications by highlighting the importance of feedback, more explicit focus on academic items during class time and greater exposure to relevant reading materials.

Torrado Cespón, Milagros

Universidad Internacional de La Rioja

‘Sorry, I forgot proofreading’. Using apology formulae in an online forum to excuse bad English. A learner corpus study.

Nowadays, the frantic rhythm of the Internet asks students set correctness aside. Every day we see posts in the social networks with spelling and grammar mistakes which could be easily avoided if the text was read before pressing enter key. This study takes a look at the online interventions of students of EFL using it as the vehicular language in the classroom and how, sometimes, they realize they have made a grammar or spelling mistake. Instead of proofreading before sending, their solution is apologizing, mostly to impress the teacher. Since the net entered the scene of education, we can observe how the quality of the language is decreasing. As teachers, we should put an emphasis on the need of proofreading. Previous studies about the wrong use of language in contexts related to ICT (Dansieh, 2011; Torrado Cespón, 2015; Wood, Kemp & Waldron, 2014) have shown students are aware of these mistakes, but it seems they do not really care when there is an online medium, especially if language correctness is not among the main correction criteria. Now, we add the variable of using a FL, so the boundary between the lack of

proofreading and lack of awareness becomes a little blurred. Apologizing seems the solution when text editing is not possible, even though this could be solved with a previous revision. ICT use must be normalized in the classroom as another via of offering accurate texts, no matter what students do in their free time.

Vassileva, Irena

New Bulgarian University

Developing a methodology for identifying textual plagiarism techniques

The paper focuses on the development of a methodology for the analysis of textual plagiarism in academic texts. It is part of a larger study on plagiarism in academia aiming at establishing the phenomenon and its numerous facets in two countries: Germany and Bulgaria. Over the last couple of decades, scholars have turned their attention to a wide plethora of issues concerning plagiarism. One of the most prominent areas of research is the question of student plagiarism, especially student plagiarism in the digital age. Despite the growing interest in the questions surrounding plagiarism, however, very little research focuses on academic plagiarism. In the public domain discussions are usually limited to few cases regarding high-profile usually political figures (as evidenced by recent cases in Germany and Central Europe). Martin (1984) speaks of academic plagiarism as being a taboo topic across academia, which stems first from the unfortunate fact that academic plagiarism is a much more common occurrence than might be expected and second, from a preoccupation of not tarnishing the image of academia. Central to the study is the delineation of the types of text plagiarism and the elicitation of plagiarism techniques such as direct plagiarism (copy-paste), mosaic plagiarism (word switch, patchwriting), paraphrase plagiarism, translated plagiarism, among others. Various methods for identifying text plagiarism will be discussed, and ways of measuring semantic and structural similarity will be proposed. The study also touches upon intercultural elements of plagiarism. The paper presents the methodology used for the analyses of sample case studies in the two countries in order to check its applicability to further research.

Vizcaíno-Ortega, Francisco

Universidad de Las Palmas de Gran Canaria

Epistemic modals in a corpus of linguistic articles in English

This paper explores the use and functions of epistemic modals in a corpus of linguistic articles in English. My intention is to see how these devices are used in the different sections of the research article to indicate different degrees of authorial certainty concerning the actualization of the proposition they modify. Epistemic modality is “concerned with matters of knowledge or belief on which basis speakers express their judgements about state of affairs, events or actions” (Hoye 1997: 42). This type of modality can be realised by different linguistic devices, namely verbs, mood, adverbs and adjectives, and this study is only concerned with modal verbs, as in Denison (1993). One first aspect of the research reports on the statistics of occurrences of epistemic modal verbs per section in the articles to see whether there is variation in this respect. A second aspect seeks to unveil and describe the pragmatic functions of these verbs also per genre section to learn the author’s motivation in using them. Methodology of research includes linguistic corpus tools in order to analyse and retrieve data to exemplify findings. Conclusions give information concerning variation among the generic sections and the reasons for the authors’ choice of modal verbs.

Westall, Debra

Universitat Politècnica de València

The benefits of using corpus linguistic research for academic studies in the classroom

Using a corpus linguistics approach, this study aims to show how postgraduate students can be encouraged to create studies based on newspaper reporting. In this case, I will focus on reports concerning a serious contemporary health issue like childhood overweight and obesity and show how students can learn to approach the discourse using quantitative and qualitative analyses, lexical analysis of language used in the headlines, content and discourse patterns in coverage. The first analysis involves a specific corpus compiled with 231 articles published in 2008 (ABC, El Mundo and El País), all containing the key search expressions *obesidad infantil* or *sobrepeso* and *infantil*. This study reveals the tendencies in coverage, namely, from a scientific perspective (lifestyle factors, health consequences) and from a social perspective (prevention programs, celebrities) (Westall, 2011). Secondly, we can analyze this same corpus focusing on the extraction of American English contributions to Spanish obesogenic discourse, particularly those loanwords related to foods, pop culture, health and medical terminology (Westall, 2013 and 2015a). Third, students can be taught to how to enhance their studies using additional specific corpora, like that compiled with 75 news articles published in El País in 2013, these containing the key search expression *obesidad infantil*. This small corpus study highlighted the thematic coverage over a six-month period (January to June 2013), and conclusions centered on describing the technical characteristics of the sample, the key headline words, and the results obtained from the content analysis (Westall, 2015b and 2015c). Finally, I will describe how this approach and these studies can be used for academic purposes to teach methodology and to benefit students when they are preparing topics and research for their Final Master Theses.

Yankova, Diana

New Bulgarian University

Translated plagiarism: A case study

A topic that has fairly recently began to be accorded academic interest is that of translated plagiarism, also known as plagiarism in translation (Turell 2008), translingual plagiarism (Sousa-Silva 2014), cross-language plagiarism, a phenomenon of special importance in non-English speaking academic contexts. Rather than displaying linguistic similarity or identity of lexemes, phrases or grammatical structures within one language, translated plagiarism is considered plagiarism of ideas involving two languages. We intend to investigate an academic corpus of translated plagiarism using Selinker's interlanguage theory or that the same meaning is not expressed identically by native and non-native speakers of a language leading to language transfer and how this influences the translation process. It is presumed, therefore, that such a text will display non-standard structures and inappropriate linguistic choices violating source language norms, lending a feeling of foreignness to a text. Norm deviations will be discussed under the five categories (proposed by Sousa-Silva (2014)) of borrowing transfer, convergence, shift, restructuring transfer, attrition. Two instances of translated plagiarism will be discussed - lifting a text from language A, translating it in language B in order to reuse it as one's own text, and back-translation: lifting a text verbatim from language A, translating into language B and then re-translating back into language A. It is expected that the results could go some way towards assisting in the detection of translated plagiarism, a task heretofore not resolved either by linguists or by computer specialists.

Zapata Dederlé, Rafael

Université Paris Diderot - Laboratoire CLillac-ARP

Empleo de la metáfora en las introducciones de artículos científicos de investigación y de síntesis en el campo de las energías renovables

El tema de la metáfora ha atraído una atención considerable en los enfoques cuantitativo-cualitativos en lingüística de corpus (Biber : 2012). Es posible en principio estimar el grado de pertenencia de un texto particular a un registro textual dado según la frecuencia de ocurrencia de los rasgos gramaticales exhibidos por las unidades léxicas empleadas metafóricamente (Steen et al. : 2010). Esta serie de hallazgos ha llevado a forjar un nuevo enfoque interpretativo y analítico con el fin de comprender cómo la metáfora funciona en los textos reales, los cuales son producidos bajo las presiones y expectativas de la comunidad discursiva en las cuales circulan: la metáfora en el discurso del especialista (Berber-Sardinha y Herrmann, 2015). Nuestro propósito dentro de este horizonte investigativo es el de comprender la interacción ente las unidades metafóricas y no metafóricas a lo largo del engranaje discursivo (y no solo el comportamiento de las unidades metafóricas entre sí), como consecuencia de las exigencias discursivas y lexicogramaticales que impone la norma de género. Para ello, presentaremos los resultados de un estudio comparativo doble. Por un lado, un contraste entre dos géneros aparentemente próximos, las secciones de introducción de artículos de investigación y las de artículos de síntesis redactadas por ingenieros en el campo de la bioenergía y la biomasa. Por otro lado, un contraste bajo una dimensión multilingüe para cada género, tal cual ambos han sido redactados en inglés, alemán, castellano, portugués y francés. Para ello hemos compilado un corpus piloto compuesto por cinco textos por género y lengua, es decir, un total de 50 textos, cuyo comportamiento discursivo ha sido analizado por una metodología de movidas retóricas (Swales : 1990) y cuyo comportamiento metafórico por el protocolo de identificación de metáforas MIPVU (Steen et al. : 2010).

PATROCINADORES



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ESTRATEGIAS METADISCURSIVAS EN ARTÍCULOS
CIENTÍFICOS EN ESPAÑOL E INGLÉS