

2ND INTERNATIONAL CONFERENCE ON DIGITAL LINGUISTICS

BOOK OF ABSTRACTS



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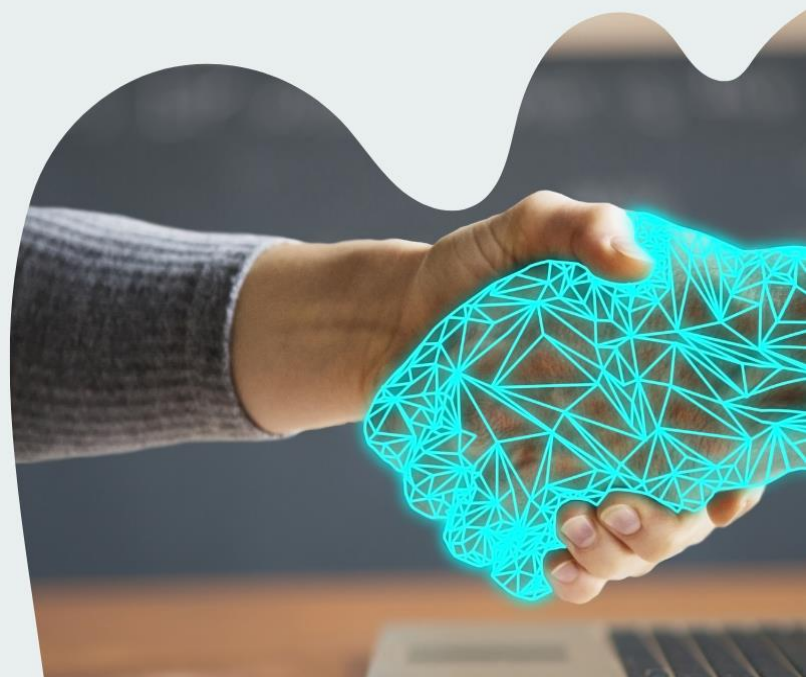


TABLE OF CONTENTS

KEYNOTE LECTURES

Why is internet communication so challenging for Pragmatics? Francisco Yus	11
Didactic Audiovisual translation: theory, practice and new perspectives Pilar Rodríguez Arancón	12
Lenguas distintas, comentarios distintos: Patrones de las respuestas a los tuits de los políticos en español e inglés M ^a Luisa Carrió Pastor	13
Ready Translator One: Current Trends in Game Localisation Carme Mangiron	14

IN-PERSON PRESENTATIONS

Spanish learner performance in new genres of writing: A pragmatic and linguistic analysis of authentic blogs in rehearsal tasks Andrea Olivares-Beltran	16
ChatGPT en educación superior ¿fin a las tareas tradicionales o herramienta educativa? Antonio Muñoz Villena	17
El corpus de traducciones MUST como ejemplo de etiquetado Arsenio Andrades	18
Analyzing the performance of male sexuality in Spanish through remote data collection and digital corpus analysis Caleb Kelley	19
Violence and empathy: discursive representations of LGBTQIA+ people on Facebook's digital comments Camila Mardones	21
El corpus METAPRES de columnas sobre la lengua. Una oportunidad para la investigación y la difusión de textos metalingüísticos Carmen Marimón Llorca	22
Designing Multilingual Corpora for Women's Health Issues: Methodological Considerations Chelo Vargas Sierra	23
Encargos reales de traducción en lengua C: análisis cualitativo de la competencia traductora Christina Holgado	24
Digital Storytelling (DST) for Vocabulary Acquisition and Intercultural Awareness among Primary learners Cristina Gómez Martínez	26
Structure, compilation, and design of the British Statute Law Corpus (BSLC) Daniel Granados Meroño	27
The Making-of the Inclusive Language Twitter Corpus Diana Carter, Yarubi Díaz Colmenares, Angela George, Francis Langevin	28

Incidental Acquisition of Lexical Stress while Viewing Authentic Videos Ekaterina Sinyashina	29
Exploring Formulaic Language in Bilingual Third Education Using Corpus Analysis Software Elizabeth Galindo	30
Formular preguntas para comprender las respuestas: ChatGPT como agente conversacional en L2 Esperanza Román Mendoza	31
Audiovisual Translation Modes and Second Language English Acquisition: An Investigation of Intra- and Interlinguistic Combinations Esther Jesús	33
Exploring Women’s Health Digitalised Texts on Menstruation: Metaphors and Gender-Sensitive Aspects Eva Llorens	34
TELL para el desarrollo de las competencias lingüísticas y culturales en lengua extranjera Fabrizio Ruggeri	35
An Assessment of the Effectiveness and Limitations of DocuScope in Analyzing the Emotion of Fear in Political Discourses Fatima-Zahra Aklalouch	36
Alexa: teach me Spanish – autonomous use of voice-activated personal assistants for language learning Fernando Rosell-Aguilar	38
#Blacklives(still)matter? A corpus-based study of tweets in a diachronic perspective Francesco Meledandri	39
Pioneering a Cebuano Universal Dependencies Treebank Glyd Jun Borja Arañes	41
From Hypo to Potentials: Serious Games in Teaching English as Foreign Language Houichi Asma	42
CLEARTEXT: Text simplification for people with cognitive disabilities Isabel Espinosa Zaragoza	43
Un proyecto colaborativo: Diseño e implementación de un glosario de Reproducción Asistida desde la perspectiva del usuario Isabel Santamaría	44
Verb valency database as a tool for L2 learning Ivana Brac & Lobel Filipi	45
¿«Sufrir» o «padecer» una discapacidad?: Un estudio basado en corpus Jaime Sánchez Carnicer	46
Aplicación De Estrategias Translacionales en la lucha contra desigualdades en CEuta: Un proyecto de cooperación e igualdad Juncal Gutiérrez-Artacho & María Jiménez-Castro	47
The role of metaphors in shaping public discourse around social media Kristina Š. Despot & Ivana Brac	48
OERs Exploring place & identity: Video 360, VR & AR in the language classroom Linda Lemus	49

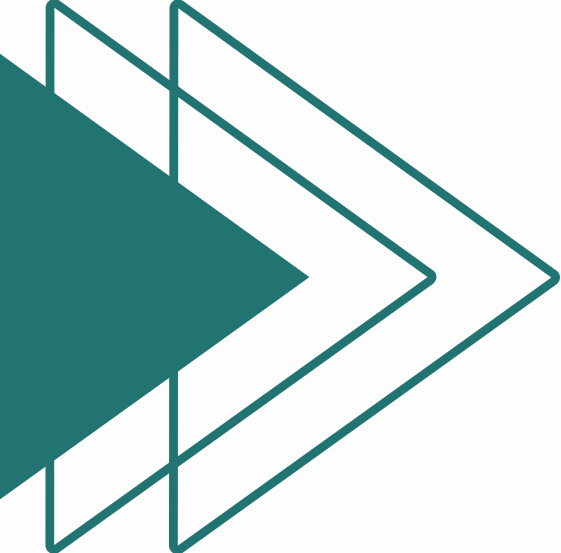
Estudio comparativo de estereotipos de género en la traducción humana y automática de nombres de profesión	
M. López-Medel, L. Carratalá, M. Pérez, C. Botella, E. J. Brown, A. Gómez, R. Martínez, E. Pérez & S. Sánchez	50
El postureo lingüístico en redes: o por qué las lenguas minorizadas tienen menos espacio en el mundo digital	
María del Carmen Méndez Santos	52
La norma lingüística a través de las redes sociales: el caso del e-taliano	
María Teresa Gil García	53
A Corpus-based Study of English Verbs in Academic Writing	
Marianna Dilaj, Iryna Dilaj	54
Fraseología contrastiva (alemán-español) de las emociones y análisis de corpus	
Maricel Esteban-Fonollosa & Ana Mansilla-Pérez	55
Digital communication in professional contexts: Video meetings in multilingual workplaces in Sweden	
Miguel Garcia-Yeste & Mariya Aida Niendorf	56
Percepción y experiencia de estudiantes universitarios polacos con Duolingo para aprender español	
Miguel Luis Poveda	57
The use of Kahoot! with senior EFL learners	
Mireia Sellés Gómez	58
ELAN: A digital annotation tool for multimodal discourse analysis	
Natalia Norte Fernández-Pacheco	59
La audiodescripción museística con apoyo táctil: un proceso traductor multimodal	
Nuria Cabezas Gay	61
El proyecto Neotermed: aspectos metodológicos para la creación de un corpus en el ámbito médico de la Reproducción Asistida	
Ovidia Martínez Sánchez	63
Análisis psicolingüístico del léxico disponible a través de grafos	
Palapanidi Kiriaki	64
The Engineer: Teaching Engineering English with a Serious Video Game	
Ricardo Casañ Pitarch	65
The International Baccalaureate in the global press 1977-2019	
Saira Fitzgerald	66
Automatic Speech Recognition-based Dutch Language Learning Games in Primary Education	
Simone Wills, Cristian Tejedor-García & Catia Cucchiarini	67
ASR-based Alzheimer's Disease Detection using Spoken Digital Healthcare Assistant Interactions	
Simone Wills, Lucía Gómez Zaragoza, Cristian Tejedor-García & Catia Cucchiarini	68
Designing Technology-Mediated Language Instruction Through an Integrated Approach	
Umit Boz	69
Algolingua y creatividad para eludir los filtros de lenguaje ofensivo en Twitter	
Miguel Ángel Candel-Mora	70

ONLINE PRESENTATIONS

La expresión de la identidad en la localización alemana de The Red Strings Club Alejandro López Lizana y Jaime Oliveros García	72
Benchmarking study of machine translation engines for ESP Medicine students Alicia Ricart Vayá	73
Análisis contrastivo inglés-español de las emociones presentes en textos sobre salud mental dirigidos a adolescentes y jóvenes Antonio Hermán-Carvajal	75
La posesición frente a las herramientas tradicionales en la traducción de unidades fraseológicas (francés-español) Beatriz Sánchez Cárdenas	76
La traducción de contenido de temática sanitaria destinado a público lego mediante traducción automática Carmen Moreno-Romero	78
Gamification to promote emotional engagement in a flipped classroom design at university level Consuelo Montes-Granado	79
“We are all different shapes. We all carry weight in different places. Talk to us. Listen to us”: Exploring the Evaluations Made by Fat and Skinny Women in YouTube Fashion Hauls Cristina María Tello Barbé	80
The gamification of ESP: The use of Wooclap for undergraduate students of economics Daniel Martín-González	82
Teclado de la lengua embera Ernesto Llerena García	83
An Analysis of Self-Other Representations in the Incelsphere: between online misogyny and self-loathing Giuseppina Scotto di Carlo	84
#Trending! Using social media for informal learning about Tourism communication online Javier González, Inmaculada Pineda	86
VALIANT Project: Transforming Teacher Professional Development through Virtual Exchange Jekaterina Rogaten	87
Normalización de uso de recursos tecnológicos en la formación inicial docente: Evidencias y desafíos Koritza Subero Pérez	88
Decoding literature. The growing presence of AI in educational contexts Leonie Heinecke	89
Towards a role and reference grammar analysis of old English strong verbs Luisa Fidalgo Allo	90
Case study: On the translator’s Subjectivity in Michel’s Abitbol work Histoire du Maroc Manal Jadir	92
¿Qué opinan las pymes de la transcreación? Un estudio desde el sector turístico andaluz Mar Díaz-Millón, Irene Rivera-Trigueros	93

Flamenco y Lorca: análisis de los retos traductológicos de español a lengua de signos española María Asunción Pérez de Zafra Arrufat	94
Perceptions of post-digital political discourse in the multimodal environment Mariya Chankova	95
Effective stance in conservative newspaper opinion articles about immigrants and refugees Marta Carretero & Elena Domínguez-Romero	96
Búsqueda adaptativa de textos en alemán: Desarrollo de herramientas nuevas Martina Kienberger	97
Promoting inclusiveness and diversity through Digital Storytelling (DST) in the EFL classroom Max Goddard	98
ChatGPT: Practical Application in the Spanish Language Classroom Miguel Muñoz Valtierra	99
Conversations of a minoritized language on social media: the case of asturianu Miriam Villazón Valbuena	100
Itinerarios competenciales digitales de formación interactiva para la mejora académica y la profesionalización en el dominio de la lengua A o sobre cómo lograr que redacten sin faltas los estudiantes de Traducción Nuria Brufau Alvira	101
La formación en transcreación: revisión y propuesta curricular Oliver Carreira & Carla Botella	102
Telecollaboration: A 21st century language teaching approach? Pawel Andrejczuk	104
Inteligencia artificial y educación bilingüe: ¿aliados o adversarios? Peter Bannister y Alexandra Santamaría Urbieto	105
Intercambio virtual, aprendizaje de segundas lenguas y percepción: un proyecto de creación de podcasts en español y francés Rafael Cuevas Montero, Isabel Briaes Bellón & Alba Bordetas Bonilla	107
MentalHealth4all: metodología para la evaluación de recursos multilingües y creación de un repositorio Raquel Lázaro Gutiérrez, Elena Alcalde, Carmen Pena, Carmen Valero, Cristina Álvaro	108
Estudio de los errores entre aprendientes chinos ocasionados por la interlengua Rodrigo Muñoz Cabrera	109
¿En un lugar de la Mancha o en un pueblo de la Mancha?: la compleja traducción de la literatura a LF Silvia Toribio Camuñas	110
Retos de ELE en la India: La destreza oral y la integración TIC Subhas Yadav & Rey Romero	111
Corpus analysis in the field of environment and climate change: Science popularisation strategies in the language pair German-Portuguese Teresa Alegre & Katrin Herget	112
“Canta estas letras”: subtitulación de canciones en productos audiovisuales Vicente Bru García	113

Transcreation: translation or text creation? A corpus-based comparison of simplicity Virginia Mattioli	114
Translating online: Student's learning experiences Vivian Lee & Eiko Gyogi	116
Interpreting via intersemiotic interaction: A multimodal approach to interpreting performance evaluation Xinqiao Cen	117
Towards the development of a word profiler dedicated to translation corpora Yasunori Nishina	118



KEYNOTE LECTURES



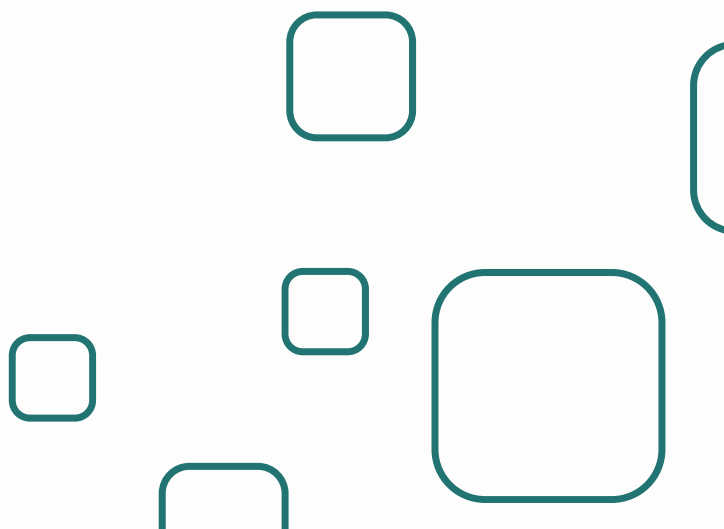
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Why is internet communication so challenging for Pragmatics?

Francisco Yus

Universidad de Alicante

A proper theory of pragmatics should be able to answer the following three questions (Spencer-Oatey and Žegarac 2020: 72): (a) How do people communicate more than what the words or phrases of their utterances might mean by themselves, and how do people make these interpretations?; (b) why do people choose to say and/or interpret something in one way rather than another?; and (c) how do people's perceptions of contextual factors influence the process of producing and interpreting language? The research issues raised for pragmatics by questions (a-c) can be extended to internet communication, where these questions are also addressed, especially within cyberpragmatics (Yus 2011, 2021). However, there is no direct or automatic application of the pragmatic analyses of interactions taking place in face-to-face settings to the ones occurring online. The reasons for this lack of easy application lie in the way in which internet interactions proceed. Some of these specific (and challenging) qualities of internet communication will be commented upon in this lecture, with special emphasis on the constraints imposed by the interfaces and the debate on how to analyse the non-propositional information (feelings, emotions) that is pervasively communicated online.

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Didactic Audiovisual translation: theory, practice and new perspectives

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The didactic applications of audiovisual translation (AVT) to foreign language learning have been the focus of a great deal of research in the last 20 years. Although the use of subtitles as a support had been previously studied, it was not until the second decade of the present century when didactic AVT, with the active use of captioning and revoicing, started to receive relevant scholarly attention. Since then researchers and practitioners have applied diverse AVT modes to foreign and second language education to enhance various skills and linguistic aspects.

Didactic AVT tasks can be challenging to prepare and use in the educational setting due to the technical difficulties that they might entail: video and software selection by the teachers, downloading resources and learning how to use the software on the part of both teachers and learners, as well as facing potential problems at some point of the activities, etc. Although two self-sufficient platforms (containing integrated video and software) were designed in the past decade (Babelium and ClipFlair, both out of use at the moment), didactic AVT is still in need of an online setting that could eliminate the aforementioned technical issues.

To this purpose, the TRADILEX platform has been developed as a new online service where both students and teachers can use didactic AVT without the need to previously download videos or software. Complete ready-to-use lesson plans are offered for different levels of proficiency to be completed individually or within a sequence of several scaffolded lesson plans. Learners can use the lesson plans for self-learning but teachers may also create their own classes and ask their students to enrol in ad hoc groups for personalised feedback and assessment. This platform is planned to expand in the years to come with new lesson plans for different levels and other foreign languages, so as to offer the possibility of profiting the widest possible audience from didactic AVT.

Lenguas distintas, comentarios distintos: Patrones de las respuestas a los tuits de los políticos en español e inglés

M^a Luisa Carrió Pastor

Universidad Politécnica de Valencia

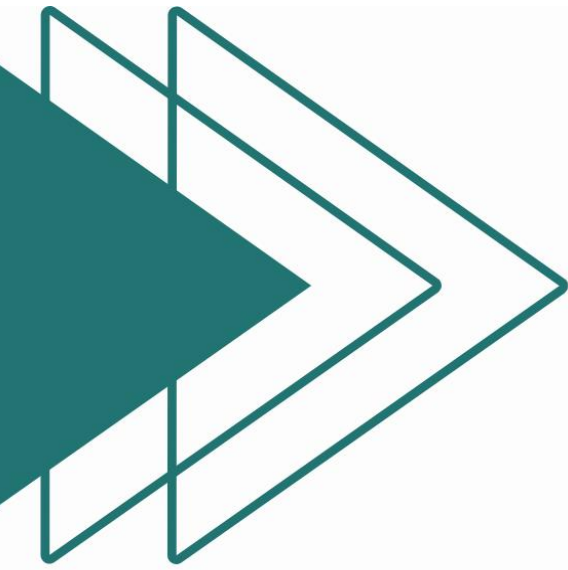
En esta conferencia se pretende identificar el tipo de interacciones que se observan en las respuestas a los tuits emitidos por los políticos en España y Gran Bretaña. Tras una descripción de las respuestas y sus funciones en el texto, se propone una taxonomía para clasificar sus distintos tipos y el papel que juegan en la interacción. Así mismo, se describen y comparan los patrones que se observan en inglés y español para identificar el tipo de usuario que utiliza Twitter como su vía de comunicación. Se reflexiona sobre el tipo de lenguaje utilizado, así como sobre el perfil de los tuiteros que muestran sus emociones a través de Twitter beneficiándose, en ocasiones, de su anonimato.

Ready Translator One: Current Trends in Game Localisation

Carme Mangiron

Universidad Aut3noma de Barcelona

Game localisation has become key to the global success of the multibillion-dollar entertainment software industry. This talk will focus on the main features, priorities and challenges of this burgeoning type of translation. Next, current trends in the industry will be described, such as localisation models, processes, tools and the increasing use of machine translation. Concepts such as *transcreation*, *co-creation*, *dual localisation* and *emotional localisation* will also be described. Finally, the need for gender inclusive language and the increasing importance of non-binary language in game localisation will be highlighted.



IN-PERSON PRESENTATIONS



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Spanish learner performance in new genres of writing: A pragmatic and linguistic analysis of authentic blogs in rehearsal tasks

Andrea Olivares-Beltran
University of Ottawa

One of the areas to which CALL research has devoted attention in the last decades is Web 2.0 tools, which have enabled learners to create, modify, and share content on the web (Elola & Oskoz, 2014; González-Lloret & Ortega, 2014). This presentation examines the use of a popular Web 2.0 tool: weblogs (or blogs, as they are commonly known) in a study that consists of a pedagogical rehearsal task (Nunan, 2010) that provides students with a simulation of a real-world task where they can develop multimodal writing skills while using the target language. Participants are intermediate-level students of Spanish as a foreign language at a Canadian bilingual (English/French) university. The objectives of this study are, on the one hand, to identify what genre-specific features of the blog can be observed in the Spanish learners' blog rehearsal productions; and, on the other hand, to describe strengths and weaknesses of student-produced blogs in terms of multimodal features.

The analysis of students' writing performance was conducted using digital genre parameters for blogs (Gonçalves, 2014) which consist of a macro-textual (text layout) and a micro-textual (discursive organization) analysis. It is expected that once students become familiar with blog genre-specific features, they are able to imitate blog structural plan and type of discourse. It is also expected that learners use a multimodal approach to convey meaning through a combination of text, images, links, and hypertext in their products. The results of this research will contribute to understanding the impact of rehearsal tasks in the learning of L2/FL Spanish, and to identify students' multimodal strengths and weaknesses when working with blogs as a digital writing genre. Conclusions of this study will help provide recommendations for task design, task implementation, and language instruction.

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ChatGPT en educación superior ¿fin a las tareas tradicionales o herramienta educativa?

Antonio Muñoz Villena
Universidad de Alicante

En los últimos tiempos, la inclusión de ChatGPT y su accesibilidad gratuita ha generado un debate entre profesores, estudiantes e investigadores, sobre su papel en la educación. Se reflexiona si este chat fundamentado sobre un modelo de lenguaje, podría reemplazar ciertos trabajos tradicionales o, por el contrario, podría ser utilizado como un recurso educativo complementario.

En este sentido, existe un incipiente número de investigaciones sobre la reciente introducción de ChatGPT. Por un lado, algunos expertos consideran que la tecnología de este recurso podría revolucionar la educación superior, eliminando el sistema de trabajo tradicional por parte del alumnado y obligando al profesorado al diseño de tareas adaptadas en esta nueva ecología de trabajo. Atendiendo a esta postura, estaría proponiendo una mayor individualización de la educación y un enfoque con nuevas habilidades entre el alumnado. Por otro lado, otros expertos argumentan que ChatGPT no es una alternativa complementaria, ya que, la tecnología tiene limitaciones, existiendo preocupaciones sobre la privacidad y seguridad de los datos recopilados por los estudiantes. Sumado a lo anterior, podría sumar una mayor dependencia a la tecnología y una reducción en la calidad de los aprendizajes del alumnado.

En definitiva, se requiere un enfoque detallado y crítico para maximizar los beneficios y minimizar los riesgos potenciales de uso. Así bien, esta investigación con estudiantes de traducción supone una aproximación al desafío educativo que emerge, discutiéndose las posibilidades y limitaciones que supone este sistema de inteligencia artificial como es ChatGPT.

El corpus de traducciones MUST como ejemplo de etiquetado

Arsenio Andrades

Universidad Politécnica de Madrid

La investigación en el ámbito de los Estudios de Traducción ha experimentado un crecimiento exponencial en los últimos años gracias a la Lingüística de Corpus (LC). Así pues, la facilidad para compilar amplios volúmenes de texto en formato electrónico y el desarrollo de programas informáticas para su tratamiento han favorecido que la LC se convierta en una herramienta metodológica prácticamente insoslayable en cualquier análisis lingüístico.

En este sentido, deseamos presentar el corpus MUST (Multilingual Student Translation), una iniciativa de la Universidad Católica de Lovaina en la que participan en torno a 40 universidades de todo el mundo y cuyo principal objetivo consiste en compilar un vasto corpus de traducciones realizadas por estudiantes en una amplia variedad de combinaciones lingüísticas. El proyecto incluye todo tipo de géneros textuales y combinaciones lingüísticas en las 30 lenguas que hasta ahora se encuentran representadas.

El proyecto cuenta con una herramienta propia específica a la que se puede acceder a través de internet y cuyo nombre es Hypal4must. Esta herramienta informática desarrollada por Obrusnik (2014) permite alinear de manera automática los textos originales y sus traducciones, realizar búsquedas y etiquetar. El sistema de anotación ofrece la posibilidad de destacar, analizar y comentar tanto los usos erróneos como las estrategias correctas de las traducciones incluidas en el corpus.

En la presente propuesta, nos gustaría presentar algunos ejemplos de las principales categorías que incluye nuestro etiquetado relativo al contenido, las referencias culturales, la sintaxis, el léxico, la pragmática, la ortografía y el registro, así como las primeras conclusiones y resultados que arrojan estos datos.

Analyzing the performance of male sexuality in Spanish through remote data collection and digital corpus analysis

Caleb Kelley

The University of Alabama

Recent scholarship in linguistics, social psychology, and other related disciplines has demonstrated a significant interest in the topic of gay-sounding speech. Various sociophonetic studies have identified sibilants (i.e., /s/-like consonants), pitch, and vowel formants as being the most commonly correlated features with variable gay male speech (Duarte, 2022; Ezquerra, 2015; Gaudio, 1994; Kachel et al., 2018; Mack, 2010, 2011; Tracy et al., 2015; Zimman, 2017). However, a majority of this research has been conducted in English and there remains a significant lack of representation of LGBTQ+ voices within the field of Spanish sociophonetics. Recent studies that focus on the social meaning of language have highlighted the importance of understanding sociolinguistic personae, which are holistic social types and styles linked with particular ways of being and speaking, in understanding how individuals convey and receive social meaning in interactional contexts (D’Onofrio, 2018, 2020). In light of this, this study builds on the construct of “gay” and “straight” personae in sociolinguistic styles to investigate Spanish syllable-final /s/ from a third-wave (Eckert, 2016) perspective.

Due to the COVID-19 pandemic, the study had to be conducted remotely via an online Qualtrics survey with a recording plugin, as in-person data collection was not feasible due to travel restrictions. A performance-based methodology was used to elicit speaker production of three distinct styles: “gay” and “straight” personae, as well as their baseline voices. The study analyzed the speaking styles of 8 males with varying origins and sexual orientations. 3179 tokens of coda /s/ were acoustically analyzed. Results showed significant interactions between reading task and self-identified sexual orientation for coda /s/ duration and spectral center of gravity (COG), revealing potential connections to gay speech stereotypes in certain Spanish-speaking regions. The goal was to enhance our comprehension of how male sexuality is performed in Spanish by utilizing an innovative digital tool for corpus analysis, showcasing a new methodological design for conducting sociolinguistics research in the digital age.

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Violence and empathy: discursive representations of LGBTQIA+ people on Facebook's digital comments

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In recent years the OAS (OAS, 2018, p. 9) reports mention that violent acts against LGBTQIA+ people are still perpetrated against them. In Chile, there has been little progress regarding the human, sexual, and social rights of LGBTQIA+ people. In this context, the media has portrayed different pieces of news related to the community's legislative discussions such as homoparental adoption, LGBT+ marriage, as well as violent acts suffered by them. Despite all of the visibilization, there are still negative comments as an answer to stories presented by the media on Facebook.

This proposal studies the LGBTQIA+ discourse representations on Facebook from a sociocognitive perspective that extends theoretical referents from the Cognitive Linguistics approach to the analysis of discursive representations in Critical Discourse Analysis.

The objective of this study is to analyze the main discursive strategies following Wodak's (2009) proposal, regarding the discursive construction of LGBTQIA+ people used in digital comments in response to news about LGBTQIA+ people on Facebook. We draw on the digital comment genre as the unit of analysis of the corpus. The analysis considered more than 5000 digital comments from 10 different Facebook pages. The study integrated the CDA perspective and Grounded Theory methodology, where data inductively, and through constant comparison methods, led to categories that accurately explain the set of data collected.

The findings revealed a negative discursive construction of LGBTQIA+ people, where three out of seven categories show negative nomination, predication, hate speech as well as threat topos regarding the LGBTQIA+ community. Contrastively, two categories show the topos of evolution and progress as well as the topos of empathy which create a positive view of the same social actors.

It is discussed how the findings have implications for the type of discourse used online as well as its limits.

El corpus METAPRES de columnas sobre la lengua. Una oportunidad para la investigación y la difusión de textos metalingüísticos

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El objetivo del Proyecto de Investigación METAPRES-COLING (<http://metapres.es/>) es analizar y definir un género propio del discurso metalingüístico escasamente abordado de forma global en España que denominamos “Columnas sobre la lengua” (CSL). Una parte fundamental del Proyecto -como lo fue de su antecesor, el Proyecto METAPRES- es la recopilación de un corpus y la creación de una base de datos de CSL en la prensa española con el fin de a) facilitar la difusión y consulta de textos, muchos de ellos poco accesibles y b) promover la explotación con fines investigadores de este tipo de textos. En la actualidad, el corpus está formado por 6378 columnas de 35 columnistas en 17 periódicos de ámbitos nacional y provincial/regional.

En esta comunicación queremos presentar el corpus METAPRES para lo que nos centraremos en la naturaleza y problemática surgida en la construcción del corpus, en los retos asumidos en la elaboración de la base de datos y en sus posibilidades de explotación. Por lo que se refiere al corpus, justificaremos la selección de muestras, las dificultades en la recogida de muestras y el proceso de digitalización y las posibilidades de explotación. En cuanto a la base de datos, presentaremos los criterios de construcción, la organización estructural, su interfaz en línea y el sistema de codificación en el que se basa. La explotación se ejemplificará con ejemplos extraídos del corpus.

Designing Multilingual Corpora for Women's Health Issues: Methodological Considerations

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Women's health issues have become increasingly important in recent years, as researchers and healthcare professionals seek to better understand and address the unique challenges and disparities that women face. One key tool for studying women's health issues is the corpus, a collection of texts that can be analysed for linguistic patterns, themes, and trends. However, designing a corpus for women's health issues presents several methodological challenges, including selecting appropriate texts, identifying relevant keywords and topics, and addressing issues of representativeness and bias. In this presentation, we will discuss our experience in designing a corpus for women's health issues, drawing on examples from our ongoing research project. We will describe our selection criteria for including texts, our methods for identifying relevant keywords and topics, and our approach to addressing issues of representativeness and bias. We will also discuss some of the benefits and limitations of using a corpus approach to study women's health issues and provide recommendations for researchers who are interested in building their own corpus on this topic. By sharing our experiences and insights, we hope to contribute to the growing field of digital linguistics and promote more inclusive and comprehensive research on women's health issues.

Encargos reales de traducción en lengua C: análisis cualitativo de la competencia traductora

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Uno de los principales problemas con los que se enfrenta el docente en el Grado de Traducción e Interpretación (TeI) radica en el nivel lingüístico del estudiantado (Calvo-Ferrer, et al., 2020: 23), algo que es esencial para su formación como futuros traductores. No obstante, es cierto que el papel de la enseñanza de segundas lenguas en los diversos grados en TeI nacionales e internacionales recibe cada vez más atención investigadora en didáctica de la traducción y la enseñanza de segundas lenguas con fines específicos, en nuestro caso, la didáctica en lenguas para traductores con un enfoque claro en sus necesidades e intereses. Autores prolíficos en el ámbito de la Traductología (Nord, 1997; Snell-Hornby, 1988; Hatim y Mason, 1995 o Berenguer i Estellés, 1999) han destacado la importancia que subyace en realizar análisis textuales, además de centrarse en los aspectos meramente lingüísticos. Así pues, si en las asignaturas de lengua B (primera lengua extranjera) y C (segunda lengua extranjera) se aborda el análisis de la lengua extranjera desde una perspectiva textual y contrastiva, este hecho puede facilitar la comprensión y el dominio de una lengua extranjera para el futuro traductor.

Con objeto de comprobar la eficacia de prácticas y ejercicios de esta índole en cuanto a las competencias traductoras y lingüísticas se refiere, se realizó una actividad relacionada con la traducción de etiquetas de alimentos alemanes. En este estudio se seleccionó una muestra de 84 estudiantes de la Facultad de Traducción e Interpretación de la Universidad de Granada. Su lengua C es el idioma alemán (segunda lengua extranjera y de carácter optativa), distinguiéndose los niveles lingüísticos A2 y B1 para abordar la tarea traductológica. Así, se examina un reto metodológico en el que pretendemos adecuar los objetivos y procedimientos docentes en la especificidad del alumnado.

La recogida de datos para este estudio se ha abordado con un cuestionario ex profeso, compuesto por 6 ítems (cuestionario inicial sobre competencia traductora) y 21 ítems (cuestionario final sobre competencia traductora adquirida) abiertos y cerrados, así como enunciados enfocados a contenidos puntuales de la traducción del etiquetado alimenticio. El cuestionario se administró a tres grupos que, voluntariamente, quisieron participar en este estudio.

Los resultados revelan que ambos grupos abordan por primera vez este tipo de textos; además de coincidir en orden jerárquico sobre problemas de traducción léxico-semántico, cultural y sintáctico. Asimismo, destacan (i) la importancia de trabajar con textos reales, (ii) el desarrollo de la capacidad adaptativa en relación con la extensión de textos específicos, (iii) la metodología práctica de aprendizaje, (iv) la adquisición de vocabulario específico (abreviatura, modismos, entre otros), y (v) la habilidad de aplicación de técnicas traductológicas.

Creemos que realizar ejercicios de este tipo en las asignaturas de lengua C puede aumentar la motivación del alumno y, en consecuencia, facilitar el aprendizaje de la lengua objeto de estudio, así como de su desarrollo de las competencias gramaticales, discursivas y

culturales, necesarias y fundamentales para el futuro traductor.

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Digital Storytelling (DST) for Vocabulary Acquisition and Intercultural Awareness among Primary learners

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There is today a rich body of literature about the affordances of using DST (Digital Storytelling) in education, but the research on its efficacy for vocabulary development and intercultural awareness is scarce. This presentation aims to analyze the impact of DST on vocabulary development from an intercultural perspective among Primary Education children. This three-month research included 90 learners aged 6-8 from 24 different cultural backgrounds divided in a control group (CG), using three printed multicultural folktales, and an experimental group (EG), exposed to the digital version (DST) of the same stories. In this mixed method research quantitative and qualitative data were gathered through class activities (reading or watching) and a pre-post-delayed- test. The results revealed that DST can be effectively used to expand EFL vocabulary and intercultural awareness, but some statistical differences were observed in the post- and delayed tests depending on cultural background and home exposure to technology.

Structure, compilation, and design of the British Statute Law Corpus (BSLC)

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This paper is aimed at describing the structure and design criteria to create a legal English corpus of statute law from the UK. Due to its similarity in terms of content, structure, and purposes, our corpus compilation is strongly inspired in the decisions made for the British Law Report Corpus (BLRC) (Marín & Camino, 2012). The compilation of this corpus was urgent as (1) statute law is considered the second most important genre of public law after case law in the context of British Common Law (Alcaraz, 2007; Alcaraz & Hughes, 2002), and (2) there is no corpus available containing a representative number of texts belonging to that genre. This legal corpus of almost 14 million words contains legislation from the four main legislative bodies of the UK (the House of Commons, the Scottish Parliament, the Northern Ireland Assembly, and the Senedd), which makes it a very valuable source of linguistic data for teachers, researchers or legal professionals interested in the structure, idioms, vocabulary, or recurrent topics found in British statute law.

For the compilation of this corpus, the R libraries ‘readtext’ and ‘quanteda’ have been used. This has greatly sped up the process of compilation and created processable files since it reliably converts PDF files directly downloaded from the official repository of British legislation (<https://www.legislation.gov.uk/>) to .txt processable files (Benoit et al., 2018, 2021). Moreover, the corpus is being annotated with POS tags so the linguistic information that can be obtained from it is deeper. To do so, the author has used the version of the library ‘Spacy’ for R (SpacyR) (Benoit et al., 2020), which is able to annotate millions of words in a matter of minutes.

The main reason for the creation of this corpus has been the author’s necessity of more linguistic data regarding public genres, as they were interested in conducting a corpus-based study of the register variation in legal English discourse following Biber’s multi-dimensional analysis (Biber & Conrad, 2019).

Keywords: corpus compilation, legal English, statute law, legislation, British law, Common law, R.

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The Making-of the Inclusive Language Twitter Corpus

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Over the past few decades, Spanish speakers have started to use new variants of pronouns and gender-neutral neomorphemes as a way of referring to all individuals, including those who identify as gender-diverse, nonbinary and transgender (Berger, 2019; López, 2022; Papadopoulos, 2022). One question that often arises, however, is how grammatical agreement is maintained across all linguistic elements that are traditionally marked for gender, given the fact that Spanish has a binary gender system for nouns, pronouns, adjectives, and articles. To help answer this question with real-world data, we collected and analyzed a Twitter corpus of 30 000 tweets from a period of seven days in 2022. All tweets were retrieved through Netlytic.org software and followed the same search parameters: (1) language, (2) date of publication, and (3) a selected group of 9 descriptors, all of which are pronouns with gender-neutral morphemes in Spanish: *nosotrxs*, *nosotr@s*, *nosotres*, *vosotrxs*, *vosotr@s*, *vosotres*, *ellx*, *ell@*, *elle*, *ellxs*, *ell@s*, *elles*. Each tweet contained at least one of these descriptors and was coded for multiple factors: the type of morpheme (eg. -e, -x, -@), subject pronoun, and agreement system, following Díaz and Heap (2020): single inclusion: *no era algo nuevo para nosotros*, ‘it wasn’t something new for us; uniform: *ell@s son secretrari@s*, ‘they are secretaries’; or mixed: *ellxs son amigos*, ‘they are friends’, among others. The pronouns and morphemes were coded automatically through the use of a Python script; however, the grammatical gender agreement was coded manually due to the complexity of the morphosyntactic variation. In our talk, we focus on the methodology of our project and present some of the challenges that we faced during the retrieval, coding and analysis of the corpus data, as well as the benefits of combining digital and manual tools in linguistic corpus research and digital humanities.

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Incidental Acquisition of Lexical Stress while Viewing Authentic Videos

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Mastering pronunciation of English words involves not only acquisition of individual sounds, but also of various suprasegmental elements, one of which is word-stress (Cutler, 1984). The learning of this component of individual words, however, tends to pose certain difficulties for Spanish EFL learners due to the fact that in English there is no fixed position of stress in individual words (Lillo Buades, 2012; Lewis & Deterding, 2018) and even apparently similar English and Spanish words do not share the same pattern of lexical stress (Toro-Soto, Rodríguez-Fornells & Sebastián-Gallés, 2007). Technological advances, in particular the widespread use of captioned/subtitled authentic videos, can facilitate the acquisition of different aspects of new lexis, which frequently occurs incidentally, when learners of the target language acquire its different aspects without a clear intention to do so or while focusing on a different activity (Krashen 1988; Nation, 2004; Talaván, 2007). Regarding the usefulness of authentic captioned/subtitled videos for incidental learning of the word stress property of English lexis, to our knowledge, so far this matter has been addressed in three studies: Zellers, Post, and Williams (2011), Damar (2014) and Chan and Leung (2014), all of which report positive effect. This study continues to explore this issue and, for this purpose, compares the performance of two groups: Incidental and Control. While the participants from the Incidental Group had to watch five hours of authentic TV documentary with captions in English, the Control group was used as a reference. Unlike previous research, a detailed statistical analysis of the results of both groups did not reveal a clear better performance of the Experimental group, thus not allowing us to reach a definite conclusion concerning the real effectiveness of watching authentic videos for incidental learning of lexical stress property of English words by Spanish EFL learners.

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Exploring Formulaic Language in Bilingual Third Education Using Corpus Analysis Software

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Our current highly demanding, multicultural, multilingual and technological society has led to the internationalisation of higher education. The desire of many nations to be part of a global economy, together with an increasing mobility of academic staff and students, seeking to become more competitive, has promoted the offer of bilingual programmes, in which L2 is the instrumental tool to teach and learn the specific contents, and this trend is growing as we speak. Hence, this research project addresses such a reality in the context of one of the leading Spanish universities in Madrid. The present study focuses on the development of disciplinary literacies (DLs) from a longitudinal perspective with regards to formulaic language, language formulae that are stored and retrieved from memory holistically as a whole, in the discursive skills of those students enrolled in the bilingual Business degrees at Complutense University of Madrid. Formulaic language has become one of the most vibrant and productive areas of vocabulary research lately as it plays a large role in allowing competent speakers to achieve fluent productions. This research is based on data from the discursive, multi-case and longitudinal analysis of students' oral productions in L2 as they become disciplinary experts and key stakeholders of the learning process. This data is analysed using software for mixed-methods corpus analysis (such as MAXQDA or AntConc). The main objective is to observe to what extent these vocabulary tokens are used in the learners' academic oral productions, to classify them within the different formula types considered, and thus measure the development of their use of formulaic sequences along the degree years. These findings hold promise for students' competence achievements in terms of idiomaticity and fluency within their oral speech.

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Formular preguntas para comprender las respuestas: ChatGPT como agente conversacional en L2

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La utilización de los chatbots como herramienta de apoyo para la enseñanza/aprendizaje de segundas lenguas se ha estudiado en las dos últimas décadas desde perspectivas muy diferentes (Belda-Medina & Calvo-Ferrer, 2022; Coniam, 2004; Coniam, 2008; Godwin-Jones, 2023; Huang, Hew, & Fryer, 2022; Jia, 2003; Kim et al., 2022; Vázquez-Cano, Mengual-Andrés & López-Meneses, 2021).

Sin embargo, la vertiginosa adopción de ChatGPT por parte del público general tras su lanzamiento en noviembre de 2022 y la inmediata repuesta de las grandes compañías tecnológicas para posicionarse en la carrera de la generación de texto a través de inteligencia artificial han incrementado el interés por introducir esta tecnología en el sistema educativo, con reacciones que abarcan desde el entusiasmo incondicional hasta el rechazo más absoluto (p. ej., Roberts, Watumull & Chomsky, 2023). ChatGPT es un sistema avanzado de chatbot basado en un gran modelo de lenguaje (Large Language Model o LLM) capaz de generar texto en múltiples idiomas. A diferencia de otros chatbots, la producción textual de ChatGPT presenta un alto grado de corrección gramatical y léxica. Además, ChatGPT es capaz de contestar preguntas (prompts) de muy diversa índole y de organizar sus respuestas en diferentes formatos. Su potencial para aprender una segunda lengua y practicarla es innegable. Pero ¿hasta qué punto y en qué condiciones?

Esta comunicación examina la utilidad de ChatGPT para el aprendizaje de español como segunda lengua en los niveles A1-B1 en cuanto a su capacidad tanto de descifrar el input del alumnado de estos niveles como de generar respuestas que puedan comprender los aprendientes. Para ello, se presenta un corpus de interacciones con ChatGPT —elaborado a partir de prompts del alumnado y de ejercicios propios de estos cursos— y una taxonomía de actividades, resultante del análisis de dicho corpus, encaminadas a fomentar el autoaprendizaje mediante ChatGPT como agente conversacional.

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Audiovisual Translation Modes and Second Language English Acquisition: An Investigation of Intra- and Interlinguistic Combinations

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Audiovisual translation (AVT) has been widely recognized as an effective tool for language learning and teaching, and dubbing and subtitling have been found to significantly improve second language skills, particularly in higher education (Talaván & Costal, 2017; Sánchez-Requena, 2018; Sokoli, 2018). However, most of the research in this area has focused on the productive skills of students, such as subtitle or dubbing creation, with less attention paid to receptive skills. Moreover, previous research has primarily investigated the interlingual combination of subtitle and audio languages, with less focus on the intralingual combination.

To address this research gap, our study aims to investigate the effectiveness of different modes of AVT, including didactic audio description (AD), didactic creation of subtitles for the deaf and hard of hearing (SDH), didactic revoicing, and didactic voice-over and narration, in improving English acquisition as a second language at university level. Importantly, we will investigate both intra- and interlinguistic combinations of subtitle and audio languages to provide a comprehensive analysis.

We will recruit students with varying levels of English proficiency, and they will watch a series of videos with different AVT modes. Unlike previous research, we will not require students to produce subtitles or dubbing, but instead, they will focus on reading and listening to the already-subtitled and dubbed videos. We will assess their improvement in receptive skills through a pre- and post-test, and analyze the data to identify which AVT mode is best suited to different English proficiency levels.

Our research aims to contribute to the ongoing debate on the effectiveness of AVT as a tool for second language education. By investigating the potential benefits of different AVT modes and considering both intra- and interlinguistic combinations, we hope to provide valuable insights for future research and inform language teaching practices in higher education.

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Exploring Women's Health Digitalised Texts on Menstruation: Metaphors and Gender-Sensitive Aspects

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This work is integrated with Digitender, a gender terminology research project (DIGITENDER, TED2021-130040B-C21) covering a comprehensive investigation into the language used in women's health discourse. This project focuses on the digitalisation, treatment, and online publication of open, multilingual terminology resources with a specific focus on gender approaches in digital society. The primary goal of the research project is to develop a comprehensive and accessible set of resources that can help address gender bias in language use across various digital platforms. By creating a centralised repository of gender-sensitive terminology, we aim to provide a practical tool for individuals and organizations looking to promote inclusive and equitable language use. Our study involves a thorough analysis of existing terminology resources, the development of a digital infrastructure for storing and publishing data, and the implementation of a community-driven approach to ensure the ongoing evolution and improvement of the resources. Ultimately, our project seeks to contribute to the creation of a more inclusive and gender-sensitive digital society.

As one of the preliminary tasks under the above-mentioned project, my presentation explores the use of a corpus-based tool (Sketch Engine) to analyse digitalised texts on menstruation. The aim is to identify the frequent linguistic patterns and metaphors surrounding menstruation in contemporary health discourse. Using a sample of texts from reputed specialised sources, this analysis demonstrates how digital linguistic software can be used to extract key items along with their connotative and figurative meanings in context to gain insight into the language used to discuss menstruation. By critically examining the elements used to describe women's health issues, this study is intended to raise awareness of gendered language's impact on women's experiences. The findings will shed light on the cultural attitudes and perceptions towards menstruation, as well as the representation of menstruation in current publications.

TELL para el desarrollo de las competencias lingüísticas y culturales en lengua extranjera

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La investigación presentada a continuación tiene como base un enfoque TELL para trabajar comprensión lectora, comprensión auditiva y competencia léxica en un curso de lengua extranjera en contexto universitario: en concreto, estudiantes de italiano de nivel B1 en el Grado de Lenguas Modernas y de Literaturas Comparadas en la UCM.

Los objetivos de la experiencia didáctica llevada a cabo en los años 2022 y 2023 han sido: ofrecer a los aprendices la motivación para usar materiales auténticos elegidos por ellos; ampliar y adquirir el mayor vocabulario posible, viéndolo en un contexto de comunicación auténtica; 3) motivar a los estudiantes a profundizar sobre los aspectos culturales del idioma estudiado. Para conseguir los objetivos, y haciendo las actividades a) y b) fuera del horario de las clases presenciales, los estudiantes han: a) leído cada semana un artículo, elegido por ellos, de unas revistas online; b) visto cada semana un video, siempre elegido por ellos, de un canal de YouTube dedicado a temas juveniles.

Tanto el artículo como el video eran en lengua meta y, usando diccionarios online y páginas web, los estudiantes han investigado el significado y uso de las palabras que no conocían. En clase, compartiendo la información sobre las palabras aprendidas en las actividades a) y b), han hecho ejercicios colaborativos e interactivos relacionados con el vocabulario aprendido, usando una aplicación online.

Como demuestran las respuestas de los estudiantes en los sondeos efectuados, las actividades realizadas les han permitido entrar en contacto con materiales auténticos en lengua meta, les han motivado a leer y ver videos en la lengua extranjera estudiada, mejorando su competencia léxica y su conocimiento de la cultura.

Los comentarios y la percepción de los estudiantes hacen constatar la importancia de las tecnologías digitales como recurso para el aprendizaje de una lengua extranjera, visto que el TELL ofrece la posibilidad de aprender una lengua extranjera de manera más comunicativa, interactiva, motivadora y de forma más multimedial y multidimensional en comparación con los estilos más tradicionales de enseñanza de un idioma.

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An Assessment of the Effectiveness and Limitations of DocuScope in Analyzing the Emotion of Fear in Political Discourses

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DocuScope Corpus Analysis is a software program used to analyze and visualize written discourses, assisting in rhetorical analysis by providing a dictionary of English language patterns and interactive tools. The dictionary includes a repertoire of words, known as "rhetorical markers," that have been chosen for their emotional reference or rhetorical significance. Additionally, the software features an analytic engine that detects rhetorical lexemes (Kaufer & Ishizaki, 2021). One of its many capabilities is the ability to identify emotion-related words within a given context.

In this study, DocuScope was used to extract 100 fear-related occurrences from each of the political discourses of Boris Johnson and Donald Trump between September 2019 and December 2020 within the context of the Covid-19 pandemic. The latter context was chosen because in times of pandemics, leaders employ different argumentative strategies for the purpose of persuading the citizens to follow sanitary measures to fight the virus. Therefore, the language of fear is widely used in political discourses during pandemics (Plantin, 2000; Cislaru, 2012; Pennec, 2021). In fact, the software detected various words that refer explicitly to fear such as fearful, afraid, scared, etc. Additionally, it detected other words that refer implicitly to fear such as vulnerable, risk, danger, threat, etc. However, in order to assess the effectiveness of this software, the analysis focuses on the context in which these words occur and more specifically, on modal auxiliaries, periphrases, adverbs, adjectives, presence of negation, etc. Moreover, based on prior research demonstrating that fear is linked to the epistemic stance of uncertainty, and to the related notions of unpredictability and uncontrollability, which arouse the emotion of fear while their absence rejects it, this research will examine whether the software succeeded to identify whether fear was aroused based on the context in which the detected fear-related words occur (Wierzebecka, 1999; Zvolensky, Eifert, Lejeuz, Hopko, & Forsyth, 2000; Scherer, 2005; Armfield, 2006). All these aspects will determine the effectiveness and limitations of DocuScope in what concerns the detection of words that arouse fear.

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Alexa: teach me Spanish – autonomous use of voice-activated personal assistants for language learning

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Voice-activated Personal Assistants (VAPAs), such as Alexa or Siri, can be utilised for autonomous language learning purposes ranging from asking simple questions about the culture of the target language to interaction in the target language with the intelligent assistant. These technologies can help with tasks such as looking up words, spelling, and pronunciation checking, as well as motivate learners to produce output in their target language. However, VAPAs are primarily designed for users to utilise them in their first language rather than a second one, and learners often do not think of their potential to assist their language learning process.

This paper reports on a study (n= 20) to gather data on university student use of VAPAs. The research questions asked students taking Spanish language modules at a UK Higher Education institution about their use of VAPAs for language learning.

The results show that most participants own a device with a VAPA, and some use it for language learning purposes, although this is a relatively small proportion. They also identify potential further user engagement. The paper concludes that the potential of VAPAs for language learning needs to be included in the range of resources that students are directed to for autonomous language learning study and practice.

#Blacklives(still)matter? A corpus-based study of tweets in a diachronic perspective

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Among the most common forms of collective communication, dissent and protest represent two relevant examples of how gatherings joining a common cause could enhance the possibility to voice any form of injustice (social, economic, cultural, etc.) or to stand up against forms of censorship (Adi 2019), proving their role as catalysts towards democracy (Cottle 2008). In recent years, the development of digital environments and above all the rise of common spaces to grow communities played a key role in accelerating and broadening grassroots movements championing different examples of activism (Howard and Hussain 2013). Social media platforms, in particular, represented a way to highlight inequalities or to overcome restrictions and to spur oppressed people to play an active role in mass protests, such in the case of Arab Spring (Faris 2013). Labelled as new forms of protest (Dencik 2015), such online arenas paved the way to a twofold perspective: on the one hand, it could represent a meeting point to organise in-person forms of protest; on the other hand, it allowed anyone to express their views in a more ‘external’ perspective as part of supportive phenomena with limited exposure (Larson et al. 2019). In this sense, a digital platform where relevant forms of protest took place was Twitter, since its device-specific features could favour such engagement (Christensen 2011). A recent event was represented by the BLM (or Black Lives Matter) movement, which had significant echo in both in-person and digital support following some events that shook public opinion, such in the case of George Floyd’s or Breonna Taylor’s deaths in 2020 (Roden et al. 2022). BLM protests had surely their peak during such events, even though the movement has been carrying on its activities. The present study tries to analyse the bulk of discourse pertaining to BLM (D’Ambrosio 2019) in a diachronic perspective, comparing a corpus of 2021 tweets with a 2023 version. Using retrieval Twitter data (Brooker et al. 2016) and corpus-processing tools (Anthony 2018), such corpora are compared to analyse whether a 2-year span could provide evidence in variations in terms of lexical and/or ideological contents, or to observe continuity of use of hashtags or BLM-related contents even when emphasis and the related online engagement on such movement seems to be waned.

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Pioneering a Cebuano Universal Dependencies Treebank

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This paper attempted to fulfill a glaring gap in the lack of annotated corpora and language technology resources for the Cebuano language, an Austronesian language in the Philippines, by pioneering a Universal Dependencies (UD) annotation treebank that was to be included in the Universal Dependencies repository. Specifically, this study aimed to analyze what UD Universal Parts of Speech (UPOS), dependency relations (deprel) and morphological feature (feat) could be applicable for the manually-annotated treebank.

The paper followed the five-step methodology in the creation of a new UD treebank. There were three corpora used as data for the study, wherein 300 words or 58 sentences were collected from Bunye and Yap's (1972) book on beginner Cebuano, 300 words or 46 sentences from Tanangkinsing's (2011) two-volume reference grammar books on Cebuano, and 400 words or 84 sentences from the website Tatoeba which was an open-sourced website for collecting sentence samples from different languages. Annotation was primarily done on Annotatrix and was then saved as a .CoNLL-U file. Pre-processing and post-processing validation was done through scripts that were downloadable from the Github repository of the UD website. A language-specific guidelines for Cebuano treebanking was also created, and gloss and actual translation of the sentences were included to complete the treebank annotation process. This treebank was titled as the GJA Cebuano treebank.

From the 17 possible UPOS labels, only 14 labels were present in the corpus. The UPOS labels not present were AUX, SYM, and X. Meanwhile, for the deprel labels, out of the 37 possible labels, only 25 labels were used with 1 additional subtype added. The subtype added was compound:redup. The deprel labels not used were iobj, xcomp, exp, dislocated, list, orphan, goeswith, reparandum, aux, cop, clf and dep. For feat labels, 16 labels with their own values were used: Aspect, Case, Clusivity, Definitizer, Degree, Deixis, Foreign, Gender, Mood, Neutral, Number, PartType, Person, Polarity, PronType and Voice.

From Hypo to Potentials: Serious Games in Teaching English as Foreign Language

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Recently, the interest in game-based language learning in educational contexts has expanded considerably, coinciding with the emergence of serious games for researchers to identify critical gaps and opportunities in domain-specific areas. Serious games are inclined to be digital games which are equipped with an agenda of educational design. Despite that interest, researches in the context of English as a Foreign Language are relatively limited. Trying to address this gap, the current study aims to investigate how serious games affect students' learning and determine their views on gamification; thus, contributing to the development of professional experiences for EFL teachers. A quasi-experimental study was performed with a one-group pre-test/post-test research design. Participants involved in the study were first-year university students of Biology aged between 18 and 23 who were asked to use the game "Ragnarok Online" for 16 off university weeks; from October 2019 to January 2020. Achieving the study's objectives necessitates the use of three research instruments; for the quantitative instruments, an English proficiency test to reveal the effect of serious games on students' language learning (test grammar and vocabulary knowledge) and a questionnaire at the end of the experiment examining their point of view on gamification; and for the qualitative instrument, participants used to script game diaries. Data were analyzed using SPSS which proved the efficiency of serious games to a high level. The research study concludes by asserting that the learning outcome was increased since game-based language learning was concerned with winning and losing. Therefore, learners could gain more than competition and enjoyment; they learned new concepts in grammar and vocabulary knowledge. Otherwise, a set of practical and pedagogical obstacles hinder the efficiency of serious games in a language learning context that should be targeted by future studies.

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CLEARTEXT: Text simplification for people with cognitive disabilities

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People with cognitive disabilities have significant limitations in their intellectual functioning and/or may also lack the ability to adapt to everyday situations. The misinterpretation of literal meanings and the difficulty understanding complex instructions are just some of the spoken and written word comprehension deficits that people with cognitive disabilities may experience (American Psychiatric Association, 2014). They are confused by language phenomena such as figurative language, idioms, abstractions, uncommon words and complex syntactic constructions, among others (see Bott & Saggion, 2012; Saggion, 2017). Hence, we start with the hypothesis that research, development and deployment of natural language processing technology can support the authoring of accessible content in Spanish for people with cognitive disabilities with a view to widening their inclusion and empowerment in Europe. With this hypothesis in mind, the objective of the project is to research, implement, deploy, evaluate, and ultimately provide robust technologies for natural language processing to support the authoring of accessible Spanish content for public sector organisations (at local, regional and national level) that is intelligible to people with cognitive disability, thereby widening their inclusion and empowerment in Europe. The project is expected to positively impact the quality of life of people with cognitive disabilities, facilitating their access to educational, vocational, cultural, and social opportunities in public sector organisations.

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Un proyecto colaborativo: Diseño e implementación de un glosario de Reproducción Asistida desde la perspectiva del usuario

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Este trabajo forma parte del proyecto NEOTERMED. Neología y terminología en ciencias de la salud: análisis multidimensional y variación en el discurso biomédico. Aplicación al ámbito de la Reproducción Asistida (RA) para la alfabetización en salud y la igualdad de género. El objetivo principal es indagar en el proceso cognitivo de la comprensión de los términos y en la relación entre las representaciones conceptuales y el grado de neologicidad de una terminología a la que se accede por necesidad y que supone el acceso al conocimiento especializado. Para el estudio se han seleccionado dos grupos de receptores: estudiantes universitarios del campo de la Biomedicina para los que la terminología desempeña una función cognitiva y representativa, y pacientes que inician un proceso de tratamientos y técnicas denominadas con términos nuevos y desconocidos. Por ello, el proyecto tendrá dos aplicaciones prácticas: una base de datos accesible en línea sobre los términos de la RA, adecuado al nivel cognitivo de los estudiantes universitarios en español-inglés y un conjunto de infografías en español, inglés, francés, italiano y valenciano para facilitar el acceso al conocimiento de la materia para el grupo de pacientes.

En una fase preliminar y tras una revisión de la terminología del ámbito en los diccionarios generales y especializados (Estopà, Domènech y Santamaría 2021 y Domènech y Santamaría 2023) hemos elaborado un glosario terminológico de la reproducción asistida (español/inglés) a partir de un corpus especializado constituido por TFM de estudiantes del Máster de Fertilidad humana y TFG de la especialidad de Biología del Desarrollo humano (4º de Biología) de la Universidad de Alicante. En esta comunicación presentamos este glosario (selección de entradas, definiciones, traducción, variantes, etc.) en el que han intervenido, a partir de una red de docencia, alumnado del Máster de Fertilidad humana y alumnado de la asignatura de Español de las Ciencias de la Salud del Máster de Inglés y Español para Fines Específicos de la Universidad de Alicante, el cual será el punto de partida de la base de datos del Proyecto.

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Verb valency database as a tool for L2 learning

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Verb valency plays an important role in second language learning as learners need to understand the relationships between a verb and its arguments to produce grammatically correct sentences and accurately convey their intended meaning. However, a transfer of verb valency patterns from L1 to L2 and the acquisition of a large number of verbs and their valency patterns pose significant challenges. Although valency can be viewed as an unpredictable and unsystematic aspect of language (Herbst and Götz-Votteler 2007: 15), verbs within the same semantic class share (some) valency patterns (cf. Gropen, Hollander and Goldberg 1991, Pinker 1989, Fisher and Gleitman 2002, White 2003, Levin and Hovav 2005). Nonetheless, some verbs within the same semantic class may have unforeseeable valency patterns, making mastering verb valency a problem in learning Croatian as a second language.

In this paper, we will present the Croatian verb valency database (<http://ihjj.hr/valencije/>), in which verbs are described on three levels. The first level consists of a lemma in the infinitive form, a morphological block, a semantic class, idioms, and collocations. The second level contains different verb senses (sublemmas), and the third level contains a valency analysis, including the syntactic type of a complement and its morphological realization, as well as a semantic description of a participant and semantic category to which it belongs (see Birtić et al. 2018). We will highlight the advantages of the database, such as its online availability, free access, detailed description, and attested examples from the Croatian web corpus (Ljubešić and Klubička 2016). We will also discuss its complexity, which may pose challenges for non-linguists. Our objective is to propose necessary improvements to the database to make it a more useful tool and resource for second language learning.

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¿«Sufrir» o «padecer» una discapacidad?: Un estudio basado en corpus

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En nuestra sociedad, la discapacidad y todo lo que la rodea ha sido y es un tema de gran repercusión social, así como el lenguaje que se emplea para hacer referencia a las personas con discapacidad y los diferentes aspectos de su día a día. De igual forma, dentro de los Estudios de Traducción, los corpus se han convertido en una de las herramientas imprescindibles hoy en día para, entre otras cosas, el análisis del discurso. Por ello, en este trabajo combinaremos ambas disciplinas para analizar las colocaciones y connotaciones en los medios escritos de referencia de los verbos empleados para señalar si una persona tiene discapacidad, como por ejemplo «sufrir», «padecer» o «tener» en lengua española y sus equivalentes en lengua inglesa, como «suffer», «have» or «endure». Para ello, extraeremos los resultados mediante la explotación del corpus DISCORP-PRESS (Sánchez Carnicer, 2022), un corpus virtual comparable bilingüe (ES/EN), que fue compilado siguiendo el protocolo de Seghiri (2017), posteriormente empleado por otros autores como Ortego Antón (2021) y Ortego Antón y Sánchez Carnicer (2022), compuesto por textos de periódicos españoles y británicos de ámbito nacional. Para dicha extracción emplearemos diferentes herramientas como AntConc (Anthony, 2022) y Sketch Engine (Kilgarriff et al., 2004) que nos permitirán, mediante un uso combinado de ambas, estudiar las colocaciones y las connotaciones que presentan nuestros términos de estudio en el corpus analizado. Los resultados que se desprendan de esta investigación nos permitirán comprobar el uso de estos términos en la prensa española y británica y su prevalencia a lo largo de los años que abarca nuestro corpus, así como observar si las dos lenguas empleadas en nuestro análisis se comportan de igual manera o si presentan diferencias. Asimismo, podremos analizar si el hecho de contar con textos de periódicos de ideología opuesta, esta se ve reflejada en la preferencia de uso de unos términos frente a otros en ambas lenguas.

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Aplicación De Estrategias Translacionales en la lucha contra desigualdades en CEuta: Un proyecto de cooperación e igualdad

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Las personas migrantes y refugiadas se enfrentan a numerosas barreras en los países de tránsito y destino que atraviesan, tales como las dificultades administrativas o las diferencias lingüísticas y culturales (Serre-Delcor, 2021). Estas barreras impiden su acceso a servicios sociales e información de igual forma que el resto de la ciudadanía, por lo que pueden llevar a estas personas a situaciones de vulnerabilidad. Es también visible la brecha existente respecto al resto de la ciudadanía dada la falta de conciencia y sensibilización que desembocan en actitudes de rechazo y en la construcción de un imaginario de la persona migrante basado en la otredad (Creighton, 2013).

Ante esta realidad, el papel de las organizaciones se vuelve imprescindible a la hora de paliar estas desigualdades a través de iniciativas de acogida digna y sensibilización ciudadana. La colaboración entre asociaciones e instituciones es primordial para promover la sensibilización sobre la situación de las personas que migran y la inclusión en pie de igualdad en los servicios e informaciones a los que necesiten tener acceso.

En el presente trabajo, presentamos el proyecto “Aplicación De Estrategias Translacionales en la lucha contra desigualdades en CEuta (ADETCE)” que tiene un objetivo doble. Por un lado, realizar consultas con asociaciones de la ciudad de Ceuta que trabajen con personas migrantes y refugiadas para identificar las necesidades principales de información, así como las prácticas de traducción (y, en su caso, de adaptación) que se lleven a cabo para los materiales informativos que utilicen. Por otro lado, apoyar en la traducción de materiales informativos elaborados por dichas asociaciones para contribuir a su difusión multilingüe y para que, a través de las versiones traducidas y adaptadas, se lleven a cabo talleres y sesiones de sensibilización y de salud y bienestar con personas migrantes que participan en la asociación.

The role of metaphors in shaping public discourse around social media

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Metaphors play a crucial role in shaping our understanding of abstract concepts and can provide a useful lens for examining the social dimension of the hegemonic dominance of a few powerful companies within the platform economy (Le Roux et al., 2020). This paper addresses several research questions related to the role of metaphors in shaping public discourse around social media. Specifically, we investigate the extent to which metaphors related to this concept reflect or reinforce dominant power structures and the potential role of creative and unconventional metaphors in challenging dominant narratives and fostering behavioral change.

To achieve these aims, we conduct a corpus-based study of the metaphorical conceptualization of social media in English, using MetaNet.HR method (Despot et al., 2019) and an integrative approach (Semino et al., 2018) to gain a deeper understanding of metaphor framing in cognition, discourse, and practice. By identifying source frames used in the discourse around this topic, we provide a metaphor menu that can be used by educators and therapists to help students and clients critically reflect on how social media impacts their worldview, attention allocation habits, and self-esteem.

Our corpus-based and discourse analysis of metaphors related to social media provides valuable insights into the conceptualization and meaning construction of these concepts and highlights the potential influence of metaphorical language on user behavior. The results of this study may address the compulsive or problematic use of social media and contribute to a more critical and nuanced understanding of the social and humanitarian dimensions of the platform economy model.

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OERs Exploring place & identity: Video 360, VR & AR in the language classroom

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Teaching realities during the pandemic drastically altered conceptualizations of the ways in which language learning, technology and place intersect, and brought questions about how to ensure educational equity and accessibility to the forefront. Despite an increasingly interconnected world, international travel and traditional study abroad programs may not always be options for learners. Video 360, Virtual Reality and Augmented Reality technology is a promising and potentially powerful tool for creating innovative and experiential learning activities in the HLL/L2 language classroom that virtually “immerse” students in the target language and culture without necessitating actual travel. Additionally, previous studies have shown promising effects of VR activities on other outcomes, such as the development of empathy (Asher et al., 2018; Hargrove et al., 2020) and student engagement (Berti, 2019) and cultural learning (Berti, 2021).

This session will highlight ways that OERs (Open Educational Resources) or free, web-based technologies can enhance the language learning experience. The use of OERs provides the flexibility to build and share content that is flexible and tailored to your content and context. The combination of OERs and these technologies can support and engage the process of learning by doing, in other words, experiential learning (Kolb, 1984). Moreover, the combination of 360 VR video & images can be combined with low-cost cardboard VR headsets & smartphones to create immersive learning activities that promote the exploration of place (near and far), language and identity. However, collaboration and contribution from various communities is needed to build a high quality library of content (Chen 2020).

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Estudio comparativo de estereotipos de género en la traducción humana y automática de nombres de profesión

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La traducción automática plantea inquietudes que van más allá de su calidad inferior a la humana (Freitag et al., 2021; Moorkens & Rocchi, 2021; Moorkens, 2022) o de la usurpación de una profesión feminizada y precaria (Global Market Insights, 2022; Inbox Translation, 2020). Desde la ética, el debate se dirime también en torno al sesgo artificial (Schiebinger et al., 2021; Stella, 2021; Tomalin et al., 2021; Wisniewski, 2021), fenómeno por el cual los modelos estadísticos entrenados reflejan las asimetrías sociales (Prates, Avelar & Lamb, 2020). Lo sorprendente es que el sesgo artificial pudiera ser más acusado que el humano y no limitarse a reproducir estereotipos de género, sino exacerbarlos (Prates, Avelar & Lamb, 2020; López-Medel, 2021; Renduchintala, 2021).

En traducción automática, el sesgo de género se observa especialmente en la perpetuación de las ideas preconcebidas de roles masculinos y femeninos tradicionales al asignar un género gramatical a los sustantivos de profesión y seleccionar los adjetivos adyacentes (Kumar, Singhay Bhotia & Chakraborty, 2020; Monti, 2020; Marzi, 2021; Savoldi et al., 2021). En concreto, la masculinización de los nombres de profesión podría agudizar la brecha de género (Sczesny, Formanowicz & Moser, 2016) y divergir de los usos sociales (Ministerio de Educación y Ciencia, 1995; CGPJ, 2009) y la norma gramatical (RAE, 2020).

En el presente estudio compararemos el sesgo de género artificial y humano en la traducción de nombres de profesión del inglés al español, a partir de un método sistemático aplicado a la traducción neuronal (Castilho, 2022; Costa-jussà et al., 2022) y a la transferencia de la expresión del género lingüístico (Wisniewski, et al., 2021). Nuestro estudio se distingue por el planteamiento de una cuestión tecnológica desde una metodología cualitativa basada en disciplinas humanísticas y sociales, como la sociología, la filología y la traductología.

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El postureo lingüístico en redes: o por qué las lenguas minorizadas tienen menos espacio en el mundo digital

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La comunicación digital refleja en cierto modo el mundo real y sus usos y costumbres. Por ello, hemos realizado una investigación mixta -cuantitativa y cualitativa- para intentar describir las tendencias por las que se emplean unas lenguas u otras en las redes sociales y conformar así la identidad digital (Giones-Valls y Serrat Brustenga, 2010). La muestra se corresponde con personas españolas o que viven en España. La recogida de datos cuantitativa se ha llevado a cabo mediante un cuestionario digital con más de 400 informantes. La recogida de datos cualitativa se realizó mediante grupos de discusión en diferentes comunidades autónomas en España, especialmente en aquellas oficialmente bilingües. Los resultados apuntan a usos folclorizantes de las lenguas minorizadas o relacionados con una fuerte identidad cultural. Las lenguas extranjeras, especialmente las prestigiadas (Barakos y Selleck, 2019), son usadas para alcanzar más público potencial, “una audiencia imaginada” (Wood y Smith, 2005), que apunta a una concepción del mundo donde la postura internacional (Yashima, 2009) se logra a través del postureo lingüístico (Méndez Santos, 2021).

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La norma lingüística a través de las redes sociales: el caso del e-taliano

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La enseñanza actual de una L2 exige el análisis y el estudio de un sistema lingüístico en constante cambio, pues se incorporan al aula, modalidades, variedades y canales definitorios de una realidad llamativamente distinta de los tradicionales modelos que elaboraba la práctica docente. En la elección de las actividades adecuadas a la formación de los jóvenes estudiantes, utilizamos materiales auténticos para acercarnos a una lengua actual y viva, motivando mejor a nuestros alumnos, nativos digitales.

La primera cuestión que afrontar, qué italiano enseñar, la resuelven especialmente los textos digitales, pues son aquellos que han eliminado la neta separación entre oralidad y escritura, definitoria de la historia de la lengua italiana. Con las redes sociales e internet, la escritura se ha colocado en el centro de la comunicación y por primera vez en Italia se ha acelerado el proceso de acercamiento de la lengua estándar al habla coloquial, una especie de escribo como hablo. Esto es, la lengua en el uso de los hablantes ha acabado por asumir el estatus de norma.

Sobre estos supuestos construimos el material didáctico, sirviéndonos de textos auténticos donde el léxico es el elemento más definitorio en la construcción de este mundo exigente de nuevas realidades e imprescindible en la transmisión de información. A través del análisis de la formación de las palabras, patrimoniales, neologismos y préstamos, los estudiantes, además de adquirir su bagaje léxico, van a ser capaces de intuir cuál es el proceso de fijación de una nueva norma para el italiano, más atenta a cuanto ocurre y adaptada a las necesidades de los hablantes. La consulta on line de diccionarios y páginas web institucionales será un refuerzo en el aprendizaje activo de un estudiante de italiano, al reconocer que la lengua se modifica por exigencias comunicativas, sin perder su naturaleza diacrónica.

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A Corpus-based Study of English Verbs in Academic Writing

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The aim of this study is to examine the distribution and function of the top frequency English verbs in academic writing based on the data from the corresponding sections in the English language corpora, i.e. the British National Corpus (the BNC), the Corpus of Contemporary American English (the COCA) and the Strathy Corpus of Canadian English (Strathy), and the specialized British Academic Written English Corpus (BAWE).

The discourse-anchored corpus analysis of verbs appears to be promising. Verbs are seen as indispensable building blocks of academic texts contributing to the implementation of their main communicative functions, including referring to sources and expressing author's stance, presenting results and analyzing data, summarizing and concluding.

The corpus methodology applied in this research is based on normalized frequencies and dispersion of English verbs in the corpora. As a result of the juxtaposition of reference and study corpora, key verbs are established in the section of written academic texts in the BNC and in its field subsections, i.e., humanities, natural sciences, political_law_education, social sciences, technical_engineering; in British Academic Written English Corpus in comparison to British Academic Spoken English Corpus; in texts of authors with different first languages (English, Chinese, Japanese, German, French, Polish), and in academic writing sections of American and Canadian English corpora.

The comparison of verb keyness across corpora gives cues about the thematic and conceptual preferences across academic areas, variants of English, native and non-native English authors. The identified key verbs are further compared with the frequency lists of verbs in the corpora and existing academic vocabulary lists. The obtained quantitative corpus data provide the basis for revealing subtle nuances of verb use in English academic discourse.

Fraseología contrastiva (alemán-español) de las emociones y análisis de corpus

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La presente comunicación tiene por objeto poner de manifiesto la utilidad de los corpus, tanto monolingües como paralelos, para la investigación de la fraseología contrastiva, en concreto, para el estudio de las construcciones fraseológicas desde un enfoque construccionista. Este tipo de fraseologismos apenas han sido estudiados en el par de lenguas alemán-español, y se definen como patrones construccionales recurrentes que presentan slots no saturados léxicamente (Mellado Blanco, 2020; Goldberg, 2005), situados en un espacio intermedio en el continuum léxico-gramatical del sistema de la lengua.

La metodología empleada de tipo inductivo está basada, por una parte, en el análisis de los corpus esTenTen18 y deTenTen20 disponibles a través de la herramienta Sketch Engine y, por otra, en el corpus paralelo alemán-español PaGeS, el cual nos permitirá detectar cuáles son las correspondencias prototípicas tanto en alemán como en español y determinar si entre ellas se detecta alguna construcción fraseológica.

Por tanto, en primer lugar se realizará un análisis de construcciones fraseológicas que expresen emociones y que respondan al esquema fraseológico [V de N{emoción}] y su equivalente en alemán [vor N{Emotion} V]. En segundo lugar, en base a los datos cuantitativos que arroja el corpus, se analizará la naturaleza de las actualizaciones léxicas de los slots de las construcciones fraseológicas objeto de estudio. En tercer lugar, se prestará atención tanto a la fijación cognitiva (entrenchment) como al significado pragmático de las construcciones fraseológicas con un claro valor intensificador (por ejemplo, esp., me cagaba de miedo, me muero de vergüenza; al., ich wäre beinahe aus der Haut gefahren vor Wut, ich könnte vor Freude schreien).

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Digital communication in professional contexts: Video meetings in multilingual workplaces in Sweden

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In this talk, we present a research project that we plan to launch in late 2023. The aim of the project is to investigate professional communication in video meetings, which is justified given their growing importance in the modern and post-pandemic workplace. The setting is workplaces in Sweden where English is used as a lingua franca, due to the increasing societal impact of multilingual workplaces. In the specific context of study, communication is embedded in several layers of complexity: It takes place in an institutional setting; it is digital and takes place in video mode; it is done across cultures and marked by diversity; and it is done partly in English as a lingua franca. The project focuses on internal communication within the workplace and does not consider external communication, for example involving customers. The overarching research question is: What factors contribute to (un)successful digital intercultural interactions in multilingual workplaces, specifically in video meetings? To map the characteristics of video meetings, we compare them to in-person meetings. We thus ask: (a) What (perceived and actual) differences and similarities are there between digital and in-person workplace meetings? To map the video meeting as a genre, we ask: (b) What are the key structural, linguistic, and interactional patterns of the video meeting? Given the central role of English as a lingua franca in these workplaces, we ask: (c) To what extent and how does English language proficiency— including participants' beliefs about and attitudes to English language proficiency— affect workplace communication in digital intercultural interactions? Finally, we adopt a critical intercultural communication approach, seeing 'culture' as a dynamic concept (e.g., Hua et al., 2022), which employees may attribute to self and others, and (dis-)align with in different ways. We ask: (d) To what extent and how is culture seen as relevant in multilingual workplaces? Participants will be interviewed about communication practices in the workplace both individually and in focus groups. We will also record and analyze samples of (i) video and (ii) in-person meetings, to enable triangulation of different types of data. We conclude by discussing how the project's findings can be used as a basis for best practices and for developing workplace communication training materials.

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Percepción y experiencia de estudiantes universitarios polacos con Duolingo para aprender español

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Desde su lanzamiento en 2012, Duolingo se ha convertido en una de las plataformas de aprendizaje de lenguas más populares y con mayor número de usuarios. Ello se debe, en gran medida, a sus atractivos gráficos, interactividad y enfoque hacia la gamificación, entre otros factores. En la mayor parte de estudios acerca de su eficacia se suele señalar su utilidad para aprender vocabulario, y, entre sus limitaciones, se subrayan las pobres explicaciones gramaticales, cuando las hay, que el estudiante debe con frecuencia inferir por sí mismo, y que las expresiones o frases sean raras e inusuales (Tiara, et al., 2021). Partiendo de un grupo relativamente homogéneo (estudiantes polacos de español de tres cursos del grado de Lingüística Aplicada de la Universidad Politécnica de Silesia), cuya diferencia es el nivel de español (A1-A2, B1 y B2), este estudio tiene por objetivo la obtención de datos cualitativos y cuantitativos acerca de la percepción de la eficacia de Duolingo en el aprendizaje de español en las cuatro destrezas tradicionales: leer, escribir, escuchar y hablar, y el aprendizaje de vocabulario y gramática. Mediante un test previo al ejercicio con Duolingo y otro test posterior, se analizan las actitudes y experiencia como usuarios de los estudiantes. Los resultados revelan que las percepciones generales no difieren entre los estudiantes de distintos niveles, considerando la plataforma de un modo positivo como herramienta introductoria o complementaria al aprendizaje, señalando su capacidad motivadora y sus elementos de gamificación, la cual recomendarían; si bien, descartarían un uso exclusivo para tal fin, dadas sus limitaciones. Aquellos de niveles inferiores señalan haber aprendido algo nuevo, especialmente vocabulario, tras el ejercicio, concluyendo que resulta de mayor utilidad a principiantes o estudiantes de niveles inferiores. Entre distintos niveles existe un mayor contraste por destrezas en lo referente a su experiencia como aprendientes de español.

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The use of Kahoot! with senior EFL learners

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EIDUNED

The number of active users of ICT tools that are over 65 years old has increased in the last few years, especially after the COVID-19 quarantine, since we were forced to keep up most of our social relationships through electronic devices, such as our smartphones. Additionally, those that are considered "senior" are also becoming a significant group when we talk about foreign language students. These people choose to learn a new language at this age since they have more free time after retiring. In this poster communication, we want to link both aspects, that is, the use of ICT tools with elder students for developing foreign language skills. We followed a qualitative methodology with a group of 11 senior learners, whose ages vary from 68 to 79 years old. Also, these participants are active users of their smartphones and have used them for learning the English language, using apps such as Duolingo or Google Translator for this purpose. These students were asked to fill out a questionnaire involving items that have to do with relating their experience using Kahoot! for completing the exercises designed by Cambridge (pre-A1 and A1 levels—5 Kahoots! in total). Their answers show that, even if they did not know Kahoot! at the beginning of the tasks, they enjoyed using it and found the exercises funny and motivating. Moreover, they consider the use of ICT tools beneficial for their learning process, making it obvious that it is necessary to create materials that are adapted to their needs and limitations, and that require the use of technology for developing language skills. That is why we encourage other EFL teachers who have senior learners to use ICT tools with their students and to elaborate communications showing the benefits of involving elders in the use of new technologies.

ELAN: A digital annotation tool for multimodal discourse analysis

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During the last decades, innovations in Information and Communication Technologies (ICT) have tremendously influenced how people interact with each other, increasing the construction of multimodal texts. Consequently, this multimodal phenomenon in which spoken and written languages co-exist with other semiotic resources such as images and videos has also resulted in the transformation of the way linguists explore discourses. However, researchers find multimodal discourse analysis an arduous process that makes it difficult to accomplish without the support of digital tools. This new challenge of working with multimodal data has yielded to special-purpose annotation tools that are advantageous to gather and analyse information from multiple semiotic resources (i.e., hands/arms movements, facial expression, gaze, body posture, body movements, music and images). Multimodal annotation software such as ELAN (<https://archive.mpi.nl/tla/elan>; Max Planck Institute for Psycholinguistics, The Language Archive, Nijmegen, The Netherlands; Sloetjes & Wittenburg, 2008), ANVIL (<http://www.anvil-software.de/>; Kipp, 2014), EXMARaLDA (<http://www.exmaralda.org/>; Schmidt & Wörner, 2014) and Multimodal Analysis-Video (O'Halloran et al. 2012), help facilitate researchers' task on their attempt to show time-aligned annotations from the display of video and audio signals (Cassidy & Schmidt, 2017). The purpose of this communication is to offer an overview of the applicability and affordances of ELAN as one of the most widely used tools in multimodal studies (Beltrán-Palanques, in press; Crawford-Camiciottoli (2015); Lee, 2023; Norte, 2016, 2018; Querol, 2023; Zheng & Peng, 2022). Firstly, some general guidelines related to the use of ELAN will be provided. I will focus on the multilayer perspective of the discourse that the software offers thanks to the number of customised tiers (i.e., parallel lines or rows which contain annotations) that can be created. Secondly, special attention will be given to the functions "linguistic type" and "controlled vocabulary" to facilitate the way users tag semiotic resources to include annotations in the software. Finally, I will provide some examples of how qualitative and quantitative analyses can be made through the comparison of multiple annotation ELAN files. In conclusion, this communication will help those researchers willing to start analysing multimodal discourse using digital open-source annotation software.

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La audiodescripción museística con apoyo táctil: un proceso traductor multimodal

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El aumento progresivo de la oferta de exposiciones accesibles en los museos de todo el mundo corrobora el cambio de paradigma que se está produciendo en las políticas de inclusión museísticas. En el caso concreto del acceso de personas con diversidad funcional visual (DFV) a estos espacios culturales, la audiodescripción museística juega un papel fundamental (Espinosa y Bonmatí 2013).

En los últimos años se han realizado diferentes aplicaciones prácticas de dicha modalidad de traducción accesible que han derivado en una amplia variedad discursiva, como es el caso de la audiodescripción con apoyo táctil (ADcAT) (De Coster y Mühleis 2007, Neves 2012 y 2015, Cabezas Gay 2017). La principal particularidad de la ADcAT es que, además de códigos lingüísticos y visuales, incluye también códigos táctiles que son obtenidos por el receptor a través de la percepción háptica (Révész 1950) y de los procedimientos exploratorios táctiles (Lederman y Klatzky, 1987). El tacto se convierte así en un canal comunicativo complementario a la audiodescripción con el que también se puede acceder al conocimiento. Esta complementariedad da lugar a un proceso traductor multimodal que engloba diferentes modos semióticos tanto en el texto origen como en la recepción del texto meta (Chica 2015, Seibel et al. 2020). Es necesario analizar esta nueva variedad discursiva para conocerla más en profundidad, así como sus implicaciones en el proceso traductor multimodal.

El objetivo general de esta propuesta es analizar el proceso traductor multimodal que supone la ADcAT proporcionada durante las visitas guiadas audiodescriptivas con apoyo táctil de una exposición escultórica del Institut Valencià d'Art Modern de Valencia, uno de los principales museos de arte moderno en España. En estas visitas, la audiodescripción proporcionada a los visitantes con DFV se complementa con la percepción háptica de seis esculturas originales de estilo vanguardista. Para llevar a cabo dicho análisis, se realizará un estudio de corte mixto (cualitativo-cuantitativo).

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El proyecto Neotermed: aspectos metodológicos para la creación de un corpus en el ámbito médico de la Reproducción Asistida

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El lenguaje y la medicina son dos disciplinas estrechamente relacionadas: en el campo de la medicina, cada cambio o avance supone un cambio terminológico (Cremades, 2003; Barona, 2004; Estopà, 2012). Tanto es así, que la finalidad del proyecto NEOTERMED (CIAICO/2021/074) es investigar el proceso cognitivo de la comprensión de términos y la relación entre las representaciones conceptuales y el grado de neologicidad de la terminología en el ámbito médico de la Reproducción Asistida (RA) (Domènech et. al, 2022). Para realizar el estudio de dicha terminología se construye un corpus que refleje ese conocimiento especializado. De este modo, nuestro objetivo es mostrar las diferencias que existen entre el diseño y compilación de dos subcorpus textuales cuyo tema es la reproducción asistida teniendo en cuenta a) destinatario al que se dirige y b) su difusión en textos de distinto nivel de especialización. Para ello, se compilan dos corpus monolingües en español con textos seleccionados en formato digital. Así, se compara el proceso de diseño y compilación de un corpus de textos divulgativos cuyo destinatario es el público general y un corpus de textos especializados cuyo destinatario es el estudiantado universitario de áreas afines a la RA. Además, abordamos los criterios seleccionados para la manipulación de los diversos géneros textuales, la limpieza textual, los metadatos que extraemos en las bases de datos en GesCorpus (Vargas Sierra, 2008) para cada corpus, y el almacenamiento de los textos (Navarro, 2015). Cada uno de los corpus consta de 1,5 millones de palabras que han sido gestionadas en la plataforma Sketch Engine para su posterior análisis. Atendiendo a los resultados, se confirma que el proceso de compilación es notablemente diferente si nos fijamos en los criterios empleados para el diseño o la limpieza de los textos. Sin embargo, el criterio de almacenamiento ha sido idéntico.

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Análisis psicolingüístico del léxico disponible a través de grafos

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Los últimos años se han creado muchas herramientas digitales para la investigación lingüística. El presente estudio pretende presentar una de estas, Dispografo. Se trata de una herramienta informática que sirve para apoyar el análisis psicolingüístico del léxico disponible, es decir se usa para representar las asociaciones léxicas formadas en el lexicón mental, a las cuales tenemos acceso a través de una prueba de fluencia semántica, la prueba de disponibilidad léxica. En el presente trabajo, se aclaran las nociones de la disponibilidad léxica, de la red semántica y de los grafos léxicos en las que se basa el programa informático Dispolex, se analiza su función y se presentan ejemplos de diferentes estudios en los que se ha usado el programa concreto. El análisis de la función de la herramienta y los estudios presentados, en los que se usa Dispolex, revelan que esta herramienta, como permite la visualización de las relaciones léxicas establecidas en el lexicón mental, las hace más comprensibles. Por consiguiente, su uso se considera útil en estudios de análisis del léxico disponible dado que puede enriquecer y complementar el análisis del léxico disponible que normalmente es cuantitativo.

The Engineer: Teaching Engineering English with a Serious Video Game

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The Engineer es un videojuego serio cuya función es enseñar inglés para ingeniería. Este videojuego serio da soporte a un libro didáctico para la asignatura de Inglés B2 para Ingenieros Industriales de la Universitat Politècnica de València. El libro contiene seis lecciones que cubren contenido relacionado tanto con el inglés general B2 como con el lenguaje técnico para ingenieros industriales. El desarrollo de este videojuego y libro forma parte de un proyecto financiado por la Generalitat Valencia (España), Subvencions a grups d'investigació emergent, y cuyo número de referencia es GV/2021/035. Los principios teóricos del aprendizaje basado en juegos digitales y el uso de los juegos serios en el aula de lenguas extranjeras se presentan a través de las ideas de diferentes investigadores, que se citan en Casañ-Pitarch (2022). El objetivo de esta investigación es medir la retención del nuevo vocabulario de ingeniería en inglés después de practicar con el videojuego serio The Engineer y usar el libro didáctico asociado a este. En esta investigación, 60 participantes fueron divididos en dos grupos, con 30 estudiantes cada uno. Estos participantes eran estudiantes del grado de Ingeniero Industrial de la Universitat Politècnica de València. El grupo experimental siguió las lecciones del libro y usó el videojuego, mientras que el grupo de control solo usó el libro para aprender el nuevo vocabulario y las formas del lenguaje. Ambos estudiantes completaron una prueba previa y una prueba posterior para medir y comparar su conocimiento del vocabulario general y específico de la ingeniería. Este experimento se completó durante las primeras seis semanas del semestre, en el que completaron 30 horas de enseñanza en clase. Los resultados mostraron que el uso del videojuego serio aumentó el tiempo de exposición a la lengua extranjera y, en consecuencia, los resultados entre los participantes del grupo experimental fueron mejores que los del grupo de control. Además, los alumnos del grupo experimental también se mostraron más satisfechos con la asignatura de Inglés B2 para Ingenieros Industriales.

Palabras clave: The Engineer, videojuegos serios, aprendizaje basado en juegos, aprendizaje de lenguas extranjeras, inglés para ingeniería.

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The International Baccalaureate in the global press 1977-2019

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This study examines perceptions of the International Baccalaureate (IB) over five decades to better understand its growing influence on education systems around the world. As part of the global education industry, the IB plays an important role in shaping national public education discourse. Despite its popularity across diverse social and political contexts, understanding of this educational institution is limited, relying predominantly on information produced by the IB or its affiliates (Dugonjić-Rodwin, 2021). The IB thus tends to get presented uncritically in laudatory terms that get repeated across contexts, such that they eventually obscure underlying contradictions and inaccuracies, e.g., the contested histories of the IB that shift pragmatic (university admission) emphasis to idealistic (world peace) endeavours.

To explore how perceptions of the IB have changed over time, a 27 million word specialized corpus of global press articles was created as an unsolicited window into public opinion (Mautner, 2008) and included all sub-registers such as letters to the editor, opinion pieces, obituaries, news and sports. Collocation, cluster and concordance analyses were conducted in two stages: (i) synchronic using Sketch Engine (Kilgarriff et al., 2014) and (ii) diachronic using AntConc (Anthony, 2020) and COCA (Davis, 2008).

Results showed the IB is typically found in the context of debates about education systems, where it is compared to national curricula through three main frames: (i) as a model for education reform (“falling standards” discourse); (ii) as one of many possibilities or alternative (discourse of choice); and (iii) evaluative statements (discourse of superiority). Trends across time revealed a notable shift from concrete curriculum-related lexis to recurring value-laden terms, suggesting one way the IB appears polysemous, allowing it to mean different things in different contexts according to stakeholder need and thus appeal to countries across the ideological spectrum.

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Automatic Speech Recognition-based Dutch Language Learning Games in Primary Education

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Children who go to a new country and have to function in a new school environment experience difficulties in learning their new second language (L2), especially when it comes to acquiring speaking skills. In particular, they miss opportunities to practice speaking the language and receiving feedback from their interlocutors. For these reasons, researchers and developers have been looking at alternative solutions that would allow children to practice speaking independently and in a sustainable manner. Computer Assisted Language Learning (CALL) systems that employ Automatic Speech Recognition (ASR) have been considered as promising tools to provide additional, autonomous speaking practice and possibly useful feedback. However, designing such systems for the specific target group of non-native children boils down to solving two of the open problems in ASR: ASR of non-native speech and ASR of child speech.

In this paper we report on research that was aimed at developing an ASR-based language learning game that allows children to practice their Dutch speaking skills. For the Dutch ASR component we evaluated the performance of three state-of-the-art systems: Kaldi, Whisper, and wav2vec2.0. We tested these ASR systems on speech recordings of read speech and extemporaneous speech in the form of human-machine dialogues of native and non-native children of different age groups. Whisper gave the best performance in terms of WER. Furthermore, to evaluate the children's speaking skills we also studied fluency measures. The results show that the information on punctuation and time stamps that is present in the Whisper output constituted a good basis for further analyses of fluency measures and additional aspects of speaking proficiency such as grammar and vocabulary. We discuss these results in relation to those of previous research, and outline possible avenues of future research.

ASR-based Alzheimer's Disease Detection using Spoken Digital Healthcare Assistant Interactions

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Many digital services nowadays employ virtual agents and voice bots that can engage in spoken interaction with their users. This makes the communication more accessible and low-threshold, in particular for elderly people, low-literate and low-educated users. Another advantage of such systems that rely on spoken dialogues is that, with the user's consent, the spoken utterances produced during the conversation can be stored, analyzed and possibly be employed for prevention and diagnosis in health care. As a matter of fact, research shows that the speech signal is a rich source of information in which early markers of upcoming disorders can be timely detected through smart algorithms. This applies to diseases that manifest themselves in speech like dementia, Parkinson's, Alzheimer's Disease, depression and COPD. The potential of this type of early detection is one of the reasons why many companies and health organizations that used to rely on written forms are now moving to spoken dialogues systems and voice bots in health services.

In this paper we report on research in which spoken utterances by a varied group of elderly speakers were analyzed to establish whether they contained markers of Alzheimer's Disease (AD). We first obtained automatic transcriptions of the speech utterances automatically through the Automatic Speech Recognition (ASR). For this purpose we tested three state-of-the-art ASR systems; Kaldi, wav2vec2.0 and Whisper. We then compared several classification models like the pretrained FastText word embeddings and recurrent neural networks. The best results for AD classification were obtained when pause information was included in the transcriptions. We discuss these results in relation to those of previous studies and we outline possible lines of future research.

Designing Technology-Mediated Language Instruction Through an Integrated Approach

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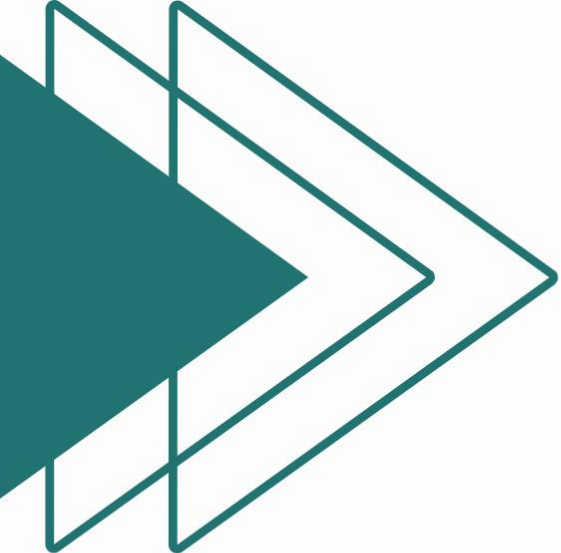
This presentation reports on an integrated approach to technology-mediated/enhanced language instruction using a series of frameworks and models such as Universal Design for Learning (UDL), Technological Pedagogical Content Knowledge (TPACK), as well as Substitution, Augmentation, Modification and Redefinition (SAMR) model. A novel consideration in this approach are the pedagogical implications of UDL for technology integration as well as inclusive, equitable and flexible classroom design. Specifically, UDL is an educational framework that guides the design and delivery of curriculum by anticipating and responding to full range of learning needs in the classroom. While it has been widely applied in many instructional settings to maximize learning opportunities for all learners, its potential and implications for language instruction have not been fully explored. This presentation (a) provides an overview of this framework focusing on its three main principles (i.e., multiple means of engagement, representation, and expression); (b) discusses how UDL can inform technology integration for inclusive and flexible classroom design along with TPACK and SAMR; and (c) showcases a series of teaching and learning activities that utilize technology for fostering learner engagement, autonomy, and agency.

The presentation will ultimately focus on how language teachers can use these frameworks as an integrated design approach to technology-mediated language instruction as guided by three overarching questions: 1) Does technology integration provide options for optimizing student interest and engagement in meeting the course objectives? 2) Does the technology integration facilitate higher levels of understanding through alternative ways of comprehension and meaning-making? 3) Does the technology integration provide options for facilitating different ways of action and expression in the classroom? In response to these questions, the presentation will provide specific examples, educational apps, and digital resources for language teachers to create or adapt formative and summative assessments supported by technology.

Algolingua y creatividad para eludir los filtros de lenguaje ofensivo en Twitter

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El lenguaje ofensivo en Twitter incluye cualquier contenido que pueda considerarse abusivo, amenazante, discriminatorio, violento o que fomente el odio hacia un individuo o grupo en particular por medio de insultos, comentarios racistas, sexistas, amenazas, difamación y contenido violento o gráfico. Entre las políticas de Twitter contra el lenguaje ofensivo se incluye ocultar el tweet, suspender la cuenta del usuario o informar a las autoridades correspondientes si el contenido es ilegal. Para bloquear el lenguaje ofensivo en Twitter, la plataforma utiliza técnicas de procesamiento de lenguaje natural (PLN) y aprendizaje automático y una combinación de algoritmos como el filtro de palabras clave, el análisis de sentimientos y el aprendizaje automático y así mantener la plataforma segura y libre de contenido inapropiado. Sin embargo, existe la posibilidad de que algunas publicaciones ofensivas esquiven estas barreras y pasen desapercibidas y que algunos usuarios eviten esta medida y publiquen contenido ofensivo por medio de palabras o frases codificadas e imágenes o vídeos, mediante una expresión de creatividad que se ha denominado “Algolingua”. El objetivo de este trabajo consiste en proponer una tipología de artificios creativos identificados en un corpus de 20.000 tweets publicados en español y que, por tanto, han pasado los filtros de Twitter y posteriormente realizar una revisión manual con el fin de identificar patrones que permitan confirmar la tendencia de uso de lenguaje ofensivo en Twitter. Entre los hallazgos más relevantes para eludir estas reglas se incluye el uso de errores tipográficos deliverados, acrónimos, y palabras clave que desvían la atención de la inteligencia artificial moderadora de esta aplicación.



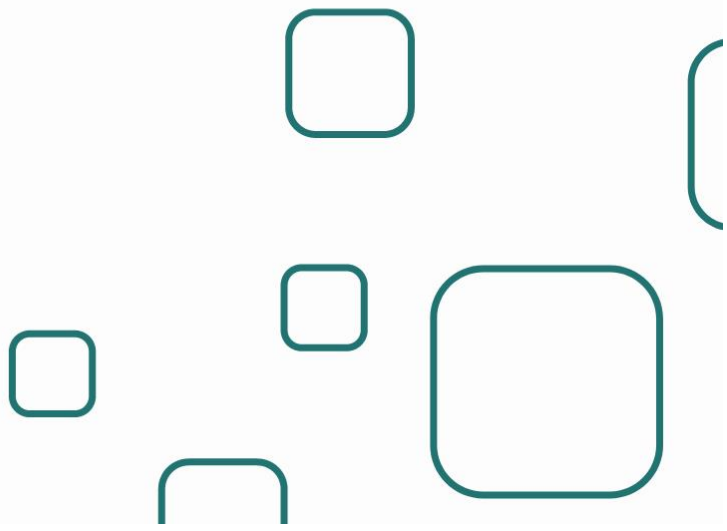
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*La expresión de la identidad en la localización alemana de *The Red Strings Club**

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El objetivo de este trabajo es el de analizar hasta qué punto las marcas de género en la traducción al alemán del videojuego *The Red Strings Club* (2018) suponen un desafío de cara a mantener intacta la experiencia de juego original. Aunque fue desarrollado por Deconstructeam, un equipo español, *The Red Strings Club* se lanzó originalmente en inglés, lo que ya de entrada sugiere una negociación entre dos lenguas que cuentan con mecanismos muy distintos para la expresión del género gramatical. Este hecho cobra especial importancia si se tiene en cuenta que varios de los temas principales de la historia (el transhumanismo, la conciencia de las inteligencias artificiales y la determinación de la identidad individual) confieren un enorme peso al modo en que los personajes se identifican a sí mismos y a otros. En relación con lo anterior, el tratamiento del personaje de Larissa (una mujer trans) no solo conceptualiza dichos temas, sino que revela un compromiso ético activo que debe respetarse en las traducciones.

Dado que *The Red Strings Club* es una aventura gráfica en la que las decisiones de los jugadores determinan el desarrollo de la historia y su final, es clave para la experiencia el conjunto de ideas que el jugador debe entender para tomar dichas decisiones. Así, las distintas localizaciones y traducciones, avaladas por el equipo, y por tanto igual de canónicas que la versión original, podrían presentar tales ideas de manera diferente según la lengua.

El proyecto, por tanto, argumenta que la forma en la que un producto cultural se traduce y localiza no solo afecta a la manera en la que este se recibe, sino que la producción puede convertirse en algo completamente diferente. En vez de defender una perspectiva en la que el contenido original se jerarquiza sobre las diferentes traducciones, este trabajo propone que su maleabilidad se convierte en un cambio de estudio prolijo para la literatura comparada que incita a explorar las producciones culturales no sólo en su forma original, sino también en otras versiones. Entender un producto cultural en múltiples lenguas ayuda a ampliar perspectivas y entender elementos intradieгéticos de maneras que quizá no se observaron en primera instancia.

Benchmarking study of machine translation engines for ESP Medicine students

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Machine translation has become a very useful tool in many different fields to help understanding of different texts. The use of machine translation by undergraduate students has increased in recent years due to the improved performance of neural machine translation engines (Lee, 2020, 2021). However, unsupervised machine translation still presents errors that may go unnoticed by users unaware of the need for subsequent human intervention and text repair through post-editing, especially in special language contexts such as Medicine, object of this study.

The aim of this work is to make EFL Medicine students aware of the usefulness of machine translation in the field of health. At the same time, the objective is to make them conscious of the need to monitor the output of MT identifying the most common errors in order to use these tools more efficiently.

For this purpose, an experiment was designed in which 50 medical students processed different genres of specialized texts with two machine translation engines; google translate and DeepL (translating from English into Spanish). Firstly, students assessed the quality of the translations of the specialised texts taking into account the criteria of intelligibility (Castilho et al., 2018). Secondly, they examined the output of the two MT by using quality metrics (Rico, 2020) to identify errors and perform post-editing tasks.

Both MT received a high score in terms of intelligibility, however, DeepL offered a slightly better translation. In addition, the results show that both google translate and DeepL need post-editing as students detected errors in spelling, punctuation, terminology, additions and omissions.

Despite the presence of a number of mistakes, MT proves to be a useful and efficient tool for students in order to understand medical specialized texts more efficiently. However, to assure a correct use of MT, it is essential to provide students with the required knowledge to make an appropriate use of these tools being aware of their limitations.

MT is not only useful for academic contexts, but it could also be used for other aspects in the field of health such as interaction with patients. Furthermore, in nowadays society where international communication and collaboration in the biomedical field has become absolutely necessary, the command of MT and post-editing can be very useful to improve communication during pandemics, emergencies or humanitarian crisis.

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Análisis contrastivo inglés-español de las emociones presentes en textos sobre salud mental dirigidos a adolescentes y jóvenes

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Como apuntan López-Rodríguez y Tercedor-Sánchez (2022: 278), «el estudio de emociones tiene implicaciones en la mejora de las técnicas de comunicación especializada, pues se ha constatado que el uso de emociones aumenta el interés y la atención sobre un tema en ámbitos de salud». En esta línea, no son pocos los estudios que apuntan a los efectos positivos que conlleva la inclusión de emociones en material léxico en general y en material didáctico en particular (véanse Tyng et al., 2017; Um et al., 2012, entre otros). En este sentido, resulta interesante analizar hasta qué punto los textos enriquecidos con emociones pueden mejorar el acceso a conocimiento científico especializado por parte de públicos específicos que cuyo acceso a la información científica no está muy estudiado, como es el caso de adolescentes y jóvenes adultos. No obstante, antes de llevar a cabo ese análisis, resulta imprescindible compilar un corpus de textos sobre salud mental dirigidos a estos públicos para comprobar si existe en dichos textos carga emocional y, en su caso, si esta se acerca más al polo de las emociones positivas o negativas. Este estudio se ha llevado a cabo ya con un corpus de vídeos de YouTube (Hermán-Carvajal & Tercedor Sánchez, 2022), por lo que, para obtener una panorámica completa, en este trabajo nos centraremos en el análisis de textos «convencionales» en español e inglés.

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La posesición frente a las herramientas tradicionales en la traducción de unidades fraseológicas (francés-español)

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Esta comunicación presenta los resultados de un estudio empírico con un grupo traductores noveles que pretende averiguar si la TA supone una mejora real con respecto a las herramientas tradicionales en lo que se refiere a la traducción de unidades fraseológicas en la combinación francés-español. El dominio de la fraseología es fundamental para establecer correspondencias interlingüísticas lo más naturales y correctas posible (Corpas Pastor 2008, Tutin 2014). Las unidades fraseológicas se dan a todos los niveles del discurso (Corpas 2000, Ramisch 2015). Nos interesamos aquí por las expresiones metatextuales (*formular una hipótesis*), los marcadores intrapersonales (*como bien es sabido*), los conectores lógicos (*por lo tanto*), las expresiones de actitud (*defender una postura*), los marcadores modales (*hasta cierto punto*) (Tutin y Falaise 2013) o combinaciones verbo-nominales (*adoptar una postura*) (Buendía Castro y Sánchez Cárdenas 2012). En otro orden de cosas, la traducción automática (TA) es una de las ramas de la traducción que más ha evolucionado en los últimos años. A pesar de las ventajas que ofrece la TA, no está claro si, en lo que respecta a las unidades fraseológicas, estas herramientas puedan alcanzar la misma calidad que se obtiene con herramientas tradicionales debido a su falta de conocimientos culturales y lingüísticos, por ejemplo en lo que a la fraseología se refiere (Kordoni y Simova 2014).

Los participantes son estudiantes del 4º curso del Grado de Traducción e Interpretación. Se les dividió en dos grupos: A y B. Cada grupo tradujo dos textos del ámbito museístico, 1582 palabra en total. El grupo A realizó una posesición de la TA realizada con DeepL. El grupo B, llevó a cabo una traducción clásica, con herramientas de análisis de corpus y diccionarios. Se solicitó que reflejaran las fuentes documentales y estrategias traductológicas empleadas.

Tras el estudio, se analizaron los textos meta de ambos grupos. Para ello, se identificó, en primer lugar, las unidades fraseológicas del texto origen que serían objeto de estudio. A continuación, en el grupo A, se calculó el número de aciertos de la TA, el número de errores de traducción identificados por los participantes y el número de segmentos adecuadamente posesitados. En el grupo B, se realizó un cálculo similar, teniendo en cuenta el número de unidades fraseológicas correctamente traducidas. Por último, se compararon las fuentes documentales y estrategias llevadas a cabo por ambos grupos.

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La traducción de contenido de temática sanitaria destinado a público lego mediante traducción automática

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En la actualidad, el uso de herramientas de traducción automática (TA) es una realidad en el flujo de trabajo de los traductores profesionales del sector de la traducción y la localización. El contenido generado en la lengua meta por las herramientas de TA se revisa en la fase de posesición (PE), la cual es esencial para asegurar la calidad desde un punto de vista lingüístico. En este trabajo, analizamos la calidad de las traducciones de contenido biosanitario generadas por dos herramientas de TA en línea y gratuitas, DeepL y Google Traductor, en la combinación lingüística inglés-español. El contenido del texto de origen se correspondía con un grado de especialización bajo, dirigido a público lego. Se procedió a anotar los errores detectados en el contenido generado mediante TA con el fin de conocer la tipología de errores identificados. Se procedió a corregir dichos errores y a anotar los cambios realizados en la fase de PE. Por último, los resultados obtenidos nos permitieron conocer el grado de corrección del contenido generado por TA y la calidad en cuanto al respeto por el grado de especialización del texto de origen y su aceptabilidad en la cultura de la lengua meta.

Gamification to promote emotional engagement in a flipped classroom design at university level

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This paper reports on an innovative teaching design for a course at university level which combines gamification and the flipped classroom approach. Gamification was implemented in order to add motivation and emotional engagement to the flipped learning pedagogy. It also contributed to activate a sense of temporal sequence (a feature of gamification), which worked in this way:

First, following a flipped learning focus, every week students had prior access at home to the content of each unit, by means of materials posted on a Moodle platform. Important to point out that these materials were not only pdfs, but also powerpoints embedded on Moodle (published from Google Drive), which facilitated a more visual display. Powerpoints also included multimodal sources. Students appreciated this tool for their first encounter with the content.

Secondly, once in the classroom, students had to take a brief quiz on the content, every week. Here is when gamification is introduced. Each quiz had a value they could earn (as in a video game): a few points for their final grade. After nine weeks, they could earn an important percentage of the final grade. Quizzes were short and very often had a practical component, since they had to apply concepts learned before to some video that they were shown in class, before taking the test. Using multimodal materials also enriched their active engagement, contributing to the spirit of winning a game.

This individual practice was complemented with collaborative learning, which also followed the spirit of earning points, although not immediately (as with individual quizzes), but with previous informal learning in group discussions, to create a relaxed and interpersonal atmosphere, which fostered their sense of having fun while learning. Finally, groups presented their projects and earned the remaining percentage of the final grade. Their satisfaction with this practice was very positive.

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“We are all different shapes. We all carry weight in different places. Talk to us. Listen to us”: Exploring the Evaluations Made by Fat and Skinny Women in YouTube Fashion Hauls

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Since the late 20th century, scholarly attention devoted to the relationship between body weight and mass media has been on the rise (Lupton, 2017). Studies reveal a tendency to promote thin embodiment as the ideal of femininity (Bordo, 2004; Farrell, 2021). Other forms of embodiment are considered deviant and portrayed as inferior to the thin norm (Kyrölä, 2021). Extremely thin and fat bodies are culturally designated as aberrant (Whitehead & Kurz, 2008). However, because of being closer to the thin norm, it may be speculated that skinny women suffer less discrimination or evaluate their bodies in a more positive light than fat women do. Unlike advertising or films where the representation and discourse around non-normative bodies is controlled by outsiders, social networking sites grant members of the fat/skinny collective the chance to speak for themselves. Against this backdrop, this paper explores sixteen YouTube fashion hauls made by self-identified fat (8) and skinny women (8) about fat/skinny-friendly clothing items in the period from 2020-2023. The aim was twofold: 1) to investigate the type of evaluations that fat and skinny women make, and 2) to analyse how these evaluations differ and relate.

This paper relies on theoretical insights from Corpus Assisted Discourse Studies (Baker, 2006; Partington et al., 2013) and Feminist Critical Discourse Studies (Lazar, 2005). For the exploration of the evaluations made by fat and skinny women, two keyword lists were drawn using ad-hoc corpus A (fat women’s hauls) and B (skinny women’s hauls) as the study corpus, and the Spoken BNC2014 corpus as the reference corpus. The concordance lines of the first 100 keywords in each list were explored and compared against one another. The results revealed 1) that fat and skinny women make three types of evaluations (about the items purchased, their bodies and the fashion industry), and 2) that they value the bodies they inhabit, the clothes that dress them and the fashion industry in similar terms. It is the fashion industry who, infused with patriarchal beliefs of thin superiority, values women’s bodies differently and, consequently, discriminates against those who do not subscribe to the thin norm.

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The gamification of ESP: The use of Wooclap for undergraduate students of economics

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The growing interest in virtual and online solutions for teaching all areas of knowledge is drawing the attention of researchers and professional teachers to new applications to be used in class. Moreover, new generations find virtual spaces as their homeland, many of them being considered digital natives (Chreighton, 2018). Since the pandemic, many teachers incorporated the use of applications such as Mentimeter or Kahoot to their daily teaching tasks. Wooclap, designed in 2015, is another interactive online tool frequently used at the tertiary level education (Sanz, Vicente-Romero & Prieto, 2020; Rodríguez Calzada, 2021; Catalina-García & García Galera, 2022). These studies have found that the use of Wooclap leads to more amicable and motivating classes that help students understand better their lessons and engage more with their teachers and classmates.

This study addresses how Wooclap is used in an English for Specific Purposes course for undergraduate students of economics in a public university in Madrid. After a previous presentation on the general use of this application (Martín-González, 2022), this paper delves into the gamification solution offered by this online tool. First of all, we will summarize students' main impressions of Wooclap after its continuous use throughout half of the semester, since during the first half students only used the book to cover the contents of the course. Secondly, we will present a list of games that were played using Wooclap with the students and their opinions on their likability. Thus, this presentation will allow to explore how tool such as Wooclap can be explored as a gamification resource for both English for General and Specific Purposes.

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Teclado de la lengua embera

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Colombia cuenta con un total de 65 lenguas nativas y 2 lenguas criollas. Estas lenguas son de tradición oral, por lo que no contaban con escritura. En la actualidad, después de años de investigación lingüística, una gran mayoría cuentan con una fonología y una gramática establecida. Así, se ha avanzado en procesos de creación de escritura para estas lenguas, por lo que varias de ellas ya se pueden escribir. Sin embargo, muchas veces las representaciones gráficas que se crean no están adaptadas para los nuevos dispositivos tecnológicos como computadores o celulares, por lo que hay que crear herramientas que permitan estas adaptaciones. Es el caso de los embera, con una población aproximada de 42.000 personas en territorio colombiano, quienes hablan la lengua y en muchos casos cuentan con escritura para ser utilizada en sus comunidades. Sin embargo, cuando utilizan aplicaciones como whatsapp no encuentran letras en el teclado para ciertos sonidos. Nuestra propuesta está encaminada a suplir esta carencia. Siguiendo la metodología DSRM (Metodología de Investigación en Ciencias del Diseño), se ha desarrollado un teclado para la lengua embera, el cual puede ser integrado a teléfonos celulares. El teclado integra los caracteres establecidos para la lengua embera. En el teclado se utiliza el alfabeto denominado ËBËRA BEDEA BU BADA, el cual ha sido adoptado y utilizado por los estudiantes y maestros embera en las escuelas indígenas en el departamento de Córdoba. El teclado utiliza estas letras a través de una aplicación que se puede descargar de Android e instalarse en el celular. Por ejemplo, los maestros descargaron la aplicación y crearon un grupo de whatsapp en el que escriben mensajes en lengua embera. El teclado se puede descargar al celular directamente de Google Play. Se encuentra con el nombre de Embera –Key.

An Analysis of Self-Other Representations in the Incelosphere: between online misogyny and self-loathing

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The present study intends to contribute to the analysis of digital discursive practices of hate speech expressed throughout the so-called 'Manosphere', a group of online communities in which men express their considerations about masculinity. Through qualitative and quantitative analysis, it investigates how one of the main Manosphere groups, the Incels, creates its in-group/out-group discourse through its representations of women and of themselves. Driven by Critical Discourse Studies and studies on the ideological function of metaphors, the first part of the analysis reveals a conflation of apparently sarcastic metaphors, dark humour, and misogyny used to talk about women, while the second section of the study focuses on the peculiar self-representations of the men who participate in the forum, which breach Van Dijk's 'us vs them' identity square pattern: rather than emphasising the positive traits of the in-group, incels describe themselves through self-derogative nominations and predications that give way to a spiral of self-pitying and self-contempt, which might be used to create fraternal bonds within the community.

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#Trending! Using social media for informal learning about Tourism communication online

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In the past few decades, the number of active users of social media has been growing exponentially until reaching stratospheric figures: Instagram, 1,318 billion (Jan 2023) (DataReportal); Twitter, 368 million (2022) (Statista). In the industry of tourism this has not been an exception and many official tourist agencies around the world possess profiles on these portals and use virtual English as a lingua franca to promote themselves (VELF; Pineda & Bosso 2023): e.g. @Spain, @VisitBrasil, @KoreanTravel on Twitter, to publicize their local and national tourist destinations and reach higher audiences. Thus, this glocalized effect that social media tourist promotion entails is being considered by many scholars (Hajli & Lin, 2014; Anderson, 2019; Babic, 2022) who are researching the potential benefits these social instruments may have for learning at higher education level (Irfan et. al, 2017; Waramontri, 2020). To better understand how professional digital communication about tourism works, the three official accounts mentioned above will be qualitatively analyzed by describing the multimodal strategies and the translingual practices (Canagarajah, 2013) they use and by highlighting the opportunities for trans-epistemic exchange that they bring about. All three Twitter accounts will be contrastively evaluated to identify potential differences and similarities in the digital promotion of tourist destinations. Additionally, potential classroom applications of social media for ESP will be discussed to connect formal and informal learning processes by incorporating the use of social media in the classroom.

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VALIANT Project: Transforming Teacher Professional Development through Virtual Exchange

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The VALIANT project explores Virtual Innovation and Support Networks for teachers through Virtual Exchange programs, which connect teachers, student teachers, and experts in online collaboration to address real-world educational challenges. The primary goal of this research is to provide ongoing professional development to educators through international collaborations, enabling them to work with colleagues, future teachers, and experts to overcome classroom challenges. This structured program aims to enhance teachers' digital competencies and transversal skills, including team working, time management, negotiation, and problem-solving. To evaluate the effectiveness of this program, an experimental approach was adopted. Self-reported questionnaires were used to assess digital competencies and transversal skills before and after Virtual Exchange, with the program lasting approximately 5-7 weeks. A total of 460 teachers and student teachers participated in 24 Virtual Exchanges. The data was analysed using repeated measures t-tests and measures of learning gain, which are a measure of improvement in skills and abilities. The results showed that all participants demonstrated improvement in both digital attitude and digital competencies, with student teachers demonstrating greater improvement in digital competencies and teachers exhibiting higher improvement in digital attitude. In relation to transversal skills, the most significant improvement was observed in problem-solving and time management skills. The results indicate that Virtual Exchange is an effective approach for developing competencies. The presentation will discuss the strengths, weaknesses, and future development of this research.

Normalización de uso de recursos tecnológicos en la formación inicial docente: Evidencias y desafíos

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La Normalización de la tecnología en la educación es considerada como el momento en que, después de un proceso de varias “etapas”, su uso llega a un nivel de “integración”. En ese nivel, las necesidades de los aprendices se satisfacen, unificando así las prácticas diarias de los docentes, los objetivos institucionales y las condiciones del aula. Para lograrlo, se exige la disponibilidad, implementación, aceptación y el reconocimiento de los recursos tecnológicos como parte del diario vivir en el entorno educativo, así como la colaboración entre múltiples actores (Bieri & Elliott, 2017). En palabras de Chambers y Bax (2006), el uso de las tecnologías debería estar completamente integrado en todos los demás aspectos del aula de clase, sin que sean notados como externos.

El objetivo de este estudio es evaluar el estado de normalización del uso de recursos tecnológicos en la formación inicial del profesorado en universidades chilenas, de la Región del Maule, considerando la aceleración provocada por el confinamiento, las reacciones por la vuelta a la presencialidad y las implicancias de las tecnologías emergentes (IA, RA, RV) en el desarrollo de prácticas de enseñanza-aprendizaje (Holmes & Toumi, 2022). Para este propósito, se realiza un estudio mixto con enfoque descriptivo (Creswell & Plano, 2011) de los niveles de uso y apropiación de tales recursos en la enseñanza-aprendizaje. La investigación se fundamenta en los estudios de Bax (2003, 2011), Chambers y Bax (2006) y Saleh (2013), referentes a las etapas de normalización y los factores que interactúan y operan en el contexto pedagógico, promoviendo o impidiendo la normalización. Con esta investigación se espera contribuir, de manera crítica y proyectiva, con modelos de acción para el desarrollo de competencias y habilidades relacionadas con la tecnología, durante la formación del profesorado y, por ende, un mayor nivel de certificación de calidad de egreso.

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Decoding literature. The growing presence of AI in educational contexts

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AI, Artificial Intelligence, is a term that has been coined decades ago and that has been introduced into a broad range of different contexts, being constantly developed from the beginning of its emerge. Among others, one of the spheres in which it found its place, is the educational sector. Undoubtedly though, we can observe an immense raise and development in the field of AI during the past few years and months being concomitant with an just as much increasing public interest in its tools, functioning and both present and future usages.

Xuesong Zhai et al. (2021) even predict AI may trigger the fourth revolution in education which is likewise reflected by the important number of different applications, platforms and teaching designs that currently are being used and constantly emerging.

This proposal aims at having a closer look at AI in the educational context, paying special attention to the field of literature; that is, examining its role, possibilities (as for now), limitations and benefits. By the example of the Open-AI tool *ChatGPT* we want to examine in what extend AI may contribute to raising students interest, motivation and understanding of literature by building a bridge between past and presence, hence, helping them not only to develop a deeper understanding and providing a learning environment that links different areas, such as linguistics and history, but also to increase awareness of moral values and ethics. Strongly related to that, we find that there are two major prerequisites that may assure a safe use of AI in education: 1) providing necessary introduction and 2) offering continuous formation in order to assure an responsible use. Fulfilling these criteria, we believe that AI thus may open the door to a real comprehensive and interdisciplinary education that is coupled with the technological evolution of the 21st century.

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Towards a role and reference grammar analysis of old English strong verbs

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The present paper deals with the syntax and semantics of Old English, by focusing on the *Aktionsart* of the verb. It aims at applying and testing the current Role and Reference Grammar taxonomy (henceforth RRG; Foley and Van Valin 1984; Van Valin and LaPolla 1997; Van Valin 2005; Van Valin 2018) in the lexical paradigms of Old English strong verbs. The corpus of analysis consists of 1,509 verbs (328 primes and 1,181 derived verbs). Research data, which have been thoroughly revised and updated, have been obtained from the lexical database of Old English *Nerthus* (Martín Arista et. al 2016).

The analysis is carried out on the grounds of RRG and includes aspects like *Aktionsart* type and lexical rules. After a critical review of the literature, this study offers an original perspective on the nature of causative states and causative accomplishments. In this regard, it acknowledges the process involved in causative verbs such as *drencan* ‘to intoxicate, inebriate, to make drunk’, *ārēodian* ‘to put to shame’ or *āblycgan* ‘to make afraid’ and differentiates them from causative states such as (*ge*)*nerian* ‘to preserve, defend, protect’, and *healdan* ‘to protect, guard, defend, preserve’.

All things considered, the main conclusions are that the taxonomy is mostly applicable to Old English, and that the complexity of Old English strong verbs requires the inclusion of a new category to deal with unbounded processes. Besides, it points to complex causative verbs entailing an activity such as *ofbēatan* ‘to beat to death’ or *ofweorpan*, *ofworpan* ‘to kill by casting (stones, missiles, etc.)’ which are not represented by any of the internal aspects of the verb as defined in RRG.

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Case study: On the translator's Subjectivity in Michel's Abitbol work Histoire du Maroc

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History is written by victors. This quote questioning the objectivity of works of History serves, as well, to question the very objectivity of the translation of the said History.

We share the same nationality as the author; the Moroccan nationality. However, its Hebrew culture is different from our Arab-Berber-Islamic culture. The translation of the work 'Histoire du Maroc' into Arabic, which we are in charge of, is not in itself intercultural. It is up to the author to translate Arab-Muslim culture for the French- speakers (e.g. the Islamic laws, such as the jizya).

However, we are in charge of translating the historian's vision, and succeed in our salto mortale¹. To do so, we found ourselves face to face with several linguistic and cultural problems because of the complexity and nuances of historical events and ideas.

In fact, right from the first part titled de l'Antiquité à la conquête arabe (from antiquity to Arab conquest), the translating activity proved problematic. In order to describe operations aimed at spreading Islam in a wide geographical area, notably in Morocco or Andalusia, Muslims/Arabs tend to use the word 'AL-Fath'. Since the absence of equivalents or even their plurality in the target language, inevitably arise during the translator's reproduction of the source texte, deciding between (فتح) or (غزو) cannot be done randomly.

Therefore, this article aims to analyze the terminology used in History works, together with the secular debate between 'objective & subjective translation', starting from a translation of a book relating the History of Morocco.

¹ It is the denomination used by Jean-René LADMIRAL to define the moment when the translator has just got rid of the signifiers of the source language, but has not yet been able to reinvest the meaning of the original text in the target language.

¿Qué opinan las pymes de la transcreación? Un estudio desde el sector turístico andaluz

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La transcreación es una actividad que ha cobrado impulso en el ámbito de la comunicación empresarial como herramienta de divulgación de información y de marketing digital. Este proceso, que combina creación de textos con traducción, puede ayudar a las empresas a superar las barreras lingüísticas y culturales que las separan de potenciales clientes internacionales. Esto es especialmente importante para las pymes del sector turístico, puesto que para ellas es imprescindible atraer a clientes internacionales. En Andalucía, el sector turístico está formado en un 99% por pymes, por lo que en esta región es importante observar cómo las empresas de pequeño tamaño están gestionando su comunicación internacional. En este estudio se han recogido las respuestas de 33 empresas del sector turístico andaluz a un cuestionario sobre su forma de divulgar su información corporativa, sobre la gestión multilingüe de su contenido online y sobre sus conocimientos y opiniones sobre la transcreación. Los resultados arrojan que, aunque la mayoría de estas empresas cuentan con un sitio web, poco más de la mitad ofrecen su contenido en varios idiomas, a pesar de que una amplia mayoría lo considera imprescindible para su sector. Además, apenas un 12% cuentan con profesionales para tratar su contenido. En cuanto a sus conocimientos sobre transcreación, las empresas consultadas no conocían esta actividad, aunque algunos de ellos se percataron de que la estaban llevando a cabo sin conocer el nombre de esta forma de comunicación. Los resultados son positivos y prometedores, puesto que señalan una amplia disposición de las pymes a aplicar estrategias de gestión de contenido multilingüe como traducción o transcreación, aunque desgraciadamente, actualmente no las apliquen, o lo hagan de manera deficiente.

Flamenco y Lorca: análisis de los retos traductológicos de español a lengua de signos española

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La traducción en formato audiovisual hacia lenguas visogestuales es cada vez más frecuente en los materiales de acceso abierto (López-Burgos, 2020). Es el caso de los videoclips musicales que apuestan por ofrecer en un formato accesible a todos los públicos las canciones y estilos de los autores. El flamenco es un género musical español que ha tenido su mayor desarrollo en Andalucía y que conlleva una carga traductológica de terminología específica, así como las dificultades de la sincronización y expresividad asociadas al tipo de música. El flamenco cantado en lengua de signos española requiere de una mayor investigación (Checa-Puerta, 2018), no obstante, la producción escénica de M^a de los Ángeles Narváez, *la Niña de los Cupones*, es un ejemplo de la inclusión en el texto signado de los recursos propios del baile flamenco para complementar el significado en las estrategias discursivas utilizadas.

En el presente artículo se analiza la traducción a lengua de signos española del videoclip de la versión cantada por Estrella Morente y Laura Fernández de la Nana de Sevilla de Lorca publicada en 2022 por la Fundación Music for All. Desde el punto de vista del texto original, los retos de traducción presentes en la obra de Lorca han sido objeto de investigación por traductores y poetas nacionales e internacionales, como los que conllevó la traducción del Romancero Gitano por el poeta afroamericano Langston Hughes en la que señalaba que los ritmos de la poesía oral y su musicalidad juegan un papel esencial en la obra (Hughes 1956/1993:290, como se citó en Walsh, 2018). El flamenco es música y es poesía, es por ello que la traducción de esta obra a lengua de signos pretende ofrecer un texto cohesionado con la voz y el texto original que permita a la persona sorda y usuarios de la lengua de signos española acercarse a través del flamenco a la dureza que expresan tanto Lorca como las cantaoras en el entrecruce de ritmos y melancolía.

Perceptions of post-digital political discourse in the multimodal environment

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The post-digital era has normalized the digital environment as a public forum for communication, self-expression, and self-promotion, through the liberalization of communication conduits. The relative weight of the digital forum is further heightened by the ever-shrinking trust in traditional media (printed press and television). Actors (human and otherwise) produce tremendous amounts of content, but this hyper-production has had a somewhat perverse effect on users: they tend to use a limited number of information sources, and, largely due to the algorithmic nature of the platforms' architecture, they are exposed to one type of discourse/ voice/ opinion. Thus, they lock themselves, inadvertently or not, in echo-chambers and epistemic bubbles (Nguyen 2020). However, one positive tendency of this albeit fragmented public sphere is the possibility of interpenetration of different audiences, allowing actors to express their perception of other discourses.

This contribution takes a look at political commentary as a multimodal genre, disseminated through the content-sharing platform YouTube, investigating the perceptions of appropriateness of political discourse. The data are taken from French-language YouTube channels and consist of political commentary videos, presenting critical (re)view of public political discourse. My main interest lies in disentangling which parameters are taken as criteria for an evaluation of appropriateness (or inappropriateness) of political discourses across traditional and alternative media. In order to do that, I adapt Jandura & Friedrich's (2014) models for assessing the quality of political media coverage. In teasing out the perceptions of appropriateness, I look into the performance of the social actor (based on Goffman 1974), framed in the multimodal environment, in order to see how these two aspects are connected. In other words, what the perceptions of appropriateness of political discourse can reveal about the social actor?

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Effective stance in conservative newspaper opinion articles about immigrants and refugees

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This paper sets forth a contrastive quantitative analysis of expressions of effective stance in English and Spanish conservative newspaper opinion articles on immigration and humanitarian crises involving refugees. Effective stance concerns the speaker/writer's striving for control concerning the realisation of events and how they aim at determining or influencing the course of reality (Langacker 2009, 2013; Marín-Arrese 2013, 2021a, 2021b). The model of analysis is based on six main categories:

- Intentionality, which concerns intention and commitment to perform actions;
- Directivity: direct speech acts expressed with the imperative mood or the *let's* construction, directives expressed with performative verbs, and indirect directives;
- Volitionality: expressions of willingness or inclination that some event or situation should occur;
- Normativity: social desirability;
- Deonticity: the expression of obligation, permission and prohibition;
- Potentiality: capability or feasibility of the realisation of events.

The analysis comprises various expressions of different syntactic categories: English modal auxiliary verbs and Spanish modal periphrases, modal adverbs and adverbials, constructions with modal adjectives and lexical verbs, and imperative clauses.

The focus will be on analysing the similarities and differences in the distribution and use of specific effective stance realisations on a 160,000-word corpus comprising general conservative newspaper opinion articles from *The Telegraph* (40,000 words on the English side) and *El Mundo* (40,000 words on the Spanish side) and a comparable corpus of specific conservative opinion newspaper articles on immigration and humanitarian crises involving refugees published in English and Spanish totalling 80,000 words approximately. The results reveal distributional differences between the expressions of epistemic stance in the two corpora, thus shedding light on the motivations leading journalists' choices as strategies for striving for control in discourse through legitimising the occurrences of events or situations concerned with immigrants and refugees.

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Búsqueda adaptativa de textos en alemán: Desarrollo de herramientas nuevas

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Los materiales de lectura actuales, motivadores y adecuados al nivel son un factor clave para el éxito del aprendizaje de lenguas extranjeras. Sin embargo, a la hora de buscar material adecuado fuera de los libros de texto o lecturas adaptadas, los profesores muchas veces tienen que confiar en su intuición basada en la experiencia para identificar textos que se ajusten al nivel de sus alumnos. Para hacer frente a este problema en el contexto de la enseñanza del Alemán como Lengua Extranjera, en el marco del proyecto "Level-Adequate Texts in Language Learning" (LATILL), financiado por la Unión Europea, se está desarrollando una herramienta en línea que permitirá la búsqueda y el análisis de textos en alemán procedentes de Internet. En esta comunicación se presentará el proyecto LATILL con sus objetivos, las instituciones implicadas y los productos y resultados previstos. Se dedicará especial atención a explicar cómo funciona la herramienta de búsqueda adaptativa y la investigación subyacente, en la que colaboran expertos de los campos de la didáctica de las lenguas, la lingüística computacional, la evaluación lingüística y los entornos digitales de aprendizaje.

Promoting inclusiveness and diversity through Digital Storytelling (DST) in the EFL classroom

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DST (Digital Storytelling) has been used in EFL classrooms over the years to both improve students' level as well as to incorporate ICT in the English classroom (Lisenbee and Ford 2018). However, DST can also be used to promote inclusiveness and diversity (Angay-Crowder et al 2013). The following paper aims to look into the use of DST in the EFL classroom with a focus on inclusiveness and diversity with the training of teacher candidates. In order to assess the effectiveness of DST, pre-service teachers took part in an experiment. The participants were asked to carry out three activities in the different stages of the process. Firstly, they were required to look through already existing inclusive stories in English. They had to examine them critically while paying attention to the inclusiveness and diversity in each story. Then, they had to learn how to create their own digital stories through several authoring tools. Finally, they needed to analyse and discuss the DSTs in the classroom, following a previously established rubric based on project-based learning (PBL). Despite some linguistic and technical challenges, the research findings showed significant differences regarding participants' attitudes towards inclusiveness and diversity, which demonstrated the effectiveness of using DST in the EFL classroom.

Keywords: Digital Storytelling, EFL, inclusiveness, diversity

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ChatGPT: Practical Application in the Spanish Language Classroom

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The recent surge of AI advancements has stirred many fields, including language education (Ali et al., 2023) which has resulted in a multitude of research regarding AI such as: teacher's attitudes towards AI in classrooms, use of AI to mitigate new speaker anxiety and AI assessments (Tlili et al., 2023; Shazly, 2021; Jeon, 2021). One of the most prominent AI tools that has caused waves is ChatGPT. Launched on November 30, 2022, ChatGPT has many capabilities thanks to its ability to respond to any prompt in human-like text originating from massive amounts of text data (Kasneci et al., 2023). Capable of answering any prompt from any field, ChatGPT has the ability to translate between languages, often without error. This work aims at taking advantage of ChatGPT's multiple language responses to aid in the creation of task based learning materials for Spanish language courses.

Although current research has explored the application of ChatGPT in English learning, much research has yet to be done on the implementation of materials created by ChatGPT in other language classrooms. AI like ChatGPT is here to stay, which makes understanding and working with the new technologies essential to the future development of a successful curriculum. This presentation explores methods of creating and using ChatGPT materials within a Spanish classroom context. With ChatGPT as an aid in the creation and development of teaching materials, there is opportunity for decreased manual labor on the implementation of activities such as task based learning activities. This work hopes to contribute to the ongoing development of digital pedagogy, with special focus on Spanish language classrooms.

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Conversations of a minoritized language on social media: the case of asturianu

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Social media has become a platform for several social causes throughout the years. Minoritized languages such as Asturian have benefit on the use of social media to expose their situation and use the platform as a speaker. This turn on the sociolinguistic path of the language has open a new open space where the argument of those who support the officialization of the language and those who are against it. The glotopolitical situation of Asturian has reach to another level where retweets, favs and likes become linguistic weapons that approach us to the speakers of Asturian. Through the analysis exposed in my presentation, I will reveal the linguistic conversation from the last years, and how it has affected the linguistic thoughts of nowadays Asturian society.

Itinerarios competenciales digitales de formación interactiva para la mejora académica y la profesionalización en el dominio de la lengua A o sobre cómo lograr que redacten sin faltas los estudiantes de Traducción

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El correcto y adecuado manejo del español en los estudiantes de los grados de Traducción constituye una preocupación constante y un reto cada vez mayor para los docentes y los responsables académicos. Sin entrar a elucubrar sobre las causas que llevan al bajo rendimiento de muchos de los estudiantes al redactar en español, especialmente llamativa en los primeros cursos, no parece descabellado hablar de una crisis ortográfica. La excelencia en la lengua A no solo beneficia a los estudiantes a nivel académico de forma general, sino que puede marcar la diferencia a la hora de captar y retener clientes, o puestos de trabajo si son por cuenta ajena. Es urgente encontrar nuevas vías de formación que combatan la desafección ante una redacción sin faltas. Fomentar en el alumnado la asunción de la responsabilidad de sus procesos de aprendizaje competencial con miras a la mejora académica y a la profesionalización puede ser una opción eficaz para ello.

Para dar respuesta a esta necesidad, la creación de itinerarios competenciales digitales puede ofrecer una oportunidad a los estudiantes para asumir la responsabilidad de su proceso de capacitación e ilusionarlos en un camino de retos que deben ir superando hasta la obtención de un certificado final de excelencia que aborde los niveles de lengua ortográficos y gramaticales.

Presentamos aquí una propuesta extracurricular de itinerario competencial digital basado en hitos de excelencia presentados como paquetes consecutivos de formación interactiva y evaluación automática que permiten al estudiante solucionar sus lagunas ortográficas a un ritmo relativamente flexible y ganar confianza en el uso de su principal lengua de trabajo. El docente podrá asimismo realizar un seguimiento de la mejora de los estudiantes. Los resultados de esta innovación docente permitirán comprobar si efectivamente ofrecer a los estudiantes herramientas y guía para que trabajen con cierta autonomía para la obtención de un certificado de mejora resulta eficaz.

La formación en transcreación: revisión y propuesta curricular

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El concepto de transcreación se ha intentado definir desde campos tan diversos como la traducción de la poesía (Lal, 1996), la localización de videojuegos (Mangiron y O'Hagan, 2006) o la traducción audiovisual (Chaume, 2018), entre muchos otros. En este sentido, cabe destacar el interés creciente que ha surgido sobre esta temática desde el mundo académico, especialmente en los últimos años. Autores como Ray y Kelly (2010), Pedersen (2014) o Katan (2016) han establecido una estrecha conexión entre la transcreación y campos creativos como la publicidad o el marketing. Si bien la presencia de la transcreación no se limitaría a estas áreas, en el espacio de estos campos creativos adquiere una especial relevancia, en calidad de servicio de valor añadido (Benetello, 2018). Aunque encontrar una definición capaz de recoger todos los matices presentes en esta práctica en una tarea compleja, la propuesta de TAUS es probablemente la que mejor la describe hasta la fecha: “a translation that is enhanced by creativity and focus on style, register, and emotive impact, and modified to suit a new audience which can be a group of users, a country, a region, etc.” (2019: 8). Es particularmente relevante el énfasis que se pone en la parte creativa, al tratarse de una de las áreas del ámbito traductológico en las que el factor humano sigue siendo especialmente determinante. En este contexto, las universidades deben trabajar para preparar al alumnado de cara al futuro del sector de los servicios lingüísticos (Van der Meer, 2016).

Ante la relativa escasez de proyectos curriculares centrados en la transcreación, esta aproximación plantea una revisión de proyectos sobre investigación y formación en este ámbito (Chaume y Martí Ferriol, 2014; Morón y Calvo, 2018; Huertas Barros y Vine, 2019; Carreira, 2021; Botella, Carreira y Gamonal, 2021; Díaz-Millón, Gutiérrez-Artacho y Olvera-Lobo, 2022), con el objetivo de elaborar una propuesta curricular orientada al desarrollo de un talento humano que tan necesario se prevé de cara al futuro cada vez más incierto de la profesión.

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Telecollaboration: A 21st century language teaching approach?

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The recent unprecedented global events, including emergency remote teaching, led to an exponential growth of interest in telecollaboration (TC) among practitioners and researchers, evidenced, among others, by the growing number of publications devoted to this topic (Barbosa & Ferreira-Lopes, 2021). This attention is drawn, in particular, by numerous promises associated with TC projects, such as cultural, linguistic, and social gains (Dolly, 2017; Lewis & O'Dowd, 2016). However, such complex and dynamic exchanges also have several limitations. Consequently, a significant number of parties might struggle to make sense of the vast body of knowledge available on the topic and properly implement such undertakings.

To address this issue, this study adopts a meta-analytical approach (Norris & Ortega, 2006) and provides a synthesis of the recently published research on TC. The reviewed sample comprises 38 journal articles devoted to English as a lingua franca TC projects, published between 2016 and 2021. The results of these articles are presented in a consolidated and easily understandable manner that permits all interested parties to quickly and efficiently examine the newest findings of the literature and apply them accordingly in real-life conditions. This, in turn, facilitates the implementation of good practices and the organization of future TC exchanges.

The findings of this study cover multiple variables of TC projects, in particular, the learner- and project-related ones. Moreover, advantages and disadvantages of TC exchanges are summarized. The results are also extrapolated to tandem TC projects, correspond to the notions of bi- and multilingualism, and address the ever-increasing diversity in foreign language classrooms. Consequently, this paper significantly contributes to the ongoing debate on the future of foreign/second language education that will shape the generations.

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Inteligencia artificial y educación bilingüe: ¿aliados o adversarios?

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La Educación Bilingüe se ha consolidado en el corazón mismo del diverso ámbito educativo español (Miñaro López, 2022), como lo atestigua su crecimiento sostenido y su protagonismo con independencia de las fronteras geográficas (Lorenzo & Granados, 2020), del nivel educativo (e.g., Torres Zúñiga & Carrasco Flores, 2020; Madarova & García Laborda, 2020; Madrid & Julius, 2017) o del modelo de implantación elegido (Baker & Lewis, 2015). Este fenómeno ha trascendido el estatus de lujo educativo (Pérez Cañado, 2021) para convertirse en una expectativa básica de las familias que aspiran a una educación intercultural que prepare a sus hijos para el siempre cambiante mundo globalizado del mañana (García, 2011).

Son muchos los estudios académicos (Rossell & Baker, 1996; Benson, 2002; Baker et al., 2016) que ensalzan los méritos de tal sistema educativo, con considerablemente menos estudios disidentes (por ejemplo, Gortazar & Taberner, 2020). De hecho, hace poco, habría parecido que no existían barreras para limitar el campo a este respecto. No obstante, los medios de comunicación oscurecieron los horizontes para anunciar apocalípticamente la llegada de un enemigo que dejaría hecho trizas el sueño bilingüe (Shen, et al., en prensa): las aplicaciones generadoras de texto mediante inteligencia artificial (IA) como ChatGPT (Rudolph et al., 2023; Bishop, en prensa; Lund & Ting, en prensa).

Dada la novedad y la indudable importancia de estos últimos avances, se ha llevado a cabo un análisis bibliométrico (Maltrás Barba, 2003; De Bellis, 2009; Gingras, 2016) para explorar el estado de la cuestión y, así, escrutar críticamente la validez de las afirmaciones realizadas. Para ello, se han identificado características cuantificadoras intrínsecamente vinculadas a la temática para realizar la consulta en bases de datos generalistas como Web of Science, Google Scholar, Scopus, Book Citation Index- Social Science & Humanities, y Mendeley Library.

Los resultados obtenidos son no solo destacan el número reducido de publicaciones disponibles, sino también arrojan luz sobre líneas de investigación poco exploradas y posibles problemas para la comunidad educativa bilingüe que explorar en futuras investigaciones académicas.

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Intercambio virtual, aprendizaje de segundas lenguas y percepción: un proyecto de creación de podcasts en español y francés

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En este estudio se presenta una propuesta didáctica de un intercambio virtual realizado entre la Université Toulouse Jean-Jaurès (Francia) y la Universidad Pablo de Olavide de Sevilla (España) durante el primer semestre del curso 2022/2023. La actividad principal de este proyecto consiste en la elaboración colaborativa de dos podcasts sobre temas de actualidad en las dos lenguas del intercambio (uno en francés y otro en español). Para llevar a cabo la tarea, los estudiantes han debido organizar sesiones por videoconferencia de manera autónoma para entrar en contacto, recabar información sobre el tema elegido y elaborar el podcast. En este sentido, los objetivos de este trabajo son analizar las percepciones de los participantes sobre la evolución de su competencia comunicativa intercultural y lingüística a lo largo del intercambio virtual, así como sus percepciones acerca de su experiencia en esta propuesta didáctica. En lo que respecta a la metodología, se ha aplicado el método de investigación-acción y se ha distribuido un cuestionario post-test validado a los participantes. Los resultados muestran que esta propuesta didáctica basada en intercambios virtuales y podcasts ha resultado ser una alternativa innovadora y efectiva para mejorar el aprendizaje de lenguas extranjeras, fomentando la colaboración y el diálogo entre estudiantes de diferentes países.

MentalHealth4all: metodología para la evaluación de recursos multilingües y creación de un repositorio

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La salud mental está ganando una importancia creciente a raíz de eventos recientes, entre los que destaca la pandemia o la crisis de refugiados ocasionada por la crisis ruso-ucraniana. A ello se suman los constantes flujos migratorios, que se reflejan en una variedad de lenguas y culturas en nuestras sociedades actuales, y las consiguientes dificultades comunicativas que se producen entre usuarios y proveedores de servicios públicos. La labor del traductor, intérprete o mediador intercultural es imprescindible en este contexto. El objetivo de esta comunicación es mostrar los resultados obtenidos en la primera fase del proyecto MentalHealth4All, financiado por la Comisión Europea a través del Fondo de Asilo, Migración e Integración (FAMI). Este proyecto cuenta con la participación de 13 socios de 9 países europeos involucrados en el desarrollo de una plataforma digital multilingüe y culturalmente sensible, con una clasificación de recursos para minimizar el impacto que las barreras lingüísticas y culturales plantean a los refugiados y migrantes al acceder a los servicios de salud mental. En esta primera fase del proyecto, se ha creado un repositorio de recursos sobre salud mental en acceso abierto dirigido principalmente a expertos del ámbito de la salud mental para mejorar su conocimiento sobre cómo obtener apoyo lingüístico en estos casos. Para ello, se ha seguido una metodología específica con distintas fases, que explicaremos de forma detallada para mostrar cómo se ha llevado a cabo la evaluación de los recursos y el resultado final de creación del repositorio.

Estudio de los errores entre aprendientes chinos ocasionados por la interlengua

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El propósito de este trabajo es examinar los problemas y los errores más recurrentes a los que se enfrentan los estudiantes chinos al aprender la lengua española por medio de la lingüística de corpus. En este caso, se evaluarán los errores ocasionados por la *interlengua*, además de por la transferencia, la interferencia del chino mandarín y el calco procedente de la primera lengua extranjera que aprenden: el inglés.

Nuestra indagación se ha centrado en un alumnado homogéneo, con niveles de competencia similares, que no ha participado en cursos de intercambio en países hispanohablantes, que se encuentra en el mismo nivel de estudio del español (B1), poseen la misma lengua materna y que empezó (a excepción de tres alumnos) el aprendizaje de nuestra lengua al comenzar sus estudios universitarios. Se pretende con este trabajo analizar una serie de errores que no han sido observados en estudios previos y que consideramos de interés, al tratarse de errores representativos provocados también por el uso excesivo de la traducción literal.

El corpus textual de aprendientes chinos compilado (herramienta con la que hemos llevado a cabo dicho estudio) alberga 463 textos y un total de 305.242 palabras. Gracias a él, hemos podido constatar la importancia de emplear ese “hábito antiguo”, que es el chino mandarín (y, en menor medida, el inglés), al obtener un “hábito nuevo”, que es el aprendizaje del español. En definitiva, se trata de una estrategia para emplear el error como medio para evolucionar en la *interlengua* del aprendiente. Los errores, una vez identificados, pueden corregirse y enfocan la docencia hacia los aspectos en donde el alumnado necesita de más apoyo.

¿En un lugar de la Mancha o en un pueblo de la Mancha?: la compleja traducción de la literatura a LF

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En el ámbito de la traducción accesible, la modalidad de la lectura fácil (LF) suscita una creciente atención académica y científica internacional. La LF, dirigida en primera instancia a personas con problemas de comprensión lectora, prolifera en textos de todos los géneros y temáticas, desde los jurídicos hasta los patrimoniales y los literarios. Este aumento de los materiales traducidos a LF según distintas directrices (en España, AENOR, 2018; IFLA, 2012; Inclusion Europe, 2009), así como de publicaciones científicas que presentan su estado de la cuestión (Lindholm y Vanhatalo, 2021; Maaß, 2020), deja cada vez más patente una tendencia a la interpretación subjetiva de las normas, que resulta en traducciones heterogéneas. Pese a los avances recientes, todavía falla la comprobación empírica de las pautas y el estudio individualizado de las necesidades de los usuarios (Toribio y Jiménez, 2022), y son escasas las iniciativas que pretenden crear una definición epistemológica de la LF y describir su proceso traductor (TALENTO PID2020- 118775RB-C21).

En esta comunicación se presentarán los resultados de un estudio comparativo de fragmentos de los clásicos literarios *Don Quijote de la Mancha* y *El Principito* en LF, en sus versiones traducidas según diferentes normativas y directrices (de Cervantes Saavedra, 1605/2015; de Cervantes Saavedra, 1605/2019; de Saint-Exupéry, 1943/2018; de Saint-Exupéry, 1943/2019). Así, se conseguirá evaluar dos parámetros: por un lado, las similitudes y discrepancias de los textos meta según las directrices y, por otro, las dificultades que se añaden al proceso traductor a LF en las tipologías textuales literarias.

Finalmente, se reflexionará acerca de las posibilidades que ofrece una investigación empírica y descriptiva cuando se aspira a crear traducciones que, dejando espacio para el disfrute de la lectura, conserven un cierto grado de homogeneidad, teniendo en cuenta que este fenómeno es un parámetro del acceso al conocimiento.

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Retos de ELE en la India: La destreza oral y la integración TIC

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El español se ha convertido en uno de los idiomas más populares en el ámbito escolar, universitario y profesional en las últimas décadas en la India, incluso llegando a sustituir el francés. Según el informe del Instituto Cervantes, entre 2005 y 2020, el número de estudiantes de español en el ámbito universitario ha crecido de 1.555 a 7.881. El mismo Instituto Cervantes de Nueva Delhi se ha convertido en el centro más grande en el mundo con mayor volumen de horas/alumnos, 234.002 horas lectivas en el año académico 2021-2022. Pero, ¿qué está pasando en los centros docentes universitarios, donde la enseñanza de español tiene una historia anterior a la del Instituto Cervantes y recibe alumnos de zonas más rurales y con menos recursos económicos?

Nuestro estudio preliminar del alumnado indio repartido por todo el país, sobre todo en el ámbito universitario y profesional ofrece un aspecto muy importante, la falta de oportunidad de practicar el español fuera de la clase. Esta desventaja tiende a afectar la esperada adquisición del español, por ende merece una atención debida para solucionarlo.

Con esta ponencia nosotros intentamos analizar este reto y proponer una solución a través de la integración de la TIC en el aula y utilizar las Apps, Redes sociales, Videojuegos y las tecnologías emergentes como AI. Sobre todo la inteligencia artificial con reconocimiento de voz se podría utilizar para desarrollar simulacros dialógicos, e.g., role play.

Google Voice, SIRI y Amazon Alexa han revolucionado el campo de *machine learning* y tiene potencia de jugar un papel sustancioso en el caso donde no haya suficiente oportunidad de practicar la destreza oral. Con este motivo, se propone estudiar y explorar las posibilidades de utilizar diferentes herramientas tecnológicas para solucionar el reto en el aula india.

Corpus analysis in the field of environment and climate change: Science popularisation strategies in the language pair German-Portuguese

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The collection and analysis of corpora of multilingual texts assumes a fundamental role in Specialised Translation. The access to large volume corpora allows the study and description of linguistic patterns and phenomena. The Leipzig Corpora Collection (LCC) gives free access to large text samples of monolingual corpora in several languages through the webpage (<http://corpora.uni-leipzig.de>). The corpora are compiled from newspaper texts and webpages, on an annual basis. The LCC provides word frequency information, sample sentences as well as word co-occurrences (Goldhahn, Eckart, & Quasthoff, 2012, p. 759) for linguistic analysis. The study proposes to analyse the occurrences and types of science popularisation strategies in the field of environment and climate change policies. In terms of methodology, two news text corpora, retrieved from LCC, in German and Portuguese comprising the years 2020 and 2022 (with 30 582 836 tokens in German and 38 756 309 tokens in Portuguese) were analysed in AntConc (Anthony, 2022) with the aim of identifying the most common science popularisation features. Based on the results, we aim at contributing to the understanding of mechanisms for science popularisation in Specialised Translation classes.

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“Canta estas letras”: subtitulación de canciones en productos audiovisuales

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La industria audiovisual ha sufrido toda una revolución en los últimos años gracias a la aparición de las plataformas de vídeo bajo demanda como Netflix, que cuentan con más de 220 millones de suscriptores en todo el mundo. Al mismo tiempo, la tercera década del siglo XXI se configura como un nuevo renacimiento del musical fílmico (Hirsch, 2021) debido a la aparición masiva de películas de este género, especialmente en las plataformas antes mencionadas.

Esta investigación se centra en la traducción para subtítulo de las canciones de estos productos audiovisuales, dado que se ha observado que las estrategias utilizadas para su elaboración guardan una similitud con las empleadas en la traducción de canciones para ser cantadas (Low, 2003). Si bien las guías y las normas de subtitulación no indican nada relacionado con este fenómeno, resulta evidente que existe una cantidad considerable de productos audiovisuales que optan por una opción más estética y próxima a lo que se realiza en la traducción para doblaje.

Para comprobar la existencia de este fenómeno, se ha realizado un estudio de corpus a partir de los subtítulos al español de seis productos audiovisuales de diferentes plataformas como Netflix o Disney+. La metodología empleada para etiquetar estos subtítulos se ha basado en la teoría del pentatlón de Low (2003), es decir, se han observado si los subtítulos cumplen con los cinco criterios definidos en esta teoría: sentido, cantabilidad, naturalidad, ritmo y rima.

Los resultados obtenidos han demostrado que existe una correlación entre estos dos tipos de traducción, quizás siguiendo patrones estéticos, si bien Netflix presenta un porcentaje más alto de productos audiovisuales que siguen esta tendencia, mientras que Disney+ opta por una traducción literal.

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Transcreation: translation or text creation? A corpus-based comparison of simplicity

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The practice of transcreation is always more frequent, particularly in the spheres of marketing, communication and advertising, where the persuasive function plays an essential function (Olivera-Lobo et al. 2019). However, the nature and the concept of transcreation are still largely debated within the academic environment and previous authors focussed on the topic have not reached any agreement yet about its definition (Díaz-Millón & Olivera-Lobo, 2023). Some of them consider the term “transcreation” a particular label for translation (Gambier, 2019: 356), some others (Olivera-Lobo et al., 2019) highlight its independent identity based on specific characteristics such as its field of application, the type of texts in which it can be used and the linguistic competences needed to carry it out. Finally, other scholars (Benetello, 2018: 29) consider transcreation an intermediate activity situated between translation and copywriting.

This study aims to contribute to the debate starting from the following research question: is transcreation a type of translation or it should be considered a creative task much more related to the original textual production? To answer to this question, this paper considers the linguistic features of transcreated texts, investigating whether they are more similar to the ones of translated or original texts. Concretely, the study focuses on the linguistic features related to simplicity. According to the hypothesis of the Translation Universals, translated texts would be linguistically simpler than original texts drafted in the same target language (Baker, 1998). From here, it seems logical thinking that if transcreation is a type of translation activity it will also show the intrinsic characteristics of translation, being simpler than original texts. On the contrary, whether transcreation is a creative task related to the original textual production it will present the same degree of complexity of original texts.

With this objective, simplification is compared between two comparable sets of texts of the marketing area which, according to the previous literature, are usually transposed into the target language through transcreation. The first corpus includes texts from websites of English brands, originally produced in English; the second, texts from websites of Spanish brands transcreated into English. Adopting a corpus-based methodology, four features related with syntactic simplicity/complexity (i.e., lexical density, lexical variability, mean sentence length and use of subordination) (Laviosa, 1998; Biber & Grey, 2010) are identified in each corpus and finally the results are compared.

The outcomes contribute to describe the nature of transcreation from a comparative perspective and show some of its simplicity-related linguistic features. Beyond reaching the main objective of the study by offering new basis to define and describe transcreation, the results will be useful to translation courses by showing a concrete set of linguistic features differentiating the two practices that can be fruitfully used for training future translators in both activities. Finally, the outcomes contribute to deepen in the still open debate about the Translation Universals and their application.

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Translating online: Student's learning experiences

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The Covid-19 pandemic has had a major impact on language teaching, with many classes shifting from the classroom to the online space. It is now particularly important to equip students with multiliteracies, which includes two 'multi' dimensions: the multilingual and the multimodal. The former includes a wide range of languages used in different contexts, including dialects, register and world Englishes, and the latter includes different modes, including audio, visual, gestural, tactile, and spatial that contribute to meaning (New London Group 1996, Cope & Kalantzis 2015). The purpose of this study is to (1) identify online-specific learning experiences observed from online translation classrooms; and (2) consider pedagogical implications of these classrooms for multiliteracies for a digital age. This study analysed class recordings and reflections of two different classrooms: a Korean-to-English translation classroom in Seoul, Korea and a plurilingual translation classroom in Akita, Japan. The results have shown students' efforts to adjust their communication style to one which is appropriate for the online platform. For example, a student tried to make his comments more concise to make sure all classmates had time to share their thoughts in the limited online class time. Students in both classrooms continued discussions after class by writing peer feedback and responding to classmates' comments. Furthermore, in both classrooms, students effectively made use of available resources, including an online board, to facilitate discussion and share documents with each other. The findings of this study suggest the importance of providing opportunities for both teachers and students to reflect on communication styles that are appropriate for the online space as well as raising awareness of how each online resource plays an important role in meaning making.

Pedagogical implications of the findings will be considered, and suggestions will be provided on how to develop students' multiliteracies for a digital age.

Interpreting via intersemiotic interaction: A multimodal approach to interpreting performance evaluation

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Since the establishment and development of translation and interpreting discipline in universities around the world, interpreting performance is often evaluated from two perspectives, process-oriented and product-oriented evaluation. This paper, with an eye to the rubrics on Chinese-English interpreting performance in interpreting contests, adopts a multimodal approach to the examination and comparison of interpreting performance in the 2016 Cross-strait Chinese English Interpreting Contest-The Final Round. Compared to the monomodal interpreting evaluation of language proficiency, this paper proposes a multimodal interpretation evaluation model from linguistic mode, aural mode, visual images, spatial arrangement, and kinetic movement (The New London Group, 1996). Following a comprehensive analysis of multimodalities in terms of type, orientation and value, the study shows that linguistic mode, aural mode, visual images, spatial arrangement, and kinetic movement can all contribute to the meaning-making and meaning transfer process. This paper proposes a multimodal interpreting evaluation model (MIEM) and argues that all these meaning-making and meaning transfer parameters should be taken into account in interpreting performance evaluation. The paper sheds some light on the methodological innovation for Chinese-English interpreting contest rubrics, as well as implies novel insight for interpreting evaluation in a broad sense.

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Towards the development of a word profiler dedicated to translation corpora

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This presentation introduces a word profiler dedicated to translation corpora, which the presenter has been engaged in for the past three years and is currently developing. The aim of the development of this word profiler is to extract reliable translation units that can be utilised when compiling dictionaries and building translation databases, which have been subjectively worked on up to now. To achieve this goal, a number of existing parallel Japanese-English and English-Japanese corpora were reconstructed from scratch and combined. A word profiler interface was then developed to make them searchable online.

Specifically, firstly, for the translation corpus, we decided to work with nine different Japanese-English and English-Japanese translation corpora that are already available to the public free of charge, mainly in Japan. As these are all in separate formats, we unified their formats from scratch and prepared them so that all translation corpora can be skewered and searched.

Next, an improved version of the LWP (Lago Word Profiler) was developed and adopted as an online search tool to batch search this combined corpus of translations. It is capable of searching for patterns in headwords, extracting collocations based on various statistics and displaying example sentences for each sub-corpus. This time, the version 1.20 interface, which was developed over three years, is presented. Development up to version 3.0 is also planned over the next six years.

The theoretical background of the translation unit is largely based on Teubert (2001). Finally, we would like to introduce some examples of the extraction of bilingual linguistic patterns between Japanese and English using this tool. In particular, I will take the translation of Japanese verbs with strong metaphorical connotations as an example, visualise the translation units quantitatively and touch on their genre characteristics.