



Book of Abstracts

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PLENARY SESSIONS

Macarena García-Avello (Universidad de Cantabria): “Writing in question: Moving forward the dissertation process”

Despite the numerous difficulties that it entails, academic writing is frequently approached as an instinctive and spontaneous process. The purpose of this session is to reflect critically, raising awareness of the different stages that we tend to carry out implicitly during the writing process underlying dissertations, articles, and academic writing in general. More specifically, I will draw on the American PhD system that includes Comprehensive Exams in order to engage in a writing strategy based on the identification of the significant questions that will prompt the articulation of the main thesis structure. This, in turn, will lead us toward an understanding of the writing process as intrinsically linked to the method of question and discovery, and facilitate generative, on-task writing to help move forward the dissertation process.

Paula Rodríguez-Puente (Universidad de Oviedo): “La carrera del Personal Docente e Investigador (PDI): el sistema español de plazas y acreditaciones”

En esta presentación se tratarán cuestiones que atañen a la carrera profesional del Personal Docente e Investigador de las universidades españolas. Más concretamente, se explicará cuál es el sistema de plazas y categorías profesionales, así como el modo de poder acceder a ellas a través de la consecución de las acreditaciones otorgadas por la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA). A su vez, se detallarán los índices de calidad de las publicaciones que utiliza esta agencia. El objetivo principal es presentar una panorámica del característico sistema español que sirva de orientación a la carrera profesional de futuros doctores y doctoras.

LINGUISTICS

Coord. Montserrat Martínez Vázquez (Universidad Pablo de Olavide) &
Antonio Lillo Buades (Universitat d'Alacant)

Ana González Martínez (Universidad de Cantabria): “The acquisition of productive skills in CLIL and non-CLIL programs in Primary Education in Cantabria: A learner corpus-based study”

Content and Language Integrated Learning (CLIL) is one of the most important educational developments implemented in Spain in recent decades, but a hot debate about its efficacy has emerged. Scientific evidence suggests that CLIL enhances overall language competence, but the outcomes in many of the particular components (i.e. phonetic or morphosyntactic) are less clear (Gallardo-del-Puerto & Martínez-Adrián, 2013; Ruiz-de-Zarobe, 2011). Differences in the effects of CLIL may be ascribed to aspects such as program duration and intensity (Merino & Lasagabaster, 2018). As for the role of gender, bilingual teaching seems to erase gender differences in content acquisition (Nieto-Moreno-de-Diezmas & Hill, 2019) but it is necessary to elucidate whether this levelling effect is transferred to language learning. Accordingly, a more profound study on these variables is required.

This project aims to examine the aforementioned variables in a comparative study between students enrolled in CLIL and traditional English as a Foreign Language (EFL) approaches in Cantabria through an analysis of the oral and written productions of learners in Primary Education, an educational stage which has been claimed to require further scholarly inquiry (García-Mayo & Gutiérrez-Mangado, 2020). The investigation is based on the Primary Education Learners' English Corpus (PELEC) (Blanco-Suárez, Gallardo-del-Puerto & Gandón-Chapela, 2020), including nearly 60,000 words of written and oral compositions in English and Spanish produced by Primary Education students from five CLIL and non-CLIL schools in the region.

The corpus data will be analysed qualitatively and quantitatively to examine learners' complexity, accuracy and fluency, their communication strategies, and cross-linguistic influence. It is expected to find evidence supporting that the studied CLIL programs of the region entail certain advantages for the acquisition of communicative competence in English and have a neutralising effect on gender-based differences in language learning. Analyses will also shed light on the role of program intensity in the development of English productive skills.

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Timothy William Lawrence (Universidad de Cantabria): “The methodological adaptation of the Spanish *Método de Los Relojes R2* based on semantic particle categories established using Structural Functional Grammar to increase English second language acquisition of subordinate clauses with V2 finite and non-finite complementation according to CEFR B2 level descriptors applying Gramming as the pedagogical concept”

The goal of this proposal is to research and categorize the V1 + particle + V2 subordinate clauses found in *Reloj 2 (R2)* in Spanish descriptive grammar system *Método de los Relojes* using M.A.K. Halliday’s Systemic-Functional Grammar as a vehicle for establishing semantic categories for particles in methodological conversion to English targeting language proficiency at the B2 level (Council of Europe, 2021; Halliday, 2014; Pérez, 2018). Studies have provided evidence of the difference between local and international interpretation of Common European Framework of Reference for Languages levels and the application of proficiency scales at local level (Harsch, 2018). Research points to the B2 level as being most often chosen as the minimal language requirement for university entrance (Deygers et al., 2018). Therefore, this study detects an opportunity for a new line of research that will focus on L2 acquisition of subordinate clauses involving particle plus V2 finite and non-finite complementation using CEFR B2 level descriptors as guidelines. The concept of Gramming will be used as the pedagogical approach to convey English grammar structures accurately, meaningfully and appropriately with a focus on form, use and meaning (Larsen-Freeman, 2003).

The objectives of this study are multifaceted yet try to encompass the complexities of syntax and semantics of Spanish in the methodological conversion to English. Therefore, the first theoretical quandary deals with a yet to be discovered line of research regarding how semantic particle categories based on Structural-Functional Grammar influence English V2 Finite and Non-finite subordinate clauses when introduced within the framework of the *Método de los Relojes R2*.

Few studies have investigated the detailed aspects of subordinate clauses like the use of subordinators as well as semantic functions of complement, relative and adverbial clauses. Bearing in mind the guideline premise of the *Método de los Relojes*, the second problem will be examined from the point of view of how L1 effects on the development of L2 subordination (Alexopoulou et al., 2015; Chen, Alexopoulou & Tsimpli, 2020, p. 811; Flynn et al., 2004; Ozeki & Shirai, 2007; Yip & Matthews, 2007). Further fine-tuned analysis of the linguistic complexity of subordination has been called for by L2 researchers for some time (Biber et al., 2004; Biber et al., 2011; Bulté & Housen, 2012; Kyle & Crossley, 2018). Taking the above factors into account, the second empirical matter in question copes with if the methodological framework of R2 in *The Método de los Relojes* employing Structural Functional Grammar semantic participle categories at the CEFR B2 level allow for Spanish L2 acquisition of English subordinate complement, relatives and adverbial clauses involving V2 Finite and Non-finite constructions.

The research techniques will include a mixed-method approach by firstly doing a comparative analysis. At the initial stage, semantic categories and syntactical structures will be identified, recorded, and examined. Patterns will then be analyzed and compared to establish a basis for measurability allowing for syntactical comparison of a representative sample. Key semantic categories with the according grammar structures will be extrapolated from this sample in order to achieve an overall map of particles, verb types and verb forms to establish a basis for comparison and adaptation (Litosseliti, 2010; Matthes, 2017).

Keywords: Structural-Functional Grammar; Gramming; CEFR; *Método de los Relojes*

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Belén Ozarín García (Universidad de La Rioja): “The impact of Flipped Learning on WTC and vocabulary learning in EFL”

Flipped learning is defined as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, while the resulting group space is transformed into a dynamic, interactive learning environment (Flipped Learning Network, 2014; Sams & Bergmann, 2014). Recent trends in L2 teaching have led to a proliferation of studies that have identified a positive relationship between flipped learning and different L2 skills and individual variables (e.g., Fischer & Yang, 2022; Mohammad & Abuhmaid, 2020). For example, some studies have revealed that the flipped classroom strategy influences significantly learner's willingness to communicate (WTC) by making language learning enjoyable, increasing motivation, and decreasing language anxiety (Zarrinabadi, Khodarahmi & Shahbazi, 2021). Due to its fledging state in L2 learning, the main aim of our study is to provide further evidence on the impact of flipped learning of several aspects of L2 learning, such as WTC and vocabulary learning. Based on previous research, we hypothesize that restructuring theoretical instruction and practical work in the EFL classroom through flipped learning will help maximize opportunities for interactive activities, which in turn will contribute positively to increasing WTC and, through it, vocabulary learning. Two classes of B1 EFL students from UBU University in Spain were assigned to an experimental (N = 14) and a control (N = 14) group. While the experimental group is currently receiving flipped instruction with self-regulated learning strategies, the control group did not use self-regulated flipped learning strategies. So far, only data from pre and post-tests in the control group, and from pre-test in the experimental group have been collected. No analyses have been performed yet. Difficulties have arisen mainly due to the pandemic and the size of the groups. With respect to the latter, we are considering increasing the sample of both groups next year.

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Eva Piñero (Universidade de Santiago de Compostela): "Language contact: The influence of English in the Hispanic community of the US"

The objective of this study is to explore a case of language contact between English and Spanish in the United States by focusing specifically on the use of lexical anglicisms in the digital Hispanic press of the Northeast. In order to achieve this goal, I stated the following hypotheses:

1. Due to the close contact between English and Spanish, Hispanic online journals in the U.S. tend to use an extensive amount of anglicisms.
2. The most common type of anglicisms are pure loanwords.
3. Due to the variety of topics covered by Hispanic newspapers, the anglicisms cover a wide variety of semantic areas.
4. A great proportion of anglicisms are used exclusively in the U.S. and not internationally.

This is a corpus-based study (80,000 words). Materials were selected from 23 Hispanic publications which were analyzed in terms of the date of their foundation, readership and sections. Some of the sources used for the selection of journals were the *Hispanic Yearbook (2008-2009)*, *Allied-Media Corporation* and Veciana-Suárez's *Hispanic Media, USA (1987)*. Thirty headlines per section were closely studied focusing in particular on those that included examples of lexical anglicisms. The anglicisms recorded (around 3,000) were then entered into a database according to their type (pure loanwords, hybrids and pseudo-loans, among others), semantic field (e.g., social life & human types, sports, technology), inclusion in reference dictionaries such as *DRAE*, *CLAVE* and the *OED*, dictionaries of anglicisms (e.g., Alfaro (1964), Lorenzo (1996), Rodríguez (2017), Moreno-Fernández (2018)) and corpora (*CREA*), frequency, etc.

The challenges found during the research process concern the methodology, particularly the selection of publications and the classification of anglicisms.

Preliminary findings show the following:

1. The proportion of anglicisms found is **3.7%** (378.6 anglicisms every 10,000 words).
2. Pure anglicisms are more frequent than other types (60%).
3. Most of the anglicisms in the corpus are used internationally (*CREA*, 69%).
4. The semantic fields of sports (16%) social life and human types (13%) and technology (11%) are the most productive.

This study seeks to offer some insights into the use of lexical anglicisms in the Hispanic digital press of the twenty-first century in the most diverse area of the U.S, the Northeast, and serve as a reference in relation to other studies which have traditionally focused on other areas of the country (e.g., the Southwest, Florida).

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María Paula Roverso (Universidad de Cantabria): “Authorial stance in English medical research article introductions”

Writing research article (RA) introductions is one of the most difficult tasks for novice and experienced writers (Swales 1990). One of the most challenging aspects for them is to decide how much to express their voice and how to do it (Flowerdew, 1999; Pho, 2012). Therefore, the different manifestations of authorial stance in academic writing have become the focus of attention in different disciplinary fields. The aims of this study are: (1) to analyze the rhetorical structure employed in medical RA introductions of four different subdisciplines: Neurology, Oncology, Pediatrics and Psychiatry; (2) to explore the authorial stance markers used in the different parts of the introduction in the subfields under study; (3) to investigate whether there is any variation between the subfields. To this end, I created a corpus of 120 medical research article introductions written in English from the four subdisciplines and published in 12 different journals. For the classification of the rhetorical structure, a top-down analysis was performed with a careful reading of each introduction to distinguish changes in the topic to aid coding. The software LancsBox 6.0 (Brezina, Weill-Tessier & McEnery, 2020) was used to identify the authorial stance markers present in the introductions and a further close reading of each text was needed to identify linguistic manifestations not readily identifiable with the software. The study combines quantitative and qualitative methods: it compares the frequency of use of the different moves and steps and stance markers in the four subdisciplines; and it describes the rhetorical structure of the RA introductions and the associated linguistic realizations of authorial stance.

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Laura Styles (Universitat Autònoma de Barcelona): “An implicit teaching intervention to study the effect of mode of instruction on the acquisition of complex grammatical forms”

The rise of online instruction has led to the emergence of different modes of teaching (Chapelle & Sauro, 2019; Sharma & Westbrook, 2016; Stein & Graham, 2020) and while they are becoming commonplace, more research is needed on how effective they are for facilitating the acquisition of grammar. This study aims to explore the effect of mode of instruction on the acquisition of two types of advanced grammatical forms: clefting (*it*-clefts and *wh*-clefts) and partial inversion (subject-verb inversion after fronting of a negative adverbial) by adult EFL learners. The presentation focuses on the intervention used in the study and preliminary results. An implicit Focus on Form approach was adopted due to it being effective at aiding the acquisition of complex forms such as those chosen (DeKeyser, 2003; Ellis, 2009; Larsen-Freeman, 2010) and it was delivered in the three modes of instruction tested (face-to-face, blended or virtual) to adult learners studying a C1-level language course for the first time. The intervention was made up of 11 separate tasks and lasted for 8 weeks. The tasks were meaning-oriented and implicitly form-focused and include target structures input flood. They were the same in all three modes but adapted to the features of each teaching context. In groups receiving face-to-face instruction, all activities are completed in class, combining individual and pairwork. In blended mode, a flipped approach was taken wherein students complete multimedia activities individually before following up with interaction in class. In virtual mode, this interaction took place either synchronously or asynchronously using the available online tools. All along the intervention and to increase exposure to the target structures, the class teachers also ensured that the forms were regularly used in instructions to students. Participants' explicit and implicit knowledge of the target structures were tested pre-intervention, immediately post-intervention and again four weeks after the intervention in order to analyse long-term retention and also the development of implicit knowledge, which was likely to take longer to develop (Ellis, 2009).

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M^a del Rosario Tortosa Martínez (Universidad Católica de Murcia): “Instagram as vocabulary learning and motivational tool in the EFL classroom”

This research aims to analyse the impact of using Instagram as an instructional tool for vocabulary acquisition in the English classroom. In other words, to what extent Instagram can become an effective tool to ease vocabulary acquisition for ESL learners. Instagram as an EFL tool is still an underexplored area in Applied Linguistics. Hence, this research looks for significant differences in vocabulary performance and students L2 self as dependent variables when using Instagram as a pedagogical tool. Regarding methodology, a total of 50 learners of a Vocational Training course in Early Years Education, were selected for the study as experimental and control group due to the amount of vocabulary included in the Technical English curricula. Students were given a pre-test on

vocabulary at the beginning of the term and a L2 questionnaire. At the end of the term, both groups were given a post-test and the same L2-self questionnaire. Both tests include a mixture of receptive and productive vocabulary. The analysis of both variables, vocabulary performance and students' perception of their L2 self, and the possible significant differences between both groups reveal the advantages students may take of out of social media as tools for their learning and motivation with respect to English as a foreign language.

Key words: Social media; L2 self; vocabulary acquisition; learning tools; interlanguage

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Jiahui Yang (Universidad de Sevilla): "Object preposing and information structure: A contrastive study of English, Spanish and Mandarin Chinese"

Developed within the framework of Generative Grammar, the present research focuses on the information structure (IS) of object preposing constructions in English, Spanish and Mandarin Chinese. This study seeks to distinguish the different types of preposed objects in the three languages, and to draw a systematic comparison of their formal and semantic properties, with the purpose of formulating a unified syntactic account for the phenomenon of object preposing.

We adopt Chomsky's (2008) Uniformity Principle and Feature Inheritance hypothesis, which has been further developed by Miyagawa (2005, 2010, 2017), Jiménez-Fernández (2010, 2020) and Jiménez-Fernández and Miyagawa (2014) for the cases of Japanese, English and Spanish, and we propose the current working hypothesis that their different behaviours with respect to object preposing are due to their respective configuration as agreement- and/or discourse-prominent languages.

The nature of the present study determines its conformity with the hypothetico-deductive model. Progressing to the current stage of the study, we have found that one of the aspects which distinguish English from Spanish and Mandarin Chinese in terms of object preposing is that English does not allow pre-verbal objects. From our perspective, this phenomeno may be accounted for by assuming a strict parallelism between C-T and *v*-V. As a result, we propose that while sentence-internal objects

in Mandarin Chinese and pre-verbal object pronouns in Spanish raise to [Spec,VP] and adjoin the head V in order to check the discourse-features on V inherited from *v*, English does not resort to discourse-feature inheritance, hence no motivation for objects to raise to a pre-verbal position.

The present study is expected to be a tentative approach to a unified account for discourse-induced object movement in English, Spanish and Mandarin Chinese, with which we can hopefully get a more refined knowledge of there IS.

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LITERATURE AND CULTURE

Coord. Socorro Suárez Lafuente (Universidad de Oviedo) & David Río Raigadas (UPV/EHU)

Ana María Crespo Gómez (Universidad de Almería): “Feminity and sexuality in Indian diasporic literatura: Jhumpa Lahiri, Chitra Banerjee and Bharati Mukherjee”

The project gauges the portrayal of Indian women's sexuality and femininity in three novels written by diasporic Indian women in the USA (Bharati Mukherjee's *Darkness*, 1985; Chitra Divakaruni's *Arranged Marriage*, 1997 and Jhumpa Lahiri's *Unaccustomed Earth*, 2009). Hence, an approximation is made theoretically to understand social constraints concerning femininity and sexuality before the British Raj, enabling the comparison with further changes promoted by colonialism.

The methodology encapsulates a multidisciplinary approach aspiring to analyse the works under a critical literary scope without disregarding other disciplines, such as history or anthropology. The last stage comprises the assessment of the literature and the analysis of femininity and sexuality in the short stories by contending with the results of the previous theoretical framework. Finally, the main research framework explores cultural studies, especially the latest tendencies concerning gender, diaspora, postcolonial studies, ethnicity or identity studies.

The aim is to update the literary criticism involving this issue. Albeit this project hinges primarily on works written by Indian women, it underpins the most valuable critical works on topics related to colonialism, gender, cultural studies or ethnicity. By introducing critics such as Gayatri Spivak, Lata Mani and Annia Lomba, the intertwining of colonialism and gender is considered without neglecting other postcolonial critics of renowned. On equal terms, gender is approached by reputed critics such as Uma Chakravarti or Tanika Sarkar.

The main challenge has been accessing the material, in that quality material is in SOAS (London), and discerning the best publications among the vast quantity of published material. The results obtained have enabled me to publish the results in a well-positioned journal. For instance, an article will be published in *The International Journal of English Studies* (Q1 in SJR) in June about Bharati Mukherjee.

Virginia Díaz-Crespo Villafuerte (Universida de Castilla - La Mancha): “The world has changed; I can feel it in the water; I can feel it in the earth; I can smell it in the air”: The classical elements in *The Lord of the Rings*”

Since humanity started to develop its own self-consciousness, we have been constanly trying to understand the world around us by observing it. Being identified by ancient civilisations, the four classical elements – earth, air, fire and water – from which everything was made up, were seen as the main elements of all matte. These have been a recurrent theme in literary works, in which they have often been used in a metaphorical way. Presented as opposites or in combination, they have stood out for their symbolic function from the Ancient Greece to our days.

The Lord of the Rings by J.R.R.Tolkien has been considered, by some experts, as a naturalist and ecological work due to the self-confessed author's love for nature and the elements and beings living in it. Through this presentation, a passage from *The Lord of the Rings* will be extracted, to analyse the role played and symbolism of the classical elements. In doing so, I will try to determine the purpose of using them and their influence on not just the characters, but also the situations and the environment around them.

To accomplish this research, different materials such as *The Lord of the Rings*, in which this study is based on, and other sources such as books, papers and webpages dealing with the approach of the classical elements will be used.

Key words: Tolkien; *The Lord of the Rings*; classical elements; nature

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Ariadna García Carreño (Universidad de Almería): “Dissection of a transition poet: An analysis of George Sterling’s poetic production during the turn of the century: (1890-1926)”

The present project aims to study George Sterling’s (1869-1926) lyrical production, suggesting that ongoing changes affect his poetic tone, style and ideas throughout his literary career. The purpose is to analyze these modifications chronologically using three of his poetry collections: *The Testimony of the Suns* (1903), *A Wine of Wizardry* (1908) and *House of Orchids* (1911). This hypothesis arises because each work is composed in differentiated stages in terms of Sterling’s location—Sag Harbor, bohemian San Francisco or idyllic Carmel—literary influences—Ambrose Bierce and Joaquin Miller—and ideology—hedonism and bohemianism are absent in the first collection, but predominant in the others.

Methodologically, we follow the idea of *poem as unit of dimensions*—verbal, visual, acoustic and articulatory. Through their interaction, compositions evoke the meanings reflected by the poet (Brooks & Warren, 1945; Zink, 1945; Wimsatt & Beardsley, 1970). Klarer (2004) and Abrams (2012) label this concept “poetic multidimensionality”. This approach develops an innovative poetic analysis that is not only limited to a *shape/content* dualism. The research procedure is 1) presentation of the historical/sociocultural macrocosm contextualizing the poet during each collection’s composition, 2) analysis of selected poems’ poetic multidimensionality, and 3) drawing conclusions about each collection’s style and content.

The main problem hindering this study is the bibliographical vacuum on Sterling’s poetry, which—considered “traditional”—has been ignored since the literary avant-gardes’ emergence in the 20th century. Therefore, analyzing Sterling’s poetic facets becomes a pioneering study which, despite the short research period, has obtained a first clear result: the first collection shows that Sterling has not found yet his own poetic identity, as the compositions imitate Bierce’s dicta. The second collection, then, being fantastic and macabre in tone, will be the first radical change in Sterling’s lyrical work.

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Sergio García Gómez (Universidad de La Rioja): “A reader’s epistemological journey: Reason, imagination and cognition in the works of C. S. Lewis”

The dissertation of my PhD program analyses the works of British author C. S. Lewis and it aims to identify some of the elements of his writing which caused him to become such an influential writer in his time and even nowadays. My study focuses on Lewis’ novel “Till We Have Faces” (1956) and it compares some of the themes and devices present in it to those of other works by Lewis. The hypothesis of the study is that Lewis made use of “non christian” elements in his writing to precisely lead readers to the christian faith. Also, I will try to answer the question about which elements were used consciously or unconsciously by the author and how the form and content of his writing affect the mind of the reader and his perception of truth. This study is being conducted under the principles of Conceptual Metaphor Theory (CMT) within the frame of Cognitive Linguistics (CL) as postulated by George Lakoff and Mark Johnson in their seminal works *Metaphors We Live By* (1980) and *Philosophy in the Flesh* (1999) as well as other studies by Lakoff. More specifically, this study follows the principles of Cognitive Poetics since it is the result of applying CL to some of Lewis’ literary works.

Lewis himself conceived language as unavoidably metaphorical and considered it a writer’s role to translate abstract ideas into understandable ones through images. Some illuminating interpretations can be derived by this analysis taking into account some of the author’s metaphysical and religious views on reality and on spiritual experience. Furthermore, I argue that the uncommon usage of conceptual metaphors in these different works may be caused by the different narrators’ perception of the divine (religious and pagan) and Lewis’s interest in giving voice to both. Examples from both fictional works will be provided in order to prove my argument.

Mónica García Morgado (Universidad de Valladolid): “Demarginalizing black women’s experiences in twenty-first-century African American women’s fiction”

This presentation aims to share my ongoing doctoral dissertation, in which I study twenty-first-century African American women’s fiction, only using novels written by Black women and published from 2000 to 2021, in its exploration of the literary and fictional portrait of Black women’s experiences in the United States. I argue Black women writers are still concerned with Black women’s oppression and their fiction works are socially committed, addressing the real problem of real people with the eventual goal of counter-telling mainstream narratives about Black women.

In my study, I address these experiences from the perspective of an interdisciplinary approach composed of Black Feminism, Critical Race Theory (CRT), and Critical Race Feminism (CRF). This joint application of Black Feminism, CRT, and CRF for literary analysis is an unprecedented study, to the best of my knowledge. The method applied comprises a selection of themes regarding Black women’s experiences that are issues of concern to the three main pillars of the theoretical background, such as motherhood, the burden of stereotypical images about Black women, colorism, and millennial realities, among others. These themes will be thoroughly explored in a corpus of selected novels, which I will discuss by explaining their thematic classification.

The major challenge I encounter is that although Black feminist theory has been used to read African American literature, CRT and CRF are jurisprudential theories that are new to literary scholarship. Twenty-first-century African American literature just covers the two first decades and little attention has been paid to these works in academia. The ultimate aim of this thesis is to contextualize the fiction works of Black women writers in the twenty-first century, focusing on the literary portrait of Black women’s experiences, and, if possible, tracing intertextual connections among the works and with works from the twentieth century. Besides, my current research is still in the infancy stage. Because of this, there are not any meaningful results to be detailed in this proposal.

Paula Granda (Universidad de Valladolid): “Narratives of the Other: Poetics of gradual revealment in the Caribbean and the US South”

The relationship between the Caribbean and the Gulf coast of the US is of great cultural interest as, despite their populations having diverse origins and cultures, common aesthetics, stories, and Histories are found there. My research project aims at examining the common narrative aesthetics these two areas share, which are mainly in regards to the revelation of the secrets of the novels. The complex stories resulting from the hardship that the Other suffered, during colonization and still today in its aftermath, are sometimes so painful they are unspeakable. The novels my research will deal with show this on an aesthetic level complicating the revealment of the stories. I am mainly interested in Jesmyn Ward’s works as representative of Southern United States literature and Wilson Harris’s as a Caribbean author.

The main objectives are to examine the relations between these two areas as contact zone and to analyse the revealment from a formal aesthetic perspective. I will also provide examples of gradual revealment, dark and fragmented, in canonical texts such as William Faulkner’s and Toni Morrison’s as a comparative apparatus for the main works of this research. I also aim at identifying the importance of the region and its potential hostility for marginalized people in them and at exploring the representation of the Other in the works and tracing said representation throughout time and space, until its manifestation in contemporary works that denounces and voices marginalization and systemic discrimination of racialised population.

With these objectives in mind, I’ll take into account Édouard Glissant on poetics of relation, the existence of aesthetics of opacity, fragmentation, difficulty and gradual revealment in the areas of the Caribbean and the Gulf Coast. Texts by Franz Fanon and Homi K. Bhabha on the treatment of the other will also guide this research, as well as Toni Morrison’s ideas on the historical presence of the Other in North American literature. Zygmunt Bauman’s theories will inform my research as well, particularly his thoughts on the disposability of some population sectors that are considered expendable by the hegemonic system.

Ángeles Jordán Soriano (Universidad de Almería): “Culture and politics in the nineteen sixties in Great Britain: The first government of Harold Wilson (1964-70)”

The objective of this research project is to explore the role of arts and culture during Harold Wilson’s first government (1964-1970) and to determine if British intellectuals and artists supported and reinforced his government, or if, on the contrary, they remained detached from the model of society promoted. This study also offers relevant data to take into consideration with regard to the current state of Great Britain, since the problems that this government attempted to solve are still very present nowadays: racial, gender and sexual orientation discrimination.

The theoretical framework to be used is that provided by British Cultural Studies. This set of theories is directly linked to Cultural Studies since its core is that the study of all artistic works must be based on the analysis of knowledge practices and the social conditions of the moment in which they are created. Consequently, artistic material will be analysed by historical criticism and textual analysis, taking into account actual testimonies of these artists and the opinions of historians such as David Kynaston and Dominic Sandbrook. With regard to the corpus considered, this study will offer a multidisciplinary overview of different disciplines: literature, music and cinema. In this selection, diversity will be prioritised, attempting, in this way, to provide more significant and plural data beyond the opinions of the most popular and canonical artists of this decade. The section devoted to literature will deal with Angus Wilson’s *Late Call* (1964), Veronica Forrest-Thomson’s early poems and Ann Jellicoe’s *Shelley, or the Idealist* (1966) and *The Giveaway* (1970). The chapter on music will be devoted to The Who and The Kinks. The works selected for the section on cinema still need to be considered as one of the challenges of this research is the blurred boundary between cinema and drama during this decade.

Francisco Liñeira González (UPV/EHU): “Genre, myth and ideology in Robert Jordan’s *The Wheel of Time*”

Secondary world epic fantasy sagas can be considered one of the main branches of popular literature throughout the second half of the twentieth century. Among these sagas, *The Wheel of Time* (Robert Jordan and Brandon Sanderson, 1990 – 2013) stands out both in terms of influence and scope, according to readers and specialized critics alike. My main aim is to study the way in which the literary and mythological influences present in the series relate to the contemporary social context. Throughout this kind of sagas, in which a group of heroes faces a threat, and more prominently in *The Wheel of Time*, interactions between various fictional cultures are presented alluding to situations of domination, displacement, and colonization. Although the present thesis is still in its first stages, and the twelve books of which the main series is comprised constitute a particularly thorny challenge, I aim to determine if it can be considered a representative example of its subgenre, which position holds in its evolution and in the contemporary cultural paradigm, and to investigate the implications of the mythical globalism it embodies from a structural and social perspective. Having as a starting point the ever-growing, theoretical fields of fantasy, cultural studies and postcolonialism, I am specifically interested in the relationships with the Other, power dynamics within the text and the structures by which reality and imagination are intertwined. This perspective, marked by the influence studies, allows me to delve into the American character of the saga and its connections with the *western*.

Lorena Martínez Vilchez (Universidad de Almería): “The handling of trauma in Ha Jin’s fiction”

This research project is focused on the narrative work of Ha Jin (1956), a Chinese-American writer who, after the Tiananmen Massacre of 1989, decided to indefinitely stay in the United States and not return to his natal country, China. Up until now, Ha Jin has written nine novels, four short story collections, seven poetry books and a book of essays. This thesis only examines his novels and short story collections by classifying them in two sections: (a) fiction that takes place in China and (b) fiction that takes place in the United States.

The trauma theories that are being used in this research project can help us understand the physical and emotional wounds that human beings suffer as a consequence of traumatic experiences such as gender-based violence, armed conflicts and suppression situations, the process of migration, or the consequences of revolutions. Because of this, studies like those made by Cathy Caruth, *Trauma: Explorations in Memory* (1995) and Laurie Vickroy's *Trauma and Survival in Contemporary Fiction* (2002) are relevant for this research project, along with other relevant pieces on trauma and literature fields.

The main objective of this research is to analyse Ha Jin’s fiction, from the different perspectives and analyses that we can study thanks to trauma theories, in order to explain the suffering that Ha Jin’s characters have to endure in their daily lives. In addition, one of the problems that I am facing right now, after classifying all of Ha Jin’s fiction, is choosing which novels will be analysed, taking into consideration the trauma theories and other studies that can be applied to them in the analysis.

Sofia Medina López (Universitat de València): “Eating disorders as coping mechanisms in transethnic North American Literature”

My research aims to establish a literary multiethnic study of how eating disorders serve as mechanisms to cope with the psychic consequences of cultural factors such as acculturative stress, body image, classism, racism and emotional, physical, and sexual abuse, aspects which affect women in different racial and ethnic groups in United States. The selected novels are Edwidge Danticat's *Breath, Eyes, Memory*, Julia Álvarez's *How the Garcia girls lost their accent*, Cristina García's *Dreaming in Cuban* and Margaret Atwood's *Lady Oracle*.

Through a literary analysis and comparison of the female characters in the multiethnic novels, my intention is to show how female bodies represent sites of resistance and transgression against patriarchal oppression and how eating disorders are a tool for healing from trauma and pain. Although the selected female protagonists have different origins and cultures, they all use their fragmented bodies as weapons to protect and heal themselves from multiple forms of oppression. Moreover, one of my main objectives is to show the connection between eating disorders and identity crisis and explain the relationship the female characters have with food as it serves as a form of self-expression.

The proposed methodology to conduct this literary research is a deep analysis and comparison of the novels and of the selected female characters. As well as this, a theoretical background will be built based on fields of studies such as Body Politics, Trauma Studies or Food Studies. The study will take an anthropological, psychological, cultural as well as literary approach, as it focuses on attitudes in society which are portrayed in literature.

One of the main challenges of this study has been to find novels and female characters that suffer from eating disorders in different ethnic groups in the United States.

The results obtained until the present moment are that there has been an increase of eating disorders in ethnic minorities in the United States and that eating disorders are used as survival strategies in response to social injustices

Rocío Moyano Rejano (Universidad de Málaga): “Shaping Ophelia: Ophelia's afterlives in the contemporary English novel and Pre-Raphaelite art”

Ever since its publication in 1603, Hamlet has proved a source of inspiration to successive generations of writers. There have been several "derivative works" of Hamlet that introduce the story from the point of view of other characters or transfer the story into a new setting or act as sequels or prequels to Hamlet. That is the case of Ophelia and the numerous rewritings that have been written from her perspective. Although this character appears in only five of the twenty scenes in Hamlet, Ophelia is mentioned in two of the others - by Polonius and Laertes. Not only has she been a source of inspiration for painters and filmmakers but also she has been examined by structuralism, deconstruction, poststructuralism, psychoanalysis, and new historicism.

This paper aims to provide an overview of Ophelia's afterlives in painting and contemporary literature by applying the concepts of reverse ekphrasis and interfigurality. The former is defined as “the visual representation of a verbal representation” (Stewart 89) and the latter is described as “the interrelations that exist between characters in different texts” (Müller 101). A corpus that consists of two parts clearly defined will be offered. On the one hand, a selection of two contemporary novels in which the character of Ophelia is introduced as the main character, Lisa Klein's *Ophelia* (2006) and Cynthia Reed's *Ophelia's Revenge* (2021) will be analyzed. In both literary texts, Ophelia's depiction is utterly different from the one described in Hamlet. To do that, the aforementioned concept of interfigurality will be analyzed and applied. As for the pictorial core, applying the above-mentioned reverse ekphrasis, John Everett Millais's “Ophelia” (1851-1852) will be discussed. This picture depicts

Ophelia floating in a river just prior to her drowning, which is described in a speech delivered by Queen Gertrude in Act IV, Scene VII of Hamlet.

Key words: Ophelia; afterlife; Pre-Raphaelite painting; reverse ekphrasis; interfigurality

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Zahra Nazemi (Universidad de Córdoba & Razi University): "When the Classical Images of Death Pervade O'Neill's Tragedies"

Eugene O'Neill's influence from the classical literature has been the subject of many studies. However, despite the fact that O'Neill demonstrates the relationship between love and death extensively in his plays, there has been no scholarship on his classical reception of death for love. In this article, which is part of my PhD project, I intend to analyze the revitalization of some classical Greco-Roman topoi dealing with death as a treatment to love in O'Neill's two tragedies, namely, *Beyond the Horizon* (1920) and *Mourning Becomes Electra* (1931). Laguna Mariscal's approach of topicology (1999) has been used to support the theoretical framework of the study related to classical topoi. It is argued that through the use of literary topoi, O'Neill incorporates more classical subtexts to his plays, thus enriching his works and dismantling the simplistic view of those who consider his plays imitations of individual Greek myths. Moreover, the development of these classical topoi in O'Neill's tragedies creates hypertextual relationships with Virgil's poetry. O'Neill's characters, like their classical Roman counterparts, consider death the only solution to their problems of love.

Key words: Literary topoi; Eugene O'Neill; murder for love; suicide for love; classical reception

Juan Carlos Ontiveros Gómez (Universidad de Oviedo): "(Re)Visions of lives in bondage: The lingering effects of slavery in contemporary neo-slave narratives"

The present study focuses on twenty-first-century neo-slave narratives that revisit the US slave past and on the legacy of the institution in African American and American society. Set in antebellum America, the stories serve authors to make a critique of current debates over race, identity, and the experiences of black people, through the use of elements that have been part of the African American literary tradition for centuries, such as magic, dreams, trauma, and memory. The thesis claims that these have been unifying elements in the (re)fashioning of an African American identity.

Objectives

1. Establish the characteristics of the genre, and their relation to slave narratives of the eighteenth and nineteenth centuries.
2. Analyze the recurrent elements in the twenty-first-century context and their relevance to the genre.

3. Examine how they are used in literature as points of cohesion for the group and as means to deconstruct the oppressive system that black people have had to endure throughout their history in the United States.

Methodology

Close reading and in-depth analysis of three contemporary neo-slave narratives; James McBride's *Song Yet Sung* (2008), Ta-Nehisi Coates's *The Water Dancer* (2019), and Afia Atakora's *Conjure Women* (2020). Theoretically, the thesis will draw on notions of trauma and memory (i.e., Cathy Caruth, Ron Eyerman). Use of secondary sources (*The Afro-American Novel and Its Tradition* (1987) and *Neo-Slave Narratives: Studies in the Social Logic of a Literary Form* (1999)); on magic and dreams in African American literature (Zora Neale Hurston, for her extensive work on folklore, voodoo, and conjuring, and Yvonne P. Chireau's *Black Magic: Religion and the African American Conjuring Tradition* (2006).

Challenges

Some of the difficulties found so far have been the inability to narrow down some of the theoretical aspects of the research due to the vast amount of existing material. The contextualization of the topic, particularly the first chapter has also been challenging because of the scope of the subject.

Noelia Ramos Soria (Universidade de Vigo): “*Nin o Chithaeglr lasto Beth daer; Rimmo nin Bruinen dan in Ulaer!*: The Celtic elements in the *Lord of the Rings*”

The world of *The Lord of the Rings* has been subject to numerous studies and comparisons that have sought to establish a link with all those cultural elements that may have influenced its creation. While Norse mythology has been commonly accepted (even by Tolkien himself) as one of the main references in the creation of his own fictional world, the role of cultural and mythological elements of Celtic origin has aroused some controversy. The aim of this study is to highlight those elements of the *Lord of the Rings* trilogy that are closely related to the Celtic world and to highlight their connection, whether intentional or unintentional, and how some of the artistic design aspects of Peter Jackson's trilogy have brought out or reinterpreted aspects of the original work in a Celtic key. The methodology used is based on the traditional empirical scientific method through the detailed study of the film pieces that make up the *Lord of the Rings* trilogy together with the three books. The lack of specific resources on the subject as well as the question of the Celtic legacy in Tolkien's work make the study difficult.

It is evident, therefore, that, despite Tolkien's irrational dislike of Celtic, there are several concepts and features of the cultures that cohabit Middle-Earth where numerous echoes of that culture resonate. For the most part of these are unconscious and unintentional choices, and they underline the persistence of Celtic culture even in the last two centuries.

Key words: *Lord of the Rings*; Celtic culture; English literature; J. R. R. Tolkien

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José Javier Torres Fernández (Universidad de Almería): “Identity, trauma and biopolitics in the AIDS literature of the United States and Ireland”

This project examines the representation of AIDS as a socio-political and biomedical crisis that has affected international politics and queer identities in American and Irish literature. Through queer literary criticism, works that address AIDS as a theme in both the United States and Ireland will be analyzed to study their views of HIV/AIDS-related stigma and the silence that accompanies it in the LGBTBI+ community from the 1980s until the present-day. Sex, the body, language, and drugs are central issues in this genre that reflect the reality and trauma of a group affected by originally addressed to as GRID (Gay Related Immune Deficiency) considered as a divine punishment for an exclusively gay population.

A great variety of attempts that explain and describe the disaster of the AIDS crisis from a social and medical point of view can be observed. The focus of this project is to analyze how the crisis is reflected in the West through literature. The first cross-cutting objective of this project is to examine how this social crisis influences queer thinking and identity, and how HIV and AIDS play a central role in the development of the ideas that are generated to explain the nature of the queer phenomenon and to define the queer community. Additionally, the ‘post-AIDS’ culture will also be addressed as the discourse that originates after development of medical treatment to halt the virus.

Given that the object of study of this research project is closely related to the LGBTBI+ collective, queer theory has been considered the most relevant methodology of analysis. Likewise, we will employ the critical discourse around AIDS, which was developed alongside the critical thinking and methodology of queer theory to shed light on the works addressed such as Tony Kushner’s *Angels in America* (1993), Larry Kramer’s *The Normal Heart* (1985), Colm Tóibín’s *The Blackwater Lightship* (1999), and the theatrical productions by Neil Watkins and Panti Bliss (Rory O’Neill)—*The Year of Magical Wanking* (2011), *A Cure for Homosexuality* (2010), and *A Woman in Progress* (2010).

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