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LINGUISTICS

Coord. M^a Luz Celaya Villanueva (University of Barcelona) and Cristina Tejedor Martínez (University of Alcalá)

Fathima Ansari (University of Alcalá): “Gender Representation in South Indian English Textbooks”

Taking into account the previous studies conducted in the field of gender representation in the Indian subcontinent and other parts of the world, we can construct a hypothesis that despite the efforts taken by the state educational boards of India to produce gender neutral textbooks, many EFL/ESL textbooks used in the southern states of India fail to attain that. In other words, I suspect that the representation of gender and gender roles in the textbooks used for this study do not reflect equality of male and female roles.

Objectives: To examine how gender is represented in English textbooks used in the primary level and secondary level of five south Indian states namely: Kerala, Karnataka, Tamil Nadu, Andhra Pradesh, and Telangana.

Research questions: How is gender portrayed in textbooks in South India? Are there any differences observed between the textbooks for the two educational levels? Are there differences in the use of language in the representation of male and female gender? What type of language is used to represent male and female gender? How is gender represented through pictures and illustrations in the textbooks?

Methodology: For this study I will take into consideration the social and linguistic aspects of gender representation in the textbooks. For the social aspect, a content analysis will be carried out, which will also include analysing pictures and illustrations. The analyses will be carried out according to the six dimensions covered in the analysis of stereotyping in textbooks categorized by Sunderland (1994: 55). For the linguistic aspect, a linguistic analysis will be carried out to examine words, phrases, clauses, and dialogues introduced in texts concerning gender and how they reflect stereotypes in the text. The linguistic analysis will be carried out by focusing on the six areas of linguistic analysis proposed in the Final Report, Hong Kong (2001).

Lara Armenteros Garrido (University of Valladolid): “The Evolution of Actors, Action and Argumentation in the #MeToo Movement”

On October 2017 the life of movie mogul Harvey Weinstein changed forever after *The New York Times* published an article detailing the sexual abuse he had been inflicting on women in the entertainment industry for decades. The women in Hollywood who openly spoke about it at first were a beacon of light to countless other women in society who came forth to claim they had been abused. It was this outpouring of public statements in the media across the world that revived the *Me too* movement rebranded under the #MeToo tag. The research question that is being investigated focuses on whether the profile and the platform of the women who revived the *Me Too* phrase are the reasons behind its success turning it into a global movement with a remarkable social impact. The main goal of this research is to prove that the social impact women in the film industry had when opening this interdisciplinary discourse afforded them the opportunity to affect the established societal power relations.

The proposed methodology consists of two stages; the first is the compilation of texts into a corpus, these texts are speeches tagged with the #MeToo and delivered by famous women at high profile events with a significant media coverage. In the text they speak about their own experiences and invite others to also do so. The second stage is the analysis of these texts using a three-level text analysis framework based on CDA approaches where the actors, action and argumentation are identified and analysed to finally provide a recontextualization that will lead to social actions. While the relevance of this topic is indisputable from the perspective of CDA and gender studies, it is challenging to define the parameters due to the scope of the media coverage.

Santiago Bautista Martín (University of Alcalá): “L2 Teacher’s Motivation: The Development of the Ideal Language Teacher Self in EFL Pre-service School Teachers”

The main topic of my proposal is the development of motivation in pre-service EFL school teachers. The hypothesis of this study is that it is possible to apply the *L2 Motivational Self System* sketched by Dörnyei (2005, 2009) to a group of L2 teachers in order to raise, keep and consolidate their motivation for teaching English to young learners. As Kubanyiva had claimed (2007, 2011, 2012 & 2014), the *L2MSS* seems to be applicable to L2 teachers and helps to increase their motivation through the reinforcement of their *Ideal Language Teacher Self*.

The main purpose is to design an intervention programme to be carried out with a sufficient number of pre-service school teachers who are completing a BA in Early Childhood or Primary Education. This programme would consist of a set of practical workshops that will require an active participation on the side of the participants, something that might eventually turn to be challenging due to their scarce availability outside their academic duties. In these workshops I would try to progressively strengthen their *Future L2 Teacher Selves* through different visualisation and narration techniques. In order to collect a series of data each of the participants will be interviewed at the end, so that I can know to what extent my hypothesis has been successful or not. Finally, a selection of significant data will be qualitatively analysed, for it seems that this research approach is more suitable to the nature of the matter I will be working on.

Paula Buil Beltrán (University of Zaragoza): “Subtitling as a Teaching Tool in English for Infant Education”

New technologies have invaded our daily live and this is reflected in the fact that, nowadays, nearly everybody owns an electronic device, from laptops to smartphones. As a consequence, the use of computers and the Internet inside the classroom is progressively more frequent. At the same time, subtitling as a teaching/learning tool has become more popular. For that reason, the research carried out by scholars such as Delabastita (1989), Sokoli (2006) or Talaván (2013) analyses how the adaptation of different tasks through the use of subtitling methods has some influence on the learning/teaching process. Therefore, in the aim of enhancing the reflective skills – commonly known as listening and reading – of university students of the degree of Infant Education, this paper uses an interlingual subtitling task in the learning process to analyse its effectiveness. In order to achieve the aim that has been set, this paper explores the use of Task Based Learning (TBL) in ESP classes and it shows a teaching unit related to Visual Literacy, a unit inside the teaching guide of Infant Education Degree. The method through which results have been drawn is based on the establishment of a control group and an experimental group. Both groups have been taught the same contents through different methodologies and similar materials, the first one using a more traditional method while the experimental group had used TBL and interlingual subtitles. The results will show to what point the implementation of subtitles inside the class can raise the student’s motivation, lowering their affective filter anxiety level (Krashen 1983), and can help them to improve their comprehensive skills in an enjoyable way.

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Ignacio Calle Rubio (Complutense University of Madrid): "The Study of Relative Clauses in 18th and 19th Century Australian English"

In the 18th – 19th century the use of relative pronouns was widely discussed (Lowth 1762; Murray 1795; Cobbett 1818). Throughout these centuries the English language was transported to other parts of the world and consequently its characteristics also travelled abroad. Australia is a particular case to be studied since convicts from England and Ireland firstly populated this colony. It may be observed how Australian English in contact with aboriginal languages and embedded in a singular context has evolved into a particular and specific type of English with its own grammar, lexical, syntactic and morphological features.

Firstly, the purpose of this research is to analyse the use of the different relativizers (*wh-*, *that* and *zero*) in a corpus that can be divided in private and public register, government English and speech-based texts in both 18th and 19th centuries. Bearing in mind the historical and linguistic context in Great Britain and the social profile of the first settlers in Australia, the central hypothesis is that the incidence of *wh*-relativizers is more widespread than *that* or *zero* depending on the type of text and the distribution of *that* increases steadily along the 19th century. This proposition leads to the identification of other objectives such as the search of evidence in the use of *that* or *zero* in formal registers, the role of prescriptivism, the use of pied-piping or stranding preposition and, therefore, the development of an endonormative Australian English.

Secondly, the corpus was taken from the website of the Australian National Corpus and divided into two periods [1788-1845] and [1846-1900] and, as mentioned before, into four categories: public written register, private written register, government English and speech-based texts. The relativizers studied are *who*, *which*, *whom*, *whose*, *that* and *zero* and the software used to find concordance hits was AntConc. Once the hits were collected, the analysis phase was carried out following the structure of (1) restrictiveness, (2) function and (3) absence or presence of preposition.

Finally, results show that *who* is the only relativizer that maintains its frequency in all categories whereas *which* and *that* struggle to control the subject position with inanimate antecedents. *Whom* and *whose* decline along the 19th century and *that* and *zero* increase their frequencies in informal styles.

Guiomar Castro Rubio (Complutense University of Madrid): "A Sociological Approach to the Translations of *Little Women* (1869) into Spanish: from 1933 and 2018"

I will study the Spanish social context under and after Francoism, because that is the period when the translations of *Little Women* started to bloom. Then the analysis of the translations from a sociological perspective will be carried out.

My research lays on two main hypotheses. The first one is linked to the following question: does translation create the social necessity or is the social necessity that creates translation? This is important as long as the translations of feminist writers could give a different social and cultural view of a country and they have a specific impact on the readers.

A second hypothesis claims that no translation act is innocent, and its goal is to have some influence in the target society. There is always an important reason to translate and all translators have a specific intention that reflects in their job, which might explain the presence of retranslations. My main objective is to show the existence and the relevance of the social role in literary translation. I also intend to focus on the huge influence that society and all social factors around have in the translation of literary texts, its impact, its relevance in the classification of a book in a social system, the choice of a specific strategy or work plan, the possible consequences derived from the final product and the emergence of the translation necessity itself. To prove this, a corpus of translations has been chosen as a means of exemplification.

Some of the challenges of this project are to establish a social model of translation analysis, which in this case must include censorship and the social conventions that may affect the translation.

María Cornejo Núñez (University of Sevilla): “The Acquisition of Postverbal Subjects in Spanish and its Information Structure by English-speaking Students”

The main focus of this study is the interaction between word order and information structure. The hypothesis is that the realization of postverbal subjects in Spanish might be sensitive to specific focus types. Our goal is to check whether the association between context(s) and word order variation is part of the competence of an English learner of Spanish L2 and to check possible difficulties in order to have a better understanding of language acquisition. We have conducted some experimental tests taking into consideration the influence of two factors: focus type (informative, corrective and broad focus) and verb type (transitive, unaccusative and unergative). These tests are intended for adults and children:

- a) Control groups Spanish L1: adults and children.
- b) English-speakers students of Spanish L2.

Adults: The test consists of a series of sentences/dialogues set in different contexts and a final question with four options proposing different word orders to complete the relevant micro-text. For each option the student should provide a judgement from 0 to 4. All options are grammatical. This test is distributed online and it is anonymous.

Children: A one-to-one question-(free) answer test with *The Smurfs* characters for the syntax-prosody analysis of Postverbal Subjects in L1 children. The test consists of a series of sentences/dialogues set in different audiovisual contexts and a final question that motivates the child's answer. The test was distributed as a power point presentation in two different sessions (2 weeks distance). Summary of preliminary results (children).

Information focus. SVO is the preferred order for all verb types. OVS (associated with left-dislocation) is a very frequent order choice. VOS (associated with in situ object) shows different values depending on the verb type. VSO shows very low values in general: right dislocation is not a real option in Spanish.

Corrective focus. OVS order is in general associated with this type of focus; however, VOS is preferred in some cases. SVO is a preferred option with all verb types. VSO is not an option in this case.

Broad focus. SVO is the preferred order for all verb types. Relevance of the VOS order in this case, which is the second option. VSO and OVS show very different values depending on the verb type.

Isabel Espinosa Zaragoza (University of Alicante), “*Peach, please!*: Colour Names in the Cosmetic Industry”

The cosmetic industry has experienced a remarkable growth in the past 15 years thanks to the social networks and globalisation -especially YouTube and Instagram- not only in terms of numbers but in terms of presence and importance in our society. Alongside this growth, and within this context, influencers have arisen and transformed the way cosmetic companies advertise their products and interact with consumers. Consequently, a closer look to the specific language of beauty and its characteristics must be paid.

To thrive in this highly competitive sector, apart from other extralinguistic marketing techniques, cosmetic brands resort to distinctive linguistic strategies with the intention of portraying the company's values and morals, being original by avoiding repetition of already existent colour denominations and provoking a reaction in the consumer so as to call for attention (Miller 2005). Hence, the use of specific attention-seeking linguistic strategies - semantic fields, humorous remarks, repetition, parallelisms, blendings, etc. - is to be expected.

This study focuses on lipstick colour names in the cosmetic industry, by means of manually collected data from the webpages of twelve cosmetic companies belonging to different brand types: luxury, high-end and drugstore. The selected corpus of colour names is analysed considering the spelling and phonetic-phonological, morphological, syntactic and pragmatic aspects.

The results, thus far, demonstrate that the use of basic colour terms is being reduced in favour of gradative, compound and/or fanciful colour names and the semantic field of culinary terms is still one of the most pervasive (Merskin 2007; Miller 2005). Furthermore, contrary to what can be expected from denominations for colours, that is, adjectives or nouns as names, there is a notable presence of short phrases and idiomatic expressions that do not hint nor help to identify the colour of the product.

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Juan Lorente Sánchez (University of Málaga): “A Sociolinguistic Study of the Third Person Inflection in Early Modern English”

In comparison with Old and Middle English, the Early Modern English morphology is “characterised by a further loss of inflections, and an increase in the number of prepositions and auxiliaries (grammaticalization), as expected of a language becoming more analytic” (van Gelderen 2006: 166). Despite this, three main variant forms have been attested with verbs in the third person present-tense singular: the suffix *-(e)s*, *-(e)th*, and the uninflected zero form (Kytö 1993: 114).

The inflection *-(e)s*, on the one hand, first emerged in 10th century Northumbrian texts and spread to the rest of the country by the early 17th century, while the southern *-(e)th* prevailed in some regional dialects and in formal or elevated contexts (Nevalainen 2006: 90; Kytö 1993: 114-115; Lass 1999: 162-164). The uninflected zero form, in turn, begins to gradually disappear in Early Modern

English from the standard language, but survived in local dialects (Holmqvist 1922: 134-137, quoted in Kytö 1993: 114).

Even though the phenomenon has been extensively addressed in the literature from linguistic and extralinguistic standpoints, sociolinguistic factors, as regards the age and social class of the informants, have been generally left unexplored. The present study, therefore, contributes to the analysis of the development of these inflectional forms in Early Modern English with the following objectives: a) to evaluate their quantitative and diachronic distribution in the period 1500-1700; and b) to determine, if any, the sociolinguistic profile of the informants in the selection of a particular variant form. The corpus used as source of evidence is the parsed version of the *Corpus of Early English Correspondence* (CEEC), containing 2.6 million words of personal correspondence from 1410 to 1681. This corpus includes socio-biographical data about informants, thus becoming the appropriate input for the study of the sociolinguistic background of these forms in competition in Early Modern English.

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Inés Lozano-Palacio (University of La Rioja): "Convergent Perspectives on Irony: a Meta-theoretical Study of Irony in Pragmatics, Cognition and Literary Analysis"

Irony has been the object of study of a wide variety of language-related disciplines, including literary theory (cf. Hutcheon 1994, Booth 1974, Muecke 1969) and linguistics (cf. Grice 1975, Clark and Gerrig 1984, Wilson and Sperber 2012, Wilson 2006, 2009, Yus Ramos 2000), the former offering a more socio-historical perspective that contrasts with the more systematic and strongly analytical approach provided by linguistics. However, these two disciplines have developed their approaches largely ignoring each other. The present study claims that in order to provide a complete study of irony, there is a need to enhance mutual cross-disciplinary dialogue with a view to producing a constructive-integrated perspective. Following this premise, this study combines insights from inferential, cognitive linguistics, and literary theory. It acknowledges the centrality of the relevance-theoretic notion of the echo (cf. Wilson and Sperber 2012), taken as a cognitive mechanism rather than just a pragmatic phenomenon (cf. Ruiz de Mendoza 2017). In this view, irony arises from the clash between an echoed and an observed scenario, which reveals the speaker's attitude. In order to carry out this study, we proceeded to elaborate a data base that so far includes 100 instances of irony extracted from everyday language, films, sitcoms and literary works. In this data base irony is analysed from both the perspective of the echo-based approach and socio-historic context of production, which has provided a taxonomy of interpreter and ironist types, as well as the possible outcomes and felicity of the ironic act (Ruiz de Mendoza and Lozano-Palacio 2019). These results prove the need to take the ironist and the interpreter as equally important elements in the ironic act. This analysis has also shed light on the evolution of ironic mechanisms throughout history, yielding a classification of basic and re-adapted ironic uses (Ruiz de Mendoza and Lozano-Palacio 2019).

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Macarena Palma Gutiérrez (Universidad de Córdoba): "Lexico-semantic and Discourse-pragmatic Aspects of the English Middle Construction: A Usage-based Approach"

The main topic of study in this research project is the symmetry in the underlying structure of the NP and the Clause (see Rijkhoff 1991, 2005, 2008) in the English middle construction. Through a Usage-based approach, we will analyse the lexico-semantic and discourse-referential aspects that legitimise the acceptability of middle expressions whose nominals and/or predicates would otherwise be excluded from a middle reading (*contra* Levin 1993 and Fagan 1992).

In order to carry out such revision, we will base on Heyvaert's (2001, 2003) and Davidse and Heyvaert's (2007) semantic typology of middles, which includes different types of less prototypical middles. In addition, we will also employ the Theory of *Qualia* structure (Pustejovsky 1991; Yoshimura and Taylor 2004) to apply it to both the model of the symmetry in the underlying structure of the middle nominal and predicate, as well as in the elaboration of a typology of inanimate entities functioning as middle Subjects, by taking account of two parameters: (i) features of the semantic typology of middles and (ii) the process of compositional cospecification in the English middle construction (Yoshimura 1998). This project pretends to tie Davidse and Heyvaert's semantic typology of middles to the Theory of *Qualia* structure, paying special attention to those cases which do not follow the conventionally accepted pattern $Qt \square Qc$ in semantic shift in compositional cospecification in the English middle construction. In addition, this project also intends to associate the above-mentioned Theory of *Qualia* structure with Rijkhoff's (1991, 2005, 2008) model of the symmetry in the underlying structure of the NP and the Clause.

This project will be based on a corpus study of contextualised examples to examine instances already analysed in the literature, as well as examples taken from linguistic corpora, basically COCA, BNC, the Linguee Online Dictionary, and the WebCorp.

Daniel Pascual (University of Zaragoza): “The Pragmatics of Research Project Websites and Social Networks: Conundrums in the Study of Dynamic Digital Genres”

Scientific and academic research is spreading over in the form of digital texts, genres and media, which offer research groups the possibility of a larger audience and, therefore, a bigger impact. Among other assets, websites and social media stand out for their affordances, as they allow research groups to present their results in visually and linguistically enticing ways. In this pursuit, pragmatic strategies play an outstanding role. In this scenario, my PhD thesis aims to identify and analyse the most prominent pragmatic strategies used in the digital genres included in project websites and social media by international research groups. For such an analysis, 30 websites have been selected from projects within the European H2020 program, all of them including the partnership of the Universidad of Zaragoza.

This presentation will focus on the methodological problems encountered when analysing digital discourse from textual and rhetorical approaches traditionally applied to written discourse and will provide a possible taxonomy of pragmatic strategies derived from the corpus analysis. As part of my findings, I will first discuss feasible methods and ongoing problems for corpus compilation of digital texts, considering their dynamicity and periodically update, hence instability. Second, the rhetorical structure of genres, as traditionally studied, will be questioned when entering the digital sphere, so new useful criteria for digital discourse analysis will be proposed to identify genres and explore their rhetorical structure. Finally, I will show potential rhetorical correlations between web content, sections in the web, and individual genres.

A preliminary taxonomy of pragmatic strategies will also be presented as part of my results, which will help understand the differences in use according to those contents or sections. In turn, this will enable us to observe the nature and purpose of the digital genres employed by research groups for their international projects.

Eva Piñeiro (University of Santiago de Compostela): “Language Contact: The Influence of English in the Hispanic Community of the United States”

The objective of this study is to explore a case of language contact between English and Spanish in the United States. Specifically, this research aims to analyze the language used by the online Hispanic press published in the Northeast of the United States, paying close attention to the concept of lexical anglicism. As a starting point, I have posed the following research questions:

1. Are anglicisms really taking over Spanish in Hispanic newspapers in the US?
2. Are the anglicisms used by the Hispanic press different to Peninsular anglicisms?
3. What is the frequency of these anglicisms? Are they very common or rather marginal?
4. Is there a predominant type of anglicism and do they belong to a particular semantic field?

As far as the methodology is concerned, this study is corpus-based (30,000 words). Each of the 23 publications selected was described in terms of the date of its foundation, readership and sections. Some of the sources used for the selection of these publications were the *Hispanic Yearbook* (2008-2009), *Allied-Media Corporation* and *Veciana-Suárez's Hispanic Media, USA*. I focused on their headlines (30 per section) and compiled all of those which included anglicisms. The anglicisms recorded (around 3,000) were entered into a database according to their type, semantic field, inclusion in reference and anglicism dictionaries, presence in *CREA*, frequency, etc.

Most of the problems encountered were mainly those involved in the selection of publications and classification of anglicisms.

Preliminary findings show the following:

1. Only around 10% of headlines register anglicisms.
2. There are no significant differences between American and Peninsular anglicisms.
3. There is a predominant number of pure anglicisms in relation to other types.
4. The semantic fields of sports, and social life and human types seem to be the most productive, followed closely by technology and mass media/entertainment.

Yonay Rodríguez Rodríguez (University of Santiago de Compostela): “Students’ Beliefs about Learning English as a Foreign Language: A Survey at the University of Santiago de Compostela”

Within the area of language learning, this project focuses on the learner’s individual differences or IDs (Ellis 1994) in language acquisition. IDs have been researched on considering different variables, one of which is students’ beliefs. This study has as a main objective an exploration of the beliefs that USC students have about learning English as a foreign language (EFL). Therefore, it seeks to answer the following questions:

- What beliefs about EFL learning do USC students hold?
- Do USC students share a common pattern of beliefs?
- Are the USC students’ beliefs similar or different to those of other students in other countries?
- What are the main learning strategies and the general approach to foreign language learning used by EFL students at the USC?

A tailored version of the *Beliefs About Language Learning Inventory* (BALLI) designed by Elaine Horwitz (1988) and semi-structured interviews have been used to survey 30% of the USC students learning subjects in English in all schools and faculties; that is, a total of 550 learners. The questionnaire has been offered online in Galician, Spanish and English.

Some practical issues have marred the smooth progress of the data collection process, namely: outdated or inconsistent information about degrees and programs on the website, unanswered e-mails by teachers and a low response rate to the online questionnaire by students.

Preliminary results indicate that USC students seem to share a common general pattern of beliefs; yet, there are some differences as per areas of knowledge and sex. They all consider language aptitude an important factor of language learning, they take advantage of the opportunities they have to practice the language and they find EFL learning a difficult process.

María Luisa Simón Nieto (University of Alcalá): “Anglicisms in the Peninsular Spanish Linguistic Landscape”

Considering the latest research on Anglicisms and borrowed words in the different fields and the increasingly strong impact of English on the Peninsular Spanish, one could easily presume that English is permeating the Peninsular Spanish language on a broad scale. This fact can be proved through the study of the Linguistic Landscape by comparing three Spanish cities: Ávila, an area of Madrid and Toledo. The present study is part of my Doctoral Thesis, which will shed light on it and help confirm or refute this hypothesis. Consequently, it is aimed at attaining the following goals:

- a) Describe the changes enhanced in the Peninsular Spanish language as a result of the action of English in Spain, particularly, in Ávila, an area of Madrid and Toledo.
- b) Explain the use of new Anglicisms and loanwords in the Linguistic Landscape of the Peninsular Spanish based on the corpus compiled.

- c) Assess to which extent new words taking English patterns as a model have been coined in the Peninsular Spanish.

In terms of methodology, a linguistic corpus is being compiled based on the Anglicisms found in Ávila, a traditional area of Madrid and Toledo. It consists of photos of signs, posters, and banners in English exposed in the streets, shops, and buildings of these cities. The diverse assortment of data sources with the analytical procedures of this research are mostly nurtured by some of the most influential linguists' typologies, that is, Juan Gómez Capuz and Chris Pratt's studies.

This investigation tackles some difficulties, such as theoretical problems, the unit of analysis, and the dynamic nature of the Linguistic Landscape. Nonetheless, this quantitative and qualitative analysis will reveal and ponder on the complexity of the Anglicisms in the Peninsular Spanish Linguistic Landscape.

LITERATURE AND CULTURE

Coord. José Luis Chamosa Martínez (University of León) and Alberto Lázaro Lafuente (University of Alcalá)

Isabel Berzal Ayuso (University of Alcalá): “The Meanings of Humour in English and Spanish Academic Novels”

Since the publication of, among others, the work by Kingsley Amis and Malcolm Bradbury, academic novels— that is narrations of length that deal extensively and significantly with university life and feature an academic as one of its main characters— have had humour as one of their most often found characteristics (Moseley, 18). In the case of the Spanish academic novel, which emerged later than in England, in the late 1980s, humour is also present in several of these novels (García Rodríguez 2015).

Given that humour is one of the most recurrent elements in this type of fiction, this project wants to study the role it may have had as a key element in the evolution and popularity of this subgenre in both Spain and England. To do so it hopes to elaborate a typology of humour and analyse it through a miscellaneous approach that combines philosophical theories of humour and laughter with literary theory on satire, parody and comedy. The aim is to try to disentangle in these two bodies of literature the different meanings of humour and study how those affect the representation of university as well as the reading experience and the form of the academic novel as such.

The main methodology of this study, therefore, is that of comparative literature understood as paying a similar quantity and quality of attention to a selected number of novels against an abstract common ground (Brown 2014). The corpus selected is formed by five English and five Spanish academic novels published from the 1990s to the present—as there are hardly any earlier examples in Spain—which are studied against the common ground of humour and the main characteristics of academic fiction.

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Gorka Bracera (University of the Basque Country, UPV): “Radical Environmentalism in Literature: A New Dimension in Human and Natural Relationship”

The main topic of my research is radical environmentalism in literature, and it will be carried out in the context of ecocriticism. Ecocritical studies are concerned with human-natural relationships and by studying radical environmentalism in literature it will be showed that new kind of relationships have being formed and developed in the XX-XXI centuries.

The objectives of the research will be three, but the first two analyses will be used as a basis for the last one which is the main focus. First of all, attention will be paid to nature writing and more

traditional relationships between humans and the natural world in certain literary works. Then, the environmental impact caused by industrial and capitalist powers will be analysed. Finally, considering the analyses of the two previous topics, radical environmentalism in literature will be studied paying attention to different aspects: actions, ideas about conservation.

The literary works that will be the object of study are *The Monkey Wrench Gang*, *Hayduke Lives!* (both written by Edward Abbey), *Jokerman 8* (by Richard Melo) and *The Secret World of Terijian* (by an anonymous author). It must be said that this topic has not been object of literary analysis, especially due to the fact that the developing social movement has understandably caught all the attention. The boundaries between reality and fiction are somehow blurred in these works because they had a considerable impact in the real-life movement while the works have been influenced by real-life events or people. Despite the problematic fact that radical environmentalism has been labelled as terrorism the analysis of the works will depict it as another kind of human-natural relationships. Finally, it has to be mentioned that this topic allows further research because examples of this environmentalism are also present in cinema, videogames and even in music.

Alba Fernández Alonso (University of Burgos): “Langston Hughes’s Literary and Ideological Contributions to the Harlem Renaissance”

The topic of my dissertation is the contributions to the Harlem Renaissance cultural and literary movement of one of its more prolific writers, Langston Hughes (1902-1967). More particularly, my research focuses on the levels of resilience detected in a selection of his poetry in his early career years. The emergence of resilience springs from both the protective factors linked to the African American culture, racial socialization and social support networks, and the author’s innate optimism and energy. Part of this research work will be published at the end of 2019 in *Miscelánea*, a high-quality impact journal. Moreover, this attitude of resilience is a mere example of the many transformations that Hughes’s personality underwent throughout his career and personal evolution. The blooming of a more revolutionary and militant tone in the 1930s that drifts him apart from the ethnic nationalist tone his works were larded with in his early years, somehow illustrates how the author never stopped evolving both literary and psychologically. Another weighty part of my research focuses on the comparative analysis on cultural and ideological grounds of the works published before and after the early 1930s.

Furthermore, my background as a professional translator aroused my interest in the translations of the Gypsy Ballads by Federico García Lorca that Hughes did after a trip to Spain in the late 30s, which I am currently analyzing in parallel. The collection at the Beinecke Rare Book and Manuscript Library, University of Yale, where I will be conducting research in August 2019, holds a collection of manuscripts and materials under the name The Langston Hughes Papers, where drafts and annotated copies of this translation project not yet digitalized can be accessed. Consulting and studying these manuscripts will grant me the opportunity to reach a further analysis of information otherwise not available.

Tania Figueiras Campos (University of Santiago de Compostela), “The American Dream ‘Upside Down’: Decoding Sociocultural Anxieties through *Stranger Things* and the American Horror Science Fiction Literary Tradition”

Throughout literary history, the horror science fiction genre has proven to decode society by unearthing its most critical anxieties. In this light, traditional North American horror science fiction has not only contributed to undertake the unraveling of such concerns within the American culture and its collective and idealistic ‘dream’, but also transcended time boundaries in terms of influence.

The Duffer Brothers' series *Stranger Things* (2016) displays a large list of influences from the genre's most salient representatives in the country, from early science fiction pieces by the hand of Edgar Allan Poe to one of the most recognizable writers of the genre at present, Stephen King. Being set in the 1980's and making clear references to sci-fi films of the time, the series has become a worldwide acclaimed blockbuster.

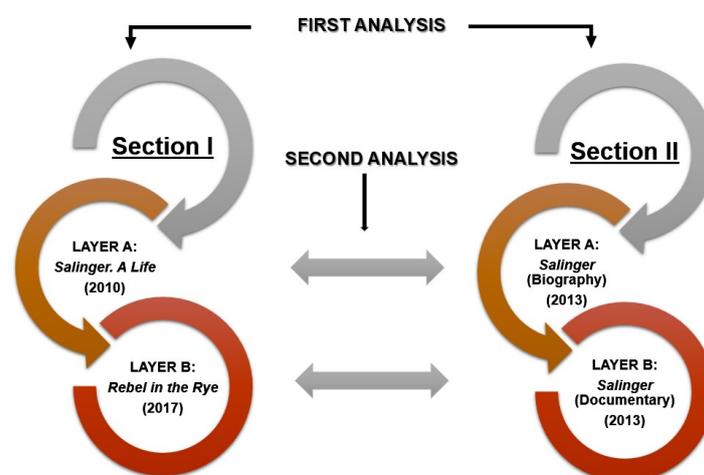
The central aim of this thesis is to demonstrate how *Stranger Things* is the utmost representation of North American horror science fiction tradition and, as such, how it manages to carry out one of the most essential purposes of the genre itself: to decode American culture and history into the most relevant social anxieties and desires.

Taking comparative literature, pop culture and mass theory, film adaptation studies and cultural studies as my main theoretical perspective, I intend to carry out a comparative study between a specific corpus of traditional American horror science fiction texts —both in literature and film— and the Duffer Brothers' *Stranger Things* regarding, firstly, the strong impact of several of the former works onto the latter, and, secondly, their social repercussion within pop culture. Furtherly, I will explore how the texts illustrate the nation's values, fears and the multiple interpretations of the 'American Dream', and how horror science fiction elements and techniques function in order to represent such concerns.

Susana García Montosa (University of Granada): "Fiction and Reality in Life Narratives about J. D. Salinger"

Following the research lines of adaptation studies and life narratives, the purpose of my doctoral thesis is to analyze the relationship between reality and fiction in biography, biopic and documentary about J.D. Salinger, more precisely, the biographies *J. D. Salinger. A Life* by Kenneth Slawenski (2010) and *Salinger* by Shane Salerno and David Shields (2013), and their filmic counterpart adaptations, the biopic *Rebel in the Rye* by Danny Strong (2017) and the documentary *Salinger* by Shane Salerno (2013). The hypothesis is based on the belief that what we find in these life narratives about the American author is a case of multilayered adaptation.

The investigation unfolds in a double analysis consisting in a first analysis biography-biopic in section I and biography-documentary in section II, and a second analysis biography1-biography2 and biopic-documentary, as you can see in the following chart:



The main aim of this thesis is to find out what the studies on life narratives add up to adaptation studies by conducting the previously mentioned analyses. Similarly, other important objectives are focused on analyzing the identification of Salinger with some of the characters in his literary

production or investigating the influence of Salinger in other artists. To achieve these aims, several different theories and approaches will be used as methodology, including close reading, comparative analysis and transmedia and multimodal narrative theory, and most importantly, theories of narrativity, intertextuality and intermediality.

The comings and goings between reality and fiction that may be found in the above-mentioned analyses can make us question if there is a limit at all. My hypothesis is that it doesn't have to be. It can be a case of multilayered adaptation, one in which different filters overlap to create intertextual stories and characters that mingle until the line between them becomes blurred.

María Heredia Torres (University of Granada): “Jane Austen and Transmedia Narratives: Analysis of the Web Series Based on her Novels”

The main aim of this thesis is to analyse different transmedia web series which adapt the works of Jane Austen. In order to do this analysis, different theories will be applied to explore certain aspects of these adaptations. First, I will apply classical narratological frameworks (McFarlane 1996) to study and determine the type of narration that is used in these web series. Then, the extra-cinematic factors will be analysed using different approaches (Stam 2017; Cartmell and Whelehan 2010; Cardwell 2007) to discover how the adaptation and modernisation problems have been addressed. Moreover, the transmedia elements themselves will be explored to discover how different social networks have been used to narrate the story. To this end, I will apply transmedia storytelling strategies (Jenkins 2011; Scolari 2012) and transmedia adaptation studies (Voigts and Nicklas 2013; Ryan 2017) as well as new media theories and analysis of the usage and function of the social networks used to tell these stories. Furthermore, the reception of these new adaptations and the interaction with the audience will also be studied. The most important challenge that will be faced is the interdisciplinary nature of the study itself because I attempt to discover how different elements and social media platforms have been connected to adapt Jane Austen's works in a completely new and innovative way that modernises and retells classic novels written between the 18th and 19th centuries. Finally, this analysis will allow us to propose a classification that could be used in the future to explore this type of adaptations taking into consideration all the aspects above mentioned. This is relevant because it can open a new path both in adaptation studies and in transmedia storytelling and will enable us to go beyond traditional adaptations and implement a new way of connecting with the original text.

Andrea Llano Busta (University of Oviedo): “Gendered Traumas and Emotional Landscapes in Contemporary Fiction by Indo-Diasporic Writers”

Over the last couple of decades, there has been an increasing interest in decolonising the field of Trauma Studies (Rothberg 2009; Craps 2013). However, the research to date has tended to focus mainly on challenging the Eurocentric prevalence of Western conflicts, theories and values with little attention paid to the incorporation of the overlooked experiences of the female population. Accordingly, the current study seeks to explore the gendered nature of trauma—from Partition in 1947 to migration and present-day violence—and its intergenerational and transcultural reach as presented in selected contemporary narratives by Indo-Diasporic writers.

For that purpose, the analysis adopts an interdisciplinary approach that draws on postcolonial (Butalia; Pandey; Spivak), feminist (Braidotti; Butler; Gubar), trauma (Das; Hirsch; LaCapra) and affect theory (Ahmed; Hemmings; Raymond). Beyond the main objective previously stated, there is an additional threefold aim: (a) to study the impact of collective traumas on individual psyches in search of patterns of behaviour that replace binary thinking with fluid identities; (b) to delve into the potential of sorority as a means to subvert victimization; and (c) to determine the power of literature to represent and develop empathy, particularly with regard to Western readers.

Although results and valid conclusions remain inevitably limited at this early stage, it is possible to foresee marked distinctions between the impact of key traumatic events for men and for women. Likewise, those disruptive scenarios may even foster the establishment of female friendships among otherwise dichotomous characters, thus drawing attention from a painful episode and highlighting its potential overcoming. Therefore, the future findings of this study seem likely to contribute to the decolonisation of Trauma Studies from a gender perspective that also encompasses regeneration in the aftermath of trauma.

Teresa Martínez Quiles (University of Alicante): “Friendship in Contemporary British literature”

The topic of my doctoral thesis is the study of female friendship in contemporary British literature, particularly late 20th century and 21st century novels. My main aim is to explore the representation of women's relations in a series of novels in an attempt to illuminate contemporary debates over female friendship. I will adopt an intersectional perspective, which will allow me to interrogate race and gender configurations. Furthermore, I will analyze these relations from a personal and political point of view in order to observe the ways in which the affectivity and conflicts arising from the interaction between female characters contributes not only to their subject--formation but also to their empowerment. My initial contention is that female friendship has transcended the private sphere, offering a community of choice that can serve as an alternative to traditional ties in the achievement of unconventional life goals. Nevertheless, I will not ignore the tensions and personal conflicts within these relations, which are not romanticized.

This qualitative study will be carried out within a framework composed by philosophical, feminist and ethical theories. Apart from discourses on friendship (Aristotle, Derrida), I will draw on feminist theories concerned with the social Self (Friedman, Held), the mother/daughter relation (Hirsch, Chodorow) and postfeminism (Harris, Winch). Finally, the main challenge of the study is the need to narrow down the selection of authors for the sake of feasibility. While I am still considering relevant authors from outside the UK or with loose ties to the UK, I am focusing at the moment on Black British and South Asian women writers.

Irene Repiso Rodríguez (Universidad Autónoma de Madrid): “Romantic Nature and the Female Sublime in English and American Women Writers”

How was the relationship between Nature and Romantic women writers? In the eighteenth and nineteenth century, women were educated not to enjoy the open natural spaces but to stay at home. Even though, we find female characters who like walking in Jane Austen's novels, and brave girls who do outdoor exercise in Louisa May Alcott's *Little Women* (1868). The same happens with the traditional male aesthetic experience of the Sublime. In the last decades, feminist criticism has researched many examples in which British and American Romantic women writers used alternative approaches to the male Sublime experience.

The main topic of my thesis would be to explore how some British and American women writers during eighteenth and nineteenth century used the aesthetic experience of the Sublime with an ethical purpose: to celebrate their union with Nature and develop an identity of prudent and intelligent women. I would consider three approaches: first, a “domesticated sublime” (following Anne K. Mellor's term) where women expressed a communion with Nature and used their reflections on the benefit of the community (as in Mary Wollstonecraft's and Margaret Fullers' essays, or in less researched writers like Lady Morgan or Susan Ferrier); second, a Sublime experience inspired by facing the complexities of domestic life and society, as in Jane Austen's and Louisa May Alcott's novels); and third (and more challenging, because it is somehow related to the male concept of the Sublime), a Sublime experience inspired by a fierce Nature, either as a total awareness of the power

of natural forces (Mary Shelley's *The Last Man*, 1826) or as the free will of being totally melt in it (Emily Brontë's *Wuthering Heights*, 1847). I would like to prove that all these Sublime experiences share a common and respectful purpose: to inhabit the Nature, not to master it.

Sara del Río del Río (University of Vigo): "Treatment of Sexual Violence in 21st-Century Young Adult Fiction in English"

My thesis will offer a theoretical approach to sexual violence and rape culture in Young Adult novels of the 21st century written in English, through the methodological lense of intersectional feminism. Sexual violence is not a problem that affects only adult women. According to RAINN (Rape, Abuse & Incest National Network, U.S.A.) "females ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault" in the U.S. A thorough analysis of the literature that is directly targeted at young girls and boys will help reveal what kinds of messages this sector of society is receiving through the fiction they read.

The thesis will analyze different types of young adult novels which deal with the topics of sexual violence towards girls and the way rape culture affects them. The novels chosen will include different cultures and experiences, so that they present a global idea of how this violence affects girls worldwide. The analysis will focus on how rape culture permeates all aspects of society (from gendered insults, rape jokes, catcalling and slut shaming to rape).

The main objective of this thesis will be to analyze the following aspects in the novels selected:

1. Consent vs. desire
2. Idea of the perfect victim. Concept of slut and victim blaming.
3. Effects of trauma on the victims.
4. Justice and reparation.
5. Perpetuation of toxic gender roles by love interests.
6. Whether the novel perpetuates or challenges rape culture.

The main challenge I can see for my research is the lack of academic texts about the YA novels, since most of them have been published very recently. There are, nevertheless, many feminist authors who have written extensively about the topics of sexual violence and rape culture.

Estrela Rivas López (University of Vigo): "InBIvisibility: Bisexual Erasure and Bisexual Narratives in Contemporary Cinema"

My aim with this project is to contribute to the study of contemporary cinematic representations of bisexuality. Currently, I am working on the first chapter of my project, in which I have carried out a quantitative and qualitative analysis of the representation of lesbian, gay and bisexual (LGB) characters in Hollywood. My aim with this chapter is to prove the underrepresentation of queer characters in comparison to heterosexual ones, but also to demonstrate the greater invisibility of bisexual folks on screen in comparison to lesbian and gay ones. I have done this by counting the number of LGB and heterosexual characters present in the fifty highest grossing films in the USA from 2000 to 2018. My results show a total of 97.7% heterosexual characters, 1.5% gay, 0.4% lesbian and 0.4% bisexual ones. That is, only a total of 2.3% of characters have been LGB in the 950 most popular films during the last decades in American cinema.

In my qualitative analysis I have examined each sexually-diverse group individually, highlighting the most prominent stereotypes that have been present in their portrayals over the years. Regarding bisexual characters, I have observed that filmmakers generally rely on detrimental stereotypes associated to bisexuality; namely, that it is equal to promiscuity, experimentation or confusion.

Moreover, bisexual women are more represented as a result of them being fetishized and sexualized, while bisexual men are less visible. In general, discourses of bisexuality have been appropriated in film in order to construct comedic scenarios but without actually giving bisexuality the visibility it needs.

On a general note, my conclusion is that, even though depictions of LGB people have changed over the years, now being less overtly homophobic, Hollywood is still dominated by heterosexual and monosexual discourses.

Sara Villamarín Freire (University of A Coruña): “Representations of Father Figures in Contemporary American Literature”

My dissertation explores diverse configurations of fatherhood in contemporary American literature through the study of a corpus formed by Cormac McCarthy’s *The Road*, Alison Bechdel’s *Fun Home*, Paul Auster’s *The Invention of Solitude*, and Harper Lee’s *To Kill a Mockingbird*. In doing so, I pursue two main objectives: first, I aim to offer a concise review of the concept of fatherhood and its portrayal from the colonial period until the 1960s. Second, I seek to complete this chronology by examining the representation of father figures nowadays, thus aiming to unravel the transformations fatherhood has recently endured, as well as the manner wherein these transformations have been conveyed in literary texts.

Consequently, the dissertation has been structured according to this twofold division. I have first included a theoretical section including an account of the manner wherein fatherhood has been constructed and consolidated through its representation in cultural artifacts. Afterwards, the analysis of the aforementioned literary texts will ensue. In my approach to both sections, I have relied on gender studies, masculinity studies, psychoanalysis, and ethics (including works by Michael Kimmel, Michel Tort, Kelly Oliver, Massimo Recalcati, Judith Butler, Adriana Cavarero, Emmanuel Levinas, Jacques Derrida, and Luigi Zoja, among others).

In my view, the fact that some of these authors have sought to approach father-child relations from the perspective of ethics opens an interesting alternative to the traditional vision of the father as a breadwinner/sex role model. However, this argument has also been used to justify a gendered-biased conception of commitment, hence transforming responsible fathering into a cover-up for reactionary backlash against gender equality. In my dissertation, I reflect on the adequacy of fatherhood as a potential model for masculinity nowadays by exploring the intricate relation between fathering, masculinity models, ethics, and artistic creation in American letters.

Bo Zhang (University of Huelva): “Reception and Censorship of the Work of George Orwell in China”

My research is still in the first steps of the development of the doctoral thesis. I am currently in the phase of gathering information and bibliography. I start mainly from the analysis of the literature review based on the exhaustive work already accomplished on the censorship and reception of Orwell in Spain carried out by Lázaro Lafuente. The critic (2002) points out that George Orwell, apart from being a writer with an accredited anti-imperialist and anti-fascist trajectory, was known for his unequivocal reputation as an anti-communist, firmly denouncing the excesses of Soviet Stalinism. Taking into account such affirmation and among many other aspects, my study investigates the reception of this author in the Chinese political context. I will explore the reception of the Orwellian work in the communist system of mainland China in order to prove that in an initial stage his work was clearly censored. Nowadays in China its translations curiously demonstrate the tendency to the openness as well as the acceptance of the author’s ideas in the 21st century, where the discourse of political correctness is always considered as a vital factor.

I will apply a methodology which combines quantitative and qualitative analysis of the author's work. First, I will trace all the Orwellian translation works relying on the recent studies carried out by Chinese scholars, as well as exploring the studies concerning this British author in European and American academic fields. Secondly, I will justify my selection of corpus taking into account that in mainland China the study related to Orwell (Chen 2012) has concentrated predominately in two books: *Animal Farm* and *1984*. Basing on the existing Chinese versions, I will intend to detect and clearly describe the interventions of political censorship in the reception process, exposing concrete examples of manipulation in the translation and also explaining the current patterns of the political acceptance relating to the author.

I hope to demonstrate results that evince on the one hand the clear tendency to the censorship, a strategy that not only seeks to suppress certain passages relating to political ideology, but also neutralizes and even manipulates the critical attitudes towards the Communist Party. On the other hand, resorting to a diachronic graph of the data collected, my considerations will allow to verify the theory of Lu (2011: 58). According to him, after the Great Cultural Revolution, the reception of western literature in China has been less submitted to the political correctness, however, as I will prove in my thesis, its influence still persists.

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