

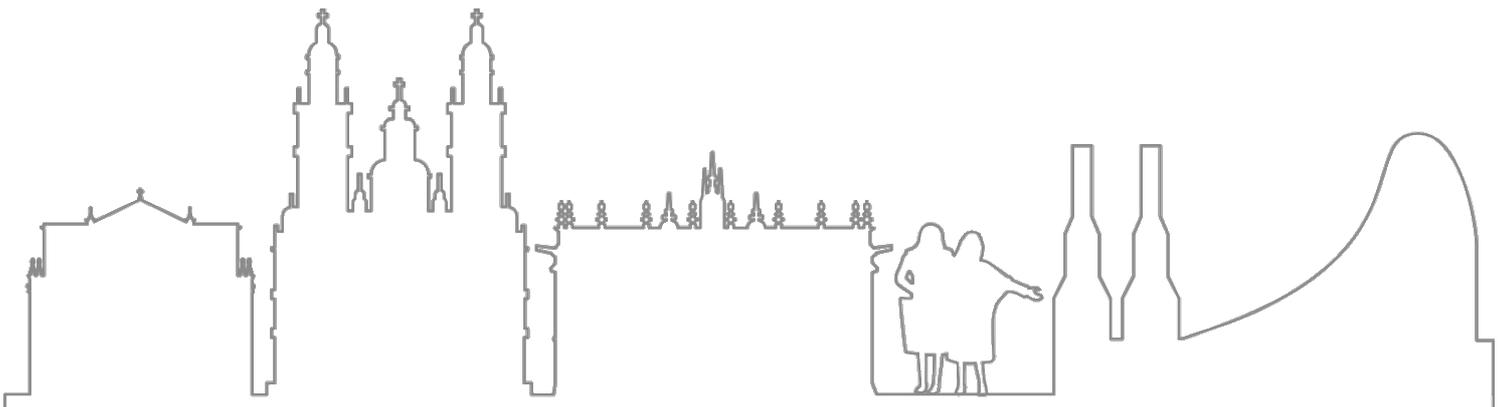
# Book of Abstracts

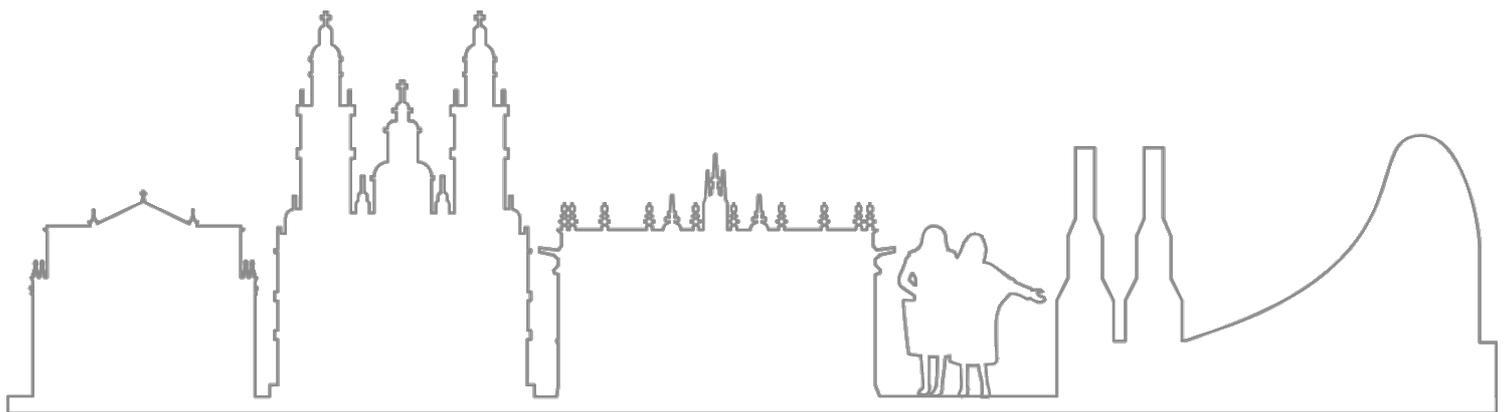


## SdC IWoDA

International Workshop on Discourse Analysis  
Santiago de Compostela

September 26th–27th 2018





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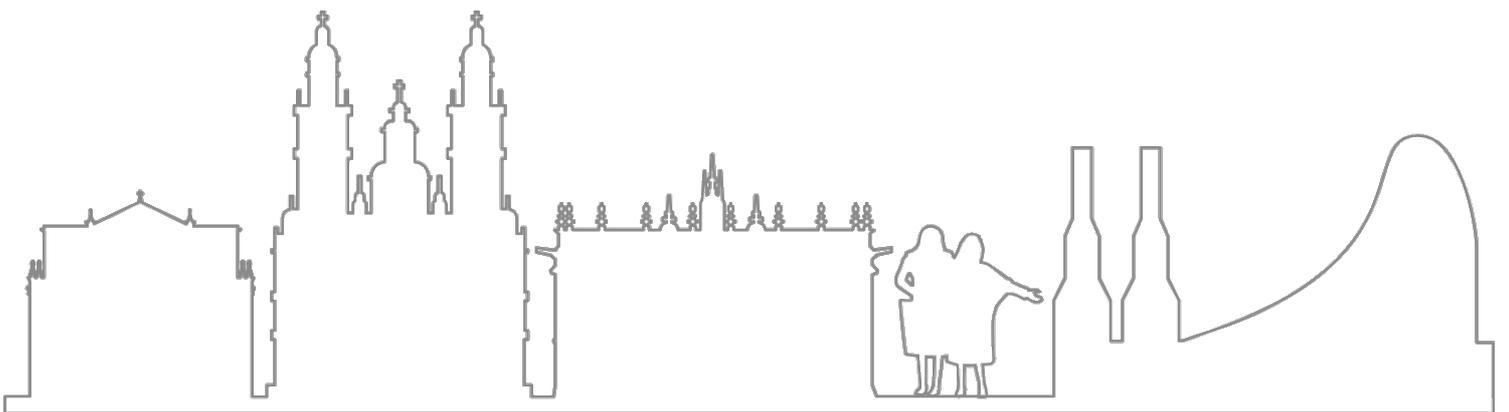
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# KEYNOTE SPEAKERS





## **Marcus Callies**

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Marcus Callies studied history and English at the University of Marburg/Germany where he obtained his first teaching certificate for German secondary schools in 2000, and a PhD in English linguistics in 2006. He worked as lecturer and assistant professor at the universities of Feiburg, Mainz and Bremen in Germany. Since 2014 he is full professor of English Linguistics at the University of Bremen. One of his main research interests is learner corpus research with a focus on lexico-grammatical variation, discourse-functional and pragmatic aspects of advanced learner varieties and English for Academic Purposes. Marcus is the main compiler of the Corpus of Academic Learner English, a specialised corpus of academic learner writing for a detailed, empirical, quantitative and qualitative description of advanced learner writing in the academic register. He is serving as co-editor of the International Journal of Learner Corpus Research and vice-president of the Learner Corpus Association.

### **Learner Corpus Research and the assessment of L2 proficiency: Current practice and challenges for the future**

Proficiency is a complex and multidimensional construct that underlies the teaching, learning, research and assessment of foreign languages. For SLA research, proficiency measures are crucial because a) without them, meaningful interpretation of research results remains elusive, and b) proficiency has been shown to affect the systematicity and variability of learner language. Measures should thus be valid, reliable and practical (Leclercq & Edmonds 2014: 10-11). However, proficiency is sometimes inadequately assessed, thereby limiting the generalizability of results. This is particularly true of global proficiency measures, such as learners' institutional status, assessment on the basis of holistic rating scales by human raters, or learners' scores on standardized tests where learner output is constrained by the respective task(s) (Thomas 1994, 2006).

In this talk, I will address recent developments at the interface of Learner Corpus Research (LCR) and Language Testing and Assessment (e.g. Callies & Götz 2015). LCR is a fairly recent computational approach to testing and assessing L2 proficiency but it has great potential to inform, supplement and possibly advance the way proficiency is operationalized and measured. I will first critically review how the construct of proficiency has been dealt with in learner corpus compilation and analysis, and then outline how learner corpora can contribute to current practices of measuring learners' proficiency level by adopting a text-centred, data-driven approach that is partially independent of human rating (Callies, Diez-Bedmar & Zaytseva 2014).

I will then present a case study of the assessment of writing proficiency in the academic register based on the Corpus of Academic Learner English (CALE; Callies & Zaytseva 2013) that includes various text types produced by learners of English as a Foreign

Language (EFL) in a university setting. Writing proficiency in the academic register will be operationalized by means of quantifiable linguistic descriptors based on texts produced by native and learner writers of academic English. A corpus-informed identification and corpus-based implementation of well-known characteristics of academic English are combined with a corpus-driven assessment of proficiency, accounting for inter-learner variability.

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## **Liesbeth Degand**

*Université Catholique de Louvain*

Liesbeth Degand is a professor of General and Dutch linguistics at the University of Louvain (UCLouvain, Belgium). She holds her PhD from the same university (1997). Her research lies within the Institute for Language and Communication, of which she was the Head for six years (2009-2015). She lead and participated in several international and national research projects in the area of spoken and written discourse structure, grammaticalization and intersubjectification, discourse annotation, and fluency and disfluency markers. She was the chair of the European COST network TextLink (2014-2018), aiming at bringing together functional-cognitive and computational work on the annotation of discourse relational devices in more than 20 different languages. Her publications reflect her research interests directed towards discourse annotation, spoken discourse segmentation, the semantics and pragmatics of discourse markers, and contrastive (corpus) linguistics, with a focus on the interface between discourse and grammar.

### **Discourse Markers as (dis)fluency markers**

Different features can contribute to the fluency (or disfluency) of discourse, among which speech rate, (filled and silent) pauses, repetitions, false starts or discourse markers. In our approach, (dis)fluency is defined as i) componential (fluency can be observed as combinations or sequences of fluencemes), ii) situational (production and perception of fluency is highly influenced by contextual factors) and iii) ambivalent (the same feature can be either fluent or disfluent depending on its local and global context). In this presentation, I will focus on the interaction between two types of fluencemes (Götz 2013), namely discourse markers and filled pauses (Crible, Degand, Gilquin 2017). Discourse markers are generally viewed as contributing to speakers' fluency (Hasselgren 2002; Müller 2005; Götz 2013), although some are stigmatised as informal, disfluent elements of speech. Similarly, filled pauses, while said to encode hesitations and difficulties, have also been shown to positively help speech production and processing (O'Connell & Kowal 2009). Tentative interpretations of their role as either fluency signals or disfluency symptoms will be drawn from the synthesis of our corpus-based observations. The outcome of this research will help us determine if (certain types of) discourse markers are more prominent as fluency markers than others.

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## **Pascual Pérez-Paredes**

*Cambridge University*

Pascual Pérez-Paredes is a Lecturer in Research in Second Language Education at the Faculty of Education, University of Cambridge. His main research interests are learner language variation, the use of corpora in language education and corpus-assisted discourse analysis. He has published research in journals such as the *International Journal of Corpus Linguistics*, *CALL*, *Language, Learning & Technology*, *System*, *ReCALL* or *Discourse & Society*. He is a member of the editorial board of, among others, *Register Studies* (John Benjamins).

### **Learner language research beyond contrastive interlanguage analysis: rethinking epistemology**

Contrastive interlanguage analysis (CIA) has allowed researchers to tap into how language learners use their L2 or L3 by examining the frequency of different discrete linguistic features. The rationale behind such analysis is that L1 groups of learners show distinctive distributional features that can help researchers understand L1-L2 interfaces, general communication features in an L2 or, among others, language development at different competence levels. Arguably, CIA has attracted limited interest outside the corpus linguistics community as SLA research and most language education theories have generally failed to appreciate the relevance of this type of research in their own debates about language learning (Gablasova, Brezina & McEnery, 2017). I maintain that the over-stress on the learner's mother tongue as the factor that has been most discussed in learner corpus research (Paquot & Granger, 2012) may have discouraged SLA researchers from using corpora and corpus-driven findings. In this sense, Myles (2015) has suggested that SLA research and SLA theories have "more sophisticated agendas".

I will discuss two research projects that combine CIA methods with other research methods. The first research (Pérez-Paredes & Díez-Bedmar, 2018) adopts a parallel sequential design where different methods (POS keyness (Rayson, 2008, 2009) and automatic analysis of syntactic sophistication (Kyle, 2016)) query the data independently. This research sets out to characterize the writing of Spanish young EFL learners in different instructed settings by looking at naturally occurring language use in a set of essays on the same topic. A subset of the International Corpus of Crosslinguistic Interlanguage (ICCI) (Tono and Díez-Bedmar 2014) was used for the analysis. The second research (O'Keeffe, Pérez-Paredes & Mark, 2018) adopted Ellis, Römer & O'Donnell's (2016) usage based language acquisition approach and examined Verb Argument constructions (VACs) development across EFL performance levels (A2, B2, C2) in the Cambridge Learner Corpus, a 55-million-word corpus of learner exam data, from over 200,000 exam scripts, across 200 countries, from candidates of over 140 first language backgrounds. The use of syntactic pattern analyses offered researchers the

possibility to both examine units of analyses that go beyond isolated lexical items and track down how VACs evolve across language development.

In this talk, I will argue that learner corpus research needs to re-focus its epistemology and strengthen the use of what I call general corpus research methods. Traditional CIA-related findings and, in particular, an over-reliance on analysis of errors or “non-native” speaker underperformance need to be re-examined so as to go beyond the limitations of CIA and contribute to the body of data of interest to SLA researchers outside the corpus linguistics community.

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## **Paul Rayson**

*Lancaster University*

Paul Rayson is the director of the UCREL research centre and a Reader in the School of Computing and Communications, at Lancaster University, UK. A long term focus of his work is the application of semantic-based Natural Language Processing and Corpus Linguistics methods in extreme circumstances where language is noisy e.g. in historical, learner, speech, email, txt and other CMC varieties. His applied research is in the areas of dementia detection, online child protection, cyber security, learner dictionaries, and text mining of historical and biomedical corpora and annual financial reports. He was a co-investigator of the five-year ESRC Centre for Corpus Approaches to Social Science (CASS) which was designed to bring the corpus approach to bear on a range of social sciences. He is also a member of the multidisciplinary centre Security Lancaster, and Lancaster Digital Humanities, and the Data Science Institute.

### **Customisable semantic analysis methods for discourse analysis in Wmatrix**

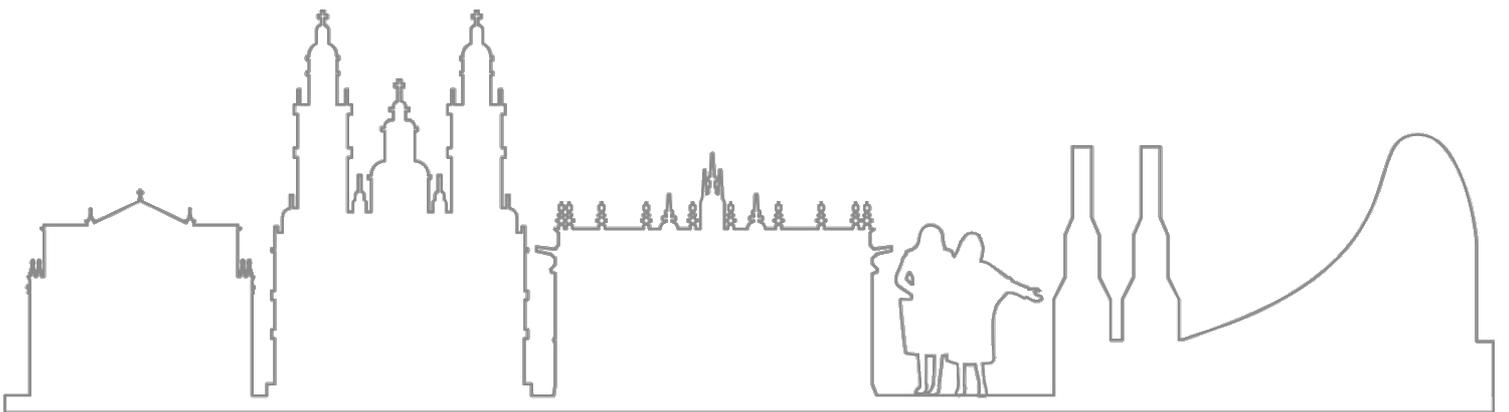
This 4-hour lab-based practical workshop will focus on semantic analysis methods from the world of Natural Language Processing and how they can improve on word-based methods from Corpus Linguistics. We will see how this combined approach can be applied for discourse analysis of a variety of texts and purposes, and what advantages adding the semantic analysis level gives over previous word level approaches to home in on linguistically meaningful units such as multiword expressions and constructions. Part of the workshop time will be presentation-led and computer-based activities taking participants through a series of tutorials to familiarise themselves with the UCREL Semantic Analysis System (USAS) taxonomy and the methods and techniques available in the Wmatrix web-based corpus annotation and retrieval software. A new version, Wmatrix4, will be introduced which permits semantic analysis in English and other languages supported by the multilingual USAS taggers, which are the result of research led with Scott Piao at Lancaster University and contributions from numerous other scholars around the world. As well as case studies of political discourse using UK general election manifesto data, workshop participants will also be able to bring and analyse their own corpora and be guided through the steps required for file conversion and preparation for analysis in Wmatrix and other corpus linguistics software. Although the USAS tagger provides wide coverage of English and other languages, it may miscategorise domain-specific terminology. We will describe and experiment with two ongoing projects. First, to systematically update new terminology and unknown word senses in the USAS dictionaries (joint research with Sheryl Prentice at Lancaster University). Second, to allow more user-customisable dictionaries and semantic taxonomy updates which will permit other types of profiling, for example of learner

language, via the new My Dictionaries feature in Wmatrix (joint research with Hiroko Usami, Tokai University, Japan).

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# ABSTRACTS





# Genre types and modal meanings in Modern English texts written by women

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This paper is about the use of modal meanings as realized by modal verbs in late Modern English history texts written by women, as in *The Corpus of History English Texts* (Crespo and Moskowich 2015a), a subcorpus within the *Coruña Corpus of English Scientific Writing*. Our analyses follow from earlier considerations of modal meanings in early English (Crespo and Moskowich 2015b; Alonso-Almeida 2015), as well as studies dealing with modal verbs in scientific writing (Gray et al. 2011). In this context, our notion of modality mainly transpires Palmer's ideas in this respect (1986 and 2001), although current literature on the topic is very much needed in order to account for specific contemporary uses identified in scientific writing (Carrió-Pastor 2014). Our notion of genre is that included in Martin (1984) within the framework of functional-systemic linguistics. Interrogation of the texts includes the use of the *Coruña Corpus Tool*, as this software allows the retrieval and excerpting of data with a focus on modal verbs and their occurrences in specific textual genres and sex variables. Statistic figures on modal meanings are obtained to show generic variation, and these are normalized to 10,000 in order to evaluate and contrast results. Our working hypothesis, and expected outcome, is that the use of modals with a hedging function (Hyland 2005; Moskowich and Crespo 2014) will appear in genres exhibiting empirical contributions, and modals indicating authoritative nuances greatly qualify instructive genre types, say *textbooks*.

**Keywords:** *modality, history texts, hedging, genres, women*

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## **A Corpus-based Approach to Posthumanism in Fiction and Non-fiction Texts**

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One of the most interesting issues regarding science fiction lies in its use of language, due to its stylistic and narrative development. Thus, and as it also happens with non-fiction texts, the explicit and implicit material can become the writer's ally when it comes to persuading the reader. After verifying that the use of specific lexicon regarding *posthumanism* seems to be avoided in science fiction novels, and also considering that in non-fiction texts the authors express themselves more openly, the aim of this paper is twofold. Firstly, it aims at offering an overview of how *transhumanism* and *posthumanism* appear in science fiction and non-fiction texts published between 1950 and 2017. Secondly, it is intended to contribute to a better understanding of how certain "patterns of repetition" (Toolan 2016: 39) might constitute an act of persuasion. To this end, the work will revolve around two main points. On the one hand, the idea that pragmatics is an indispensable source for discourse analysis because of its study of 'invisible' meaning or how we infer what is meant (Yule 2010:

128). On the other hand, that corpus-based approaches not only uncover specific patterns of use of language, but also provide an important basis for quantitative and qualitative research (Fraser 2010: 2). With these ideas in mind, the paper will analyse those texts written by male and female authors in a corpus created for that purpose. Thus, data will be drawn from a collection of 50 texts, of which 18 are fiction and 32 non-fiction, to see whether the allusion to *posthumanism* —either directly or indirectly— is determined by the type of text and sex of the author or not. Likewise, it will assess the lexical richness of the texts and also examine the most frequent terms used to approach the topic, understood as subtle mechanisms of persuasion. In an attempt to provide an accurate analysis of data and comparison of results, and due to the fact that not all the samples have the same word count, frequencies will be normalised to 10,000 words. The conclusions reached are expected to shed some light on how authors use language to approach *posthumanism* and hopefully to serve as a starting point for further works on linguistic strategies of persuasion.

**Keywords:** *corpus linguistics, transhumanism, posthumanism, lexical richness, discourse analysis, persuasion*

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## **Re-entering your home university after study abroad: A systemic functional approach to the analysis of five higher education institutions webpages**

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Study abroad is widely perceived as an added value for the students’ linguistic, intercultural, personal and career development. Research in this field is mainly divided into the study of the pre-sojourn, in-sojourn and post-sojourn stages, thereby analysing the preparation and expectations of the students before their stay and its benefits in terms of their linguistic and intercultural development and employability options (Kinging, 2015; Jackson 2011; Czerwionka et al. 2015). However, studies that explore

on how universities relate with their returning students are still scarce. This paper analyses how five higher education institutions (four American and one Dutch) project their own views on the re-adaptation process of their re-entering students. Also, we analyse how the same institutions position themselves vis-à-vis their returnees and whether there is enough evidence to signal the emergence of a new genre on post-study abroad experiences. With this aim, this study employs a holistic systemic functional approach to the analysis of the institutional texts focusing on Halliday's three strands of meaning: ideational, interpersonal and textual (Halliday, 1985). The results show that the universities construct the re-adaptation process as a period which is characterised by struggle and involves reverse culture shock. Faced with this situation, the institutions adopt an asymmetrical relation towards their students positioning themselves as experts in how to deal with the discomfort of the re-entry phase. Finally, the textual analysis suggests the reiteration of themes across the data, which reveal the emergence of a new genre on the post-study abroad re-adaptation process.

**Keywords:** *re-adaptation process, study abroad, post-sojourn experiences, higher education, functional grammar*

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## **Education in the context of social mobility: discursal shifts in the British right-of-centre press from late 1970s to present**

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In one of his first speeches after being elected Prime Minister, Tony Blair committed his administration to re-build Britain 'as one nation, in which each citizen is valued and has a stake; in which no-one is excluded from opportunity and the chance to develop their potential; in which we make it, once more, our national purpose to tackle social division

and inequality' (Blair, 1997). 20 years after such declaration of intent, the social mobility policies have been officially assessed and results show that, although some of these policies have had a positive impact, UK is a more divided, unequal country where improving social position is now more difficult than it was in 1997. Parting from this background, and relying heavily in the social constructionist theory (Fowler, 1991; Fairclough, 2015), this paper aims at looking for possible changes in the way that social mobility has been represented in the right-of-centre UK press in the last decades. More concretely, 3 research questions will be addressed here: (1) What are the keywords in the discourse surrounding social mobility between 1997 and 2017, as evidenced in the right-of-centre press? (2) Have they developed ideological meanings specific to this 20-years period? And finally, (3) What, if any, have been the emergent meanings?

To answer these questions, this study combines the tools provided by CADS (Baker, 2006, 2013; Jeffries, 2010; Jeffries and Walker, 2015; Partington et al., 2013). It uses data from two different corpora: the target corpus, which consists on newspaper material from 1998 to 2016, and the reference corpus, which includes newspaper material from 1978 to 1996. The data has been extracted from *Nexis UK* (2017) by using the query phrase 'social mobility' specifically from the *Times* and *Daily Mail*, as it is assumed in this paper that right-of-centre UK press may have had a bigger impact on their readers in perceiving the more difficult social mobility as something natural and unavoidable, by contrast to some other newspapers that may have shown a stronger resistance to the policies that have made Britain a more unequal society. Different tools in Antconc (Anthony, 2018) will be used to do the analysis, namely keywords, concordances and collocates. Preliminary findings suggest there has been a strong connection between social mobility and education during these 20 years. This is, currently, work in progress, so further results and conclusions are still to come.

**Keywords:** *social mobility, wealth, inequality, ideology, Critical Discourse Analysis, corpus linguistics, new media, Daily Mail, Times*

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# **What can pragmatic function tell us about the construction? Evidence from secondary predicates in English and Spanish**

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This paper investigates the feasibility of robust intra- and inter-constructural generalizations in the constructions of English and Spanish and presents a cognitively-oriented constructionist analysis that empirically shows similarities in pragmatic functions that motivate the recognition of links between the respective construction families in the languages concerned. Specifically, it explores constructional relations (or inheritance links) at a vertical level within instances of secondary predication (see Aarts 1995; Demonte and Masullo 1999) featuring an obligatory object-related predicative phrase of the kind in (1)–(2), handled here as instances of the family of subjective-transitive constructions (González 2009a,b, 2011, 2015). In addition, this paper pursues further the issue of the feasibility of robust generalizations at a horizontal level between *prima facie* distinct constructions, namely, the subjective-transitive constructions in (1)–(2), on the one hand, and the WXDY construction (Kay y Fillmore 1999) illustrated in (3), on the other:

- (1) a. By that reckoning I can certainly count myself a ‘real climber’.
- b. Me considero a mí mismo Cervantes el poeta
- (2) a. The young James found himself a virtual prisoner of the Red Douglasses in Edinburgh castle
- b. De repente me encontré en el paro
- (3) a. What’s this fly doing in my soup?
- b. Pero ¿qué hace esta mosca en mi sopa?

Our analysis affords two broad powerful generalizations: First, all three constructions must encode a characterization in keeping with the inherent subjective meaning of the secondary predication frame. Second, in the case of two *prima facie* distinct constructions such as those in (2) and (3), the state of affairs in question should involve a stage-level rather than individual-level construal, thus pointing out to a similarity in pragmatic function (i.e. the subject/speaker’s judgment of a state of affairs as being unexpected or incongruous) as the unifying factor binding them together in the construction.

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## **The use of diminution in Mexican Spanish and English:**

### **A contrastive view**

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The study of a language requires several levels of analysis. This analysis must reach the deepest depths from which the thoughts of the speakers emerge and everything that those beings carry within their cultural fabric. This complexity is reflected in the way language speakers express themselves, and it is always present in the words they chose to say or omit. The Spanish spoken in Mexico is not the exception. This Spanish has woven within it the Aztec worldview. This worldview is present in the linguistic heritage of Nahuatl, a native language that is still alive in Mexican Spanish even centuries after the Spanish conquest. One of the traits that acutely indicates this linguistic and cultural heritage is the use of the diminutive in Mexican Spanish. Unlike

the rest of Latin America, the use of the diminutive has nuances tied to Nahuatl that even other Spanish speakers do not discern.

This paper shows some cases of Mexican speakers when making use of this diminutive and trying to transport it to another language, in this case English. This paper illustrates some daily-life conversations of English as a Foreign Language students at the Cordoba Language Center of the University of Veracruz (Southern Mexico), as well as some of their introspective journals when facing this linguistic and cultural phenomenon and how, precisely, this use of diminutive made them analyze their own language. That is to say, how learning the unknown (English) made them be aware and learn more about their own (Mexican Spanish).

## **Translation correspondences of elaborating connectives in English and Spanish: a contrastive corpus study**

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In spite of the need for parallel corpora annotated with discourse features for crosslinguistic and language technology applications, parallel corpora enriched with discourse annotations are rare (Cettolo et al. 2012; Tiedemann and Nygaard 2004). The current study is a preliminary step in the context of a larger research effort on the annotation of DMs in English and Spanish texts within the European TEXTLINK networking project. In this paper we focus on one type of discourse connectives, the so-called ‘elaborating connectives’ (ECs), which have received some attention in the functional linguistic literature (Halliday and Matthiessen 2004; Thompson 2005), but for which there are no systematic studies on their cross-linguistic behaviour in the context of translation between English and Spanish. ECs basically include ‘appositive’ (i.e. expository and exemplifying) and ‘clarifying’ connectives (i.e. corrective, distractive, dismissive, particularising, resumptive, summative and verificative). The paper addresses the following research questions: what are the explicit relationships between different subtypes of ECs in English and Spanish? How do semantic fields of ECs in English and Spanish relate to one another? Are there genre-specific uses of ECs in these two languages? The sample used for the study consists of a total of two hundred texts, divided into two directional pairs from five different domains of the bilingual English-Spanish MULTINOT Corpus (Lavid et al 2015). The methodology consists of the alignment of the source and the target texts and the annotation of the translation correspondences between the ECs occurring in original texts and their translations, looking at the meaning of these connectives as mirrored in their bidirectional translations (Dyvik 1998). The results of the annotation point to some general

translation correspondences between ECs in English and Spanish which describe their paired lexico-semantic fields. They also show some genre-specific preferences in the use of these connectives, as a result of the different communicative purposes of the texts where they are used.

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## The Modal Use of Reporting Strategies in American Newspapers

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The current study is a corpus-based investigation of the modal use of reporting strategies in American quality as well as popular newspapers. It is an attempt to show the way subjectivity is encoded in news discourse through a multitude of linguistic tools, namely discourse presentation categories and reporting verbs. It also examines other embodiments of modality associated with the reporting mode, specifically mystification and metaphor. Two newspapers have been employed as study cases; they are *The Washington Post* (a broadsheet) and *New York Daily News* (a Tabloid). The corpus, therefore, consists of 71 articles, 26 of which are drawn from the former paper

and the rest from the latter. They have been confined to the first two days of the coverage of Gulf War II (20th and 21<sup>st</sup> March 2003) which were peak days in that military battle. The choice of this topic was motivated by the fact that it was a newsworthy event that appeared as a lead story all over the world and elicited controversial opinions. Both papers were surveyed by means of manual tagging as well as the concordancer MicroConcord aiming at detecting similarities or differences between the target newspapers and checking whether they are conditioned by the generic constraints, geographical affiliations, subject matter and the latent ideologies of representative sections of the American written news media. The study has revealed similarities and differences between *The Washington Post* and *New York Daily News* in their presentation of the war. The similarities are mostly motivated by issue-sensitivity while the differences are motivated by generic constraints.

**Keywords:** *modality, reporting verbs, SP categories, WP categories, TP categories, mystification, metaphor, issue-sensitive, generic constraints*

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***Having compared both languages the conclusions are...***  
**Adverbial perfect participial clauses in British English and  
 European Portuguese**

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This presentation analyses adverbial clauses with perfect participles (*having \_ed*) in British English (BE), (1), to determine their contribution to the meaning of the text. It focuses on temporal and rhetorical relations between the situations of subordinated and main clauses, considering linguistic information sources, such as: clauses ordering, aspectual classes, and tenses.

This analysis is made in comparison with European Portuguese (EP) adverbial clauses *tendo* ('having') + past participle (2). The corpora were built from *British National Corpus*, newspaper section, and CETEMPúblico, a Portuguese newspaper corpus. The quantitative and qualitative analysis shows, on the one hand, that these

constructions can convey more meaning relations than those normally described in the literature (BE, Kortmann (1995); EP, Cunha, Leal & Silvano (2015)), namely the simultaneity and posteriority (1) readings in BE and the rhetorical relation Evidence for EP (2) and BE. On the other hand, although these constructions in both languages share some common features, they also diverge in some aspects, namely their preferential temporal readings when placed after the main clause.

(1) He later moved to Leicester, having won the first of 25 England caps against Wales in 1974.

(2) Só que o Farense parece estar a acabar a época em grande, tendo vencido nas três últimas jornadas.

*But Farense seems to be finishing the season in great form, having won the last three games.*

**Keywords:** *adverbial perfect participial clauses, rhetorical and temporal relations*

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## ***"Such were the Alphabets, and such the method of writing": Introducing the Corpus of English Texts on Language***

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The *Coruña Corpus of English Scientific Writing (CC)* is a corpus of English scientific discourse from the eighteenth and nineteenth centuries which has been conceived of as a collection of twin subcorpora, all with the same design and principles of compilation, and one for each different discipline.

As of now, two subcorpora have been published: *CETA (Corpus of English Texts on Astronomy)* (Moskowich & Crespo, 2012), and *CEPhiT (Corpus of English Philosophy Texts)* (Moskowich *et al.*, 2016), and three more (*CELiST – Corpus of*

*English Life Sciences Texts*, *CHET* – *Corpus of Historical English Texts*, and *CECheT* – *Corpus of English Chemical Texts*) are now in different stages of development after completing their beta versions and pending publication.

The aim of this paper is to discuss the process of compilation of a new subcorpus, the *Corpus of English Texts on Language (CETeL)*, and to reflect on how the difficulties faced during the process of selection and computerisation of the samples were overcome. *CETeL* includes forty-three samples of texts on language, languages, and linguistics for the period 1700-1900, and once it is finished it will contain c.400,000 words.

The paper will examine the historical context of academic writing on language in the period, and how this affects the process of compilation, as well as focusing on how the compilation criteria used for the whole of the *CC* have affected the compilation of *CETeL*, and how this makes the corpus representative of the disciplinary practices of the period.

Finally, the corpus will also be described according to the parameters used to assure representativeness and balance, namely the date of publication of the samples, their genre, and the sex and geographical origin of their authors.

**Keywords:** *Coruña Corpus, scientific discourse, compilation*

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## **The use of Linear Unit Discourse Analysis in a learner corpus-based study of spoken English**

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This paper will present a corpus-based study of the peer group interaction component of the Hong Kong Diploma of Secondary Education (HKDSE) speaking examination. The discourse model employed will be that of Linear Unit Discourse Analysis (LUDA) as proposed by Smart (2016). As a linear description following the tradition of John

Sinclair and his associates (e.g. Sinclair & Mauranen, 2006), LUDA attempts to describe the linguistic phenomena that signal the links between the sequence of incoming language as the listener experiences it. LUDA represents the operationalization of Sinclair's proposed models of discourse analysis for both spoken and written discourse from the early 1990s.

The data employed is taken from the HKDSE Corpus, a learner corpus comprising transcripts of test takers' oral performance. It has been tagged following the LUDA model using the *UAM Corpus Tool*. For this paper, the HKDSE candidates' discourse will be compared with the discourse of a university seminar discussion from the MICASE corpus. It will be argued that HKDSE candidates' discourse tends to lack the organizational-interactional elements prevalent in the MICASE data. Neither does the HKDSE candidates' discourse contain much in the way of suspensive linear units between turns, suggesting that there are relatively fewer cases of contradictions, disagreements and the type of convergent interaction that one would expect in such discourse. Instead, HKDSE candidates' turns tend to be lengthier and display more of the characteristics of written speeches.

Conclusions regarding the prospects for and limitations of corpus-based linear unit discourse analysis as well as peer group interaction in English language speaking examinations will be drawn.

**Keywords:** TOPIC 1: *constructions, discourse markers, discourse relations*; TOPIC 2: *corpus-based discourse analysis*

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## **Discursive construction in news coverage and translation: a critical discourse analysis of *The New York Times* bilingual news on Snowden topic**

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As an interdisciplinary approach to discourse, critical discourse analysis (CDA) has developed discourse analysis from the mere analysis of textual features to the analysis of the social facet. In the globalization era, more and more news agencies have launched multilingual news services and syndicates. Although news translation has long been a

vital part of news production, its role and subsequent ideological influence are somehow overlooked. While monolingual news discourses have been extensively explored in CDA research, few CDA studies have taken bilingual or multilingual news discourses as an object of inquiry.

The present study has adopted a critical discourse approach to bilingual news discourses and developed a theoretical framework based on Fairclough's three-dimensional model. Discourse is seen as the combination of three-dimensions – text, discursive practice and social practice. The analysis of bilingual news within this framework consists of (1) description of linguistic features of the source and target news at the textual level; (2) interpretation of manifest intertextuality and discourse organization in the source and target news at the discursive-practice level; and (3) explanation of linguistic and discursive features in the source and target news within the situational, institutional and social contexts at the social-practice level.

To substantiate the theoretical deliberation outlined above, a case study is conducted to examine bilingual news reports extracted from the Chinese-language website of *The New York Times* on Snowden topic with a view to observing the discursive construction/reconstruction of social events in the English and Chinese news published by the same newspaper, so as to reveal the ideological mediation in such a discursive construction/reconstruction and to discuss the relationship among the ideological positioning, the institutional force and the underlying social power.

**Keywords:** *news translation, news discourse, critical discourse analysis, ideology*