

# Book of Abstracts



3<sup>rd</sup>

*Internarional Conference*  
**on Corpus Analysis  
in Academic Discourse**

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Credits: 0,5 credits for undergraduate students.  
Attendance to the conference will be acknowledged 0,5 ECTS credits.

**Castellón, 14-15<sup>th</sup> November 2019**  
Facultat de Ciències Humanes i Socials  
Universitat Jaume I

# **3rd International Conference on Corpus Analysis in Academic Discourse**

## **III Congreso Internacional Sobre Análisis de Corpus del Discurso Académico**



Project: FFI2016-77941-P

Title: IDENTIFICACIÓN Y ANÁLISIS DE LAS ESTRATEGIAS  
METADISCURSIVAS EN ARTÍCULOS CIENTÍFICOS EN ESPAÑOL E  
INGLÉS





3rd International Conference on  
CORPUS ANALYSIS IN ACADEMIC DISCOURSE

Castellón, 14-15 November 2019

## COMITÉ ORGANIZADOR

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### **Assistants:**

Lucía Bellés-Calvera  
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# **LLEGADA / *GETTING HERE***

## **CASTELLÓN – UJI**

From Barcelona:

- Road  
Approximate duration: 2.32 hours  
Distance: 277 km  
We propose the following route: [ [google](#) ]
- Train  
Euromed Arch Regional Express, Alaris, Talgo  
For more information: [www.renfe.es](http://www.renfe.es)
- Bus  
The ALSA Company offers a direct path between Barcelona and Castellón.  
For more information: [www.alsa.es](http://www.alsa.es)

From Valencia

- Road  
  
Approximate duration: 1 hour  
Distance: 76 km  
We propose the following route: [ [google](#) ]
- Train  
Commuter: Valencia-Castellón de la Plana (C6)  
For more information: [www.renfe.es](http://www.renfe.es)
- Bus  
The HIFE Company offers a direct path between Valencia and Castellón.  
For more information: [www.hife.es](http://www.hife.es)

### **Already in Castellón. And now, how do you get to the UJI ?**

The urban layout of Castellón, characterised by the proximity of the university and the bus and train stations, along with a wide range of transportation, allows to reach the campus can choose between public transport, cycling or walking a pleasant journey .

### **TRAM (from the railway station and bus)**

The new transport channel reserved for communication every five minutes Castellón railway station and bus UJI campus. The TRAM is an electric transportation, comfortable, efficient and sustainable, which has changed the travel habits of the university community.

Notes and bonds can be purchased directly from the TRAM.

For more information: - [T1 Tram Line](#) ( PDF )

## Bus

University Jaume I is linked to different areas of the city with four bus lines. They all stop at the train station and buses. Notes and bonds can be purchased on the bus. For more information:

- [Public transport Castellon](#)
- [Borriol - UJI - Castellon Line \( PDF \)](#)

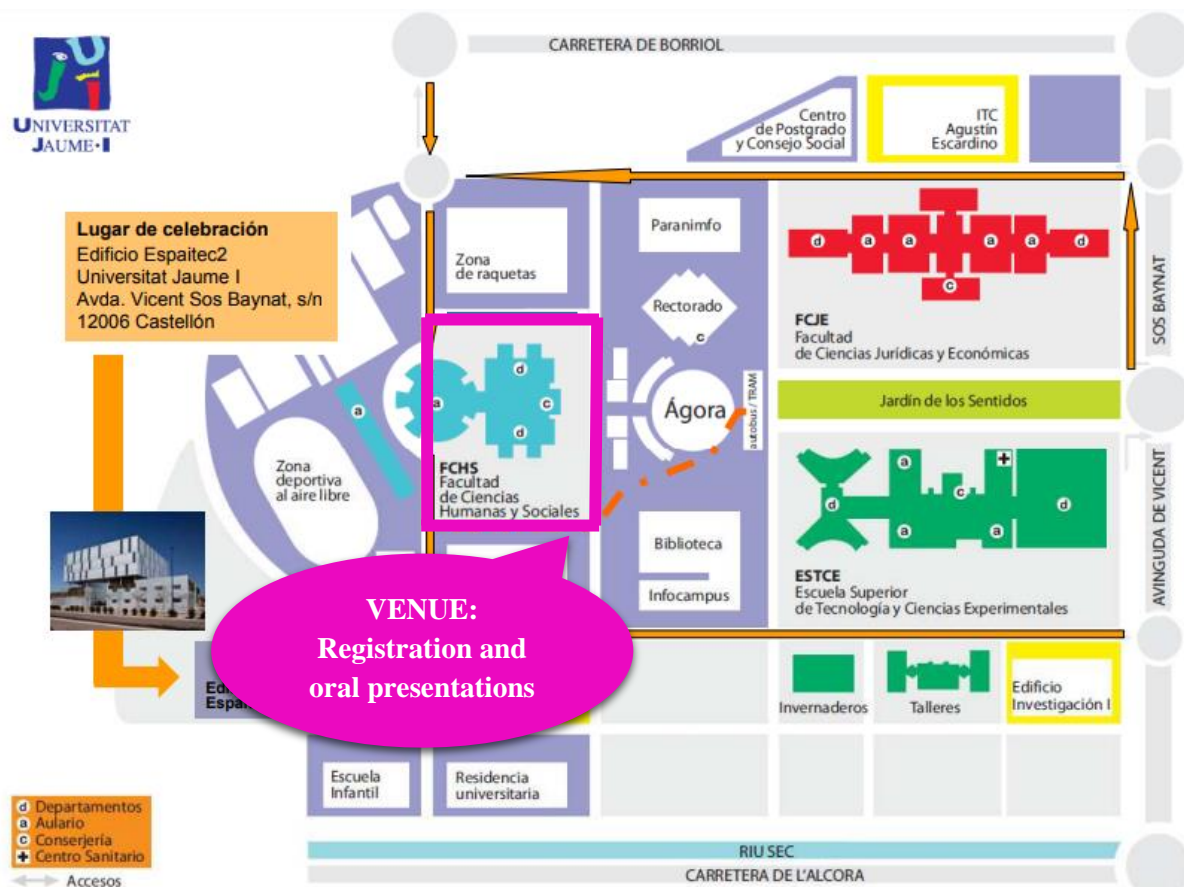
## Car

If your option is to move to the campus with your particular car, you have large landscaped parking areas and we recommend that you join the campaign "4x4, 4 wheels, 4 persons", the University car share pogramme. Share your car to come to campus and contribute to a cleaner environment.

## Walking

The bus and train stations are at a short distance, allowing you to reach the city centre or the university in 15 or 25 minutes. The University avenue connecting the city has wide sidewalks and bike independently.

## PLANO DEL CAMPUS / CAMPUS MAP





## **DIRECCIÓN/ADDRESS:**

**UNIVERSITAT JAUME I**

**FACULTAD DE CIENCIAS HUMANAS Y SOCIALES**

***FACULTY OF HUMANITIES AND SOCIAL SCIENCES***

**AVENIDA DE VICENT SOS BAYNAT, S/N, 12071 CASTELLÓN**

**EL EDIFICIO ESTÁ EN EL ÁGORA FRENTE A LA PARADA DE TRAM**

***THE HUMANITIES AND SOCIAL SCIENCES FACULTY BUILDING IS  
LOCATED IN THE AGORA FACING THE TRAM STOP***

**[http://www.idt.uji.es/congreso5/mapa\\_campus.pdf](http://www.idt.uji.es/congreso5/mapa_campus.pdf)**



## INFORMACIÓN PARA LOS CONGRESISTAS

- El material del Congreso se recogerá en la planta principal de la Facultad de Ciencias Humanas y Sociales los días 14 y 15 de noviembre.
- Los congresistas dispondrán de 20 minutos de exposición y de 5 minutos para el debate.
- Todas las aulas están dotadas de cañón y ordenador para las presentaciones. Los congresistas dispondrán de conexión Wi-Fi en todo el edificio y podrán acceder mediante la clave que se les entregará junto con la documentación del congreso en caso de que no dispongan de cuenta *eduroam*.
- Todos los actos son de libre acceso excepto la cena de gala, para la cual se ha de realizar reserva (véase las cuotas en la web del congreso <http://caad.upv.es/2019/registration.html>).
- Únicamente se entregará el certificado de participación a los ponentes que hayan pagado la cuota de inscripción.

## INFORMATION FOR CONFERENCE PARTICIPANTS

- Participants may pick up their Conference folders on the ground floor of the Humanities and Social Sciences Faculty Building, on the 14th and 15th of November. Anyone arriving on the 24th should contact the Conference organisers for their documentation.
- Speakers will have 20 minutes for their presentations and then the floor will be open for discussion and questions during 5 minutes.
- All rooms are equipped with computers, projectors and internet connection for the speakers' convenience. Wi-Fi is available in the entire building, and the password is given in the Conference folders.
- All Conference events are open to all participants, except for the Gala dinner, which must be booked in advance (see the Registration fees section on the Conference website: <http://caad.upv.es/2019/registration.html>)
- Certificates will be given only to speakers/authors who have formally registered and paid the conference fee.

## CAAD'19 PROGRAMA/PROGRAMME

### 3rd International Conference on Corpus Analysis in Academic Discourse 2019

HORA / DÍA	JUEVES 14 / THURSDAY 14th	
09:00 – 09:30	Recepción y entrega de documentación / Registration	
09:30 – 10:00	Inauguración / Opening ceremony	
10:00 – 11:00	<b>Plenaria / Plenary session</b> <b>Professor Anna Mauranen (University of Helsinki)</b> <i>Title. Repeated sequences: what can corpora tell us about units of processing?</i>	
11:00 – 11:30	Descanso / Coffee break	
11:30 – 13:25	Comunicaciones simultáneas / Parallel sessions	
	<b>Corpus linguistics and academic languages for specific purposes</b>	<b>Corpus-based lexicology</b>
11:30 – 11:55	Conchi Hernández-Guerra <i>Estudio de los intensificadores en los artículos de opinión en la prensa española sobre el caso Weinstein</i>	Antonio-José Silvestre-López and Ignasi Navarro i Ferrando <i>Analysing figurative language with qualitative data analysis software: metaphor uses and functions in the discourse of meditation</i>
12:00 – 12:25	María del Mar Macías Chacón <i>Los marcadores discursivos “vale” y “bueno”: contrastes y</i>	Elena Quintana Toledo and Margarita Sánchez Cuervo <i>Logical Metadiscursive Markers in Research Papers Written in English:</i>



	<i>presencia en el aula de ELE. Marcadores del discurso español como lengua extranjera</i>	<i>A Corpus-based Approach</i>
12:30– 12:55	Elena Domínguez Morales <i>An analysis of deontic modal verbs in the introduction sections in tourism research papers</i>	Bartosz Brzoza <i>Corpus-based word lists and their validity: language use changes, lists remain</i>
13:00 – 13:25	Lucía Bellés-Calvera <i>Metadiscoursal elements in CLIL seminars: An analysis of multimodal PowerPoint presentations</i>	Sophia Skoufaki, Bojana Petric and Lizeta Demetriou <i>Delineating polysemy in English academic vocabulary: a lexicographic and corpus analysis</i>
13:30 – 13:55	<b>Pragmatic studies on academic discourse</b>	Begoña Bellés Fortuño <i>A contrastive analysis of engagement markers in English and Spanish Medicine Journal</i>
	Niall Curry <i>Comparing academic writing in three languages: questions as metadiscourse in English, French and Spanish</i>	
14:00 – 15:30	Comida / Lunch	
15:30 – 16:30	<b>Plenaria / Plenary session</b> <b>Professor Antonio Moreno-Sandoval (Universidad Autónoma de Madrid)</b> <b><i>Title. Some discursive aspects of financial narrative in Spanish: modality, lexical distinctiveness and sentiment analysis</i></b>	
16:35 – 18:55	Comunicaciones simultáneas / Parallel sessions	
	<b>Corpora, translation and terminology studies</b>	<b>Tools for academic discourse</b>
16:35 – 17:00	Virginia Mattioli <i>Discovering similarities between Academic Discourse and</i>	Mercè Lorente and Míriam Suárez <i>Metodologías combinadas para la extracción semiautomática de</i>

	<i>translation: a corpus-based comparison of syntactic simplicity</i>	<i>metáforas de corpus especializados</i>
17:05 – 17:30	<p>M<sup>a</sup> Luisa Carrió-Pastor and Ana Albalat-Mascarell</p> <p><i>An analysis of adjective-noun collocations in academic metadiscourse</i></p>	<p>Arthur McNeill</p> <p><i>Customizing the Lexical Frequency Profile software to reflect local and institutional English wordlists</i></p>
17:30 – 18:00	Descanso / Coffee break	
18:00 – 18:25	<p>M<sup>a</sup> Luisa Carrió-Pastor and Hanna Skorczynska</p> <p><i>Lexical diversity and lexical density in metadiscourse: an analysis of academic papers</i></p>	<b>Corpora, translation and terminology studies</b>
		<p>Roger Gee</p> <p><i>Concgrams in thesis abstracts written by L1 Chinese undergraduates</i></p>
18:30 – 18:55	<p>María Milagros Del Saz-Rubio</p> <p><i>A contrastive approach to the use of personal and impersonal authorial self-reference devices in Linguistics papers written by English L1 and L2 researchers</i></p>	<p>Marta Lisowska</p> <p><i>Employer-employee discourse in the textual genres [system] dimension realised in the legal culture of the United Kingdom of Great Britain. The case of translation from English into Polish language</i></p>
20:30	Gala dinner: Old Town Casino restaurant	

## CAAD'19 PROGRAMA/PROGRAMME

### 3rd International Conference on Corpus Analysis in Academic Discourse 2019

HORA / DÍA	VIERNES 15 / FRIDAY 15th	
09:30 – 10:30	<b>Plenaria / Plenary session</b> <b>Professor Susan Hunston (University of Birmingham)</b> <i>Title. Integrating Discourse and Corpus Approaches: the case of interdisciplinary research discourse</i>	
10:30 – 11:30	<b>Corpora and academic language teaching</b>	
10:30 – 11:00	Doug Biber. <i>Structurally elaborate and explicit in meaning? Using corpus-based analysis to challenge stereotypes about academic writing.</i>	
11:00 – 11:25	Raül Levas Ferrer and Maria Gené Gil <i>La reflexión metalingüística: una propuesta basada en competencias para el aprendizaje del lenguaje académico mediante corpus</i>	Francisco Alonso-Almeida, Francisco Álvarez-Gil, Mercedes Cabrera, Francisco Vizcaíno, and Nayra Rodríguez <i>Signalling deontic authority in academic abstracts</i>
11:30 – 12:00	Descanso / Coffee break	
12:00 – 13:55	Comunicaciones simultáneas / Parallel sessions	
	<b>Corpora and academic language teaching</b>	<b>Pragmatic studies on academic discourse</b>
12:00 – 12:25	Chiara Tasso and Rut Muñoz Calderón <i>Persuasion VS mitigation: a corpus-based contrastive analysis of</i>	Carmen Sancho <i>A tall order? The pragmatics of scientific video-abstract exemplars</i>

	<i>boosters and hedges strategies in linguistics and engineering academic articles in English</i>	
12:30 – 12:55	<p>Cuicui Gao</p> <p><i>An Integration of Corpus-based and Genre-based Approaches to MOOC Lecture Introductions</i></p>	<p>David Rodríguez Velasco and María Cecilia Ainciburu</p> <p><i>The expression of disagreement of Chinese students in a foreign language: writing emails to their Spanish professor</i></p>
13:00 – 13:25	<p>Yishan Gao and An Vande Castele</p> <p><i>“This fact”: Shell nouns in ESL learners’ argumentative writing</i></p>	<p>Işıl Özyıldırım</p> <p><i>A Comparative Corpus-based Analysis of Turkish Academic Discourse</i></p>
13:25 – 13:55	<p><b>Corpus linguistics and academic languages for specific purposes</b></p>	<p>Carme Bach and M. Dolors Cañada</p> <p><i>Variación retórica en los trabajos de fin de grado.</i></p>
	<p>Francisco Alonso-Almeida and Francisco Álvarez-Gil</p> <p><i>'He could certainly have never been so idle to have exposed it to the light'. Gendered tensions in English academic writing in the seventeenth century</i></p>	
14:00 – 15:30	Comida / Lunch	
15:30 – 18:00	<p><b>Corpora and academic language teaching</b></p>	<p><b>Corpus-based lexicology</b></p>
15:30 – 15:55	<p>Eva M. Mestre and M. Belén Díez-Bedmar</p> <p><i>Emotion in TED talks on education: a corpus study</i></p>	<p>Yosra Hamdoun Bghiyel</p> <p><i>Old English adverbs in the comparative: lemmatisation on a corpus-based approach</i></p>
16:00 – 16:25	<p>Jaana Alila</p> <p><i>Form and structure in upper secondary students’ argumentation in second language</i></p>	<p>Fernando Prieto Ramos, Giorgina Cerutti and Diego Guzmán</p> <p><i>De la clasificación textual al muestreo estratificado: un enfoque cíclico para el diseño de corpus representativos de la traducción institucional</i></p>

16:30 – 16:55	Descanso / coffee break	
17:00 – 17:25	<p>Elisa Rosado, Iban Mañas, Hugo Vilar, Irene Yúfera, Rocío Cuberos, and Melina Aparici</p> <p><i>Developing academic writing: form and content in the analytical texts of secondary and higher education students academic writing, discourse markers, argumentative structure</i></p>	<p>María Luisa Carrió-Pastor and Agnija Banerjee</p> <p><i>The compilation of academic corpora to compare the use of metadiscourse devices</i></p>
17:30 – 17:55	<p>María Luisa Carrió-Pastor and Magali Ruiz</p> <p><i>The identification of attitude markers collocations in Spanish and English academic papers on linguistics</i></p>	<p>María Paula Roverso and Julia Williams Camus</p> <p><i>Research article introductions in two medical subfields</i></p>
19:00	Free tour around the city centre (meeting point: City Town Hall)	

## PONENTES PLENARIOS/ PLENARY LECTURES

**Susan Hunston**

University of Birmingham

*Integrating Discourse and Corpus Approaches: the case of interdisciplinary research discourse*

This paper considers how quantitative information derived from a corpus is used in the interpretation of academic discourse. The paper draws on a study of journal articles in the field of environmental science that aims to identify what is distinctive about academic writing in an interdisciplinary field. Three parts of this study are described in this paper: (a) a discourse study of introductions; (b) a comparative study of status markers as they are used in four distinctive journals; (c) a bottom-up, quantitative study of the same journals using topic modelling. The paper shows how close reading of individual texts and ‘distant’ reading of a large corpus can complement each other in detecting, analysing and explaining aspects of academic discourse.

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**Anna Mauranen**

University of Helsinki

*Repeated sequences: what can corpora tell us about units of processing?*

Multi-word units have been a central concern in corpus linguistics for a considerable time. It has been suggested by researchers working on large databases that corpus data might provide a good idea of the units that speakers and hearers use when they are processing language in real time (e.g. Blumenthal-Dramé et al. 2017; Bybee 2010; Mason 2008). However, such intuitively plausible hypotheses have not been investigated empirically very much yet. This presentation sets out to gauge the relationship between on the one hand multi-word units derived from a combination of three similar corpora of academic speech (ELFA, MICASE, and the academic part of VOICE) and on the other, findings from a behavioural experiment (Mauranen 2018; Konina et al. forthcoming) where listeners intuitively chunk up speech extracts using a tablet application (Vetchinnikova, Mauranen & Mikusova 2017). The data in the experiment is drawn from the same corpus pool as the multi-word sequences (n-grams in this case), leading to a good match between the datasets. To what extent can we find an equal (or any) match between corpus-based chunks and experimentally discovered chunks will be discussed in the presentation, together with its implications.

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**Antonio Moreno-Sandoval**

Universidad Autónoma de Madrid

*Some discursive aspects of financial narrative in Spanish: modality, lexical distinctiveness and sentiment analysis*

The discourse of the Annual Corporate Reports has many points in common with academic prose: a primary focus on communicating information reflecting some ideological perspective. The content is factual, not imaginative, but the author interprets the information that is presented. Among the linguistic features, the following stand out: nominalisations, Prepositional Phrases after nouns, moderate use of passives, rare use of questions, and significant presence of linking adverbials. On the other hand, the financial narrative, and especially the section on Letter to Shareholders, have aspects shared with newspaper writing: a clear focus on reporting instead of explanation, use of 1st and 2nd personal pronouns, frequent use of past tense, time and place adverbials. The corporate reporting is concerned with the analysis of the financial performance, corporate strategies and other aspects relevant to investors throughout the preceding year.

Over the last decade, we have seen the application of new techniques in computational and corpus linguistics to understand financial narratives. The open access to an extensive set of electronic resources of financial texts makes it possible to observe and analyse how managers make use of the language when communicating with stakeholders.



Most studies have been conducted on texts written in English because of the availability of resources. In this communication, we present some of the findings of the FinT-esp (Financial Text in Spanish) project, developed between LLI-UAM and UCREL-Lancaster.

## SESIONES PARALELAS / PARALLEL SESSIONS (en orden alfabético / in alphabetical order)

**Alila, Jaana**

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University of Jyväskylä,

*Form and structure in upper secondary students' argumentation in second language*

This presentation deals with how learners of Finnish as a second language (L2) express their opinions in writing and with the changes in the content and form of their arguments as their language skills in L2 develop. The context has a significant effect on whether a statement or a phrase is considered an argument. For example, the phrase "This would be easier" is not necessarily always an opinion, but as a part of an argumentative essay, this statement would be considered an argument.

The research data consisted of 70 argumentative essays written by upper secondary school students whose different proficiency levels varied from the beginner to the advanced level. The arguments were analyzed by using the argumentation analysis frameworks of Chang-Rundgren and Rundgren (2010) and Manikan (2005, cited in Schwarz 2009). In this study, it is also important to examine the form of the argument. For example, what kind of words and phrases are used. According to the results, the argumentative structures such as "In my opinion" are not that much used on the higher language skill level than with the beginners.

Upper secondary students often base their informal argumentation about socio-scientific issues on their personal experiences or their values (Chang-Rundgren & Rundgren 2010). Moreover, students argue better in their L1 than their L2 (Neméth & Kormos 2001). Argumentation is an important skill for both native speakers and language learners, since a considerable part of our communication is based on expressing different opinions.

According to the results, the students most often base their arguments on their values. The portion of factual arguments increases, and the portion of experience arguments decreases with better language skills in L2. The results are in line with Neméth and Kormos' (2001) results: the development of students' language skills tends to lead to an improved quality of argumentation.

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**Alonso-Almeida, Francisco; Álvarez-Gil, Francisco J.,**

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Universidad de Las Palmas de Gran Canaria

*'He could certainly have never been so idle to have exposed it to the light'. Gendered tensions in English academic writing in the seventeenth century*

The present paper deals with expressions of politeness as opposed to expressions of disdain in academic texts of the seventeenth century in England. Publications written between 1612 and 1699 will form our compilation of texts. The texts have been analysed manually from the original as found in their digitised form in order to identify and categorise samples of linguistic politeness and impoliteness in female and male-authored texts in the field of earlier gynaecology. Even if rare, expressions of contempt are detected in books by women, and these seem to indicate authorial affectivity concerning gynaecological works by males to ultimately demand a territory felt to naturally belong to females. We are not only interested in value-laden words lexically marking an author's attitude in the evaluation of another author's work. We also want to categorise grammatical devices, either epistemic or effective, whose primary pragmatic function is to communicate im/politeness behaviour in discourse. Literature used as framework for analysis includes Brown and Levinson (1978), Hunston and Thompson (2000), Biber, (2004), Marín-Arrese (2004; 2009), Alonso-Almeida and Mele-Marrero (2014), and Salager-Meyer and Defyves (1998). Conclusions revolve around patterns of lexical and grammatical im/polite sequences in English academic texts from a gendered perspective.

**Alonso-Almeida, Francisco; Álvarez-Gil, Francisco; Cabrera-Abreu, Mercedes; Vizcaíno-Ortega, Francisco; Rodríguez Rodríguez, María Naya**

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[francisco.vizcaino@ulpgc.es](mailto:francisco.vizcaino@ulpgc.es); [nrodriguez@dfe.ulpgc.es](mailto:nrodriguez@dfe.ulpgc.es)

Universidad de Las Palmas de Gran Canaria

*Signalling deontic authority in academic abstracts*

In this talk, we want to identify, categorise and describe those language strategies aimed at signalling authority. We specifically focus on those devices that have a scope over the proposition, namely adverbials, modal verbs, and lexical matrices. The methodology of study includes the use of corpus tools for the identification and excerpting of relevant data. Our corpus of abstracts will be made up of four subcorpora from the areas of linguistics, medicine, chemistry, and astrology. These fields of knowledge have their own well-established traditions of writing and have a long history of scientific publication. For the present study, we have collected material from the year 2000 up to 2018. Procedure of analysis includes the isolation of those devices entailing authority (e.g. necessity, obligation, advisability, and prohibition, among others). Categorisation of the results following from our analysis is performed using Hyland's classification (2000), and this refers to those markers that explicitly show authoritative stance. This would rely also on our inspection of the context so as to safely identify deontic meanings. For this, we follow earlier literature on modality and stancetaking, such as Palmer (1986 & 2001), van der Auwera and Plungian (1998), Collins (2009), Høye (2009), Alonso-Almeida and Carrió-Pastor (2017), to mention a few. Qualitative interpretation in terms of the pragmatic functions of these devices are also in order at this stage. Our findings will additionally report on variation concerning register so as to quantitatively evaluate disciplinary preferences of specific deontic devices.

Acknowledgements: Project: FFI2016-77941-P - Title: Identificación y análisis de las estrategias metadiscursivas en artículos científicos en español e inglés.

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Universitat Pompeu Fabra

*Variación retórica en los trabajos de fin de grado*

El Real Decreto 1393/2007 de ordenación de las enseñanzas universitarias oficiales indica que los planes de estudios deberán incluir la programación de un proyecto final de Grado o de Máster. Es decir, la exigencia de un trabajo final es un requisito a nivel español para todos los candidatos a egresados. Además, todos estos trabajos deben incluir obligatoriamente un resumen, cuya redacción no se acostumbra a enseñar en los grados. Aunque sí que existen numerosas publicaciones sobre los resúmenes de artículos de investigación (Bondi y Lorés, 2014; dos Santos, 2014 y Hyland, 2000 y 2002) o sobre resúmenes en otros géneros académicos (Parodi et al. 2014), son muy escasos los trabajos sobre este género discursivo (da Cunha, 2006 y Díez Prados, 2018).

El objetivo de esta comunicación es presentar los recursos pragmáticos que aparecen en los resúmenes en español de los trabajos de fin de grado (TFG). Para ello analizamos un corpus de 35 textos en español (7.000 palabras) escritos por estudiantes de cuarto curso del grado en Lenguas Aplicadas de la Universitat Pompeu Fabra.

Se aborda el análisis a dos niveles: macrotextual (movimientos retóricos observados, siguiendo a Swales (1990) y Bathia (1993)) y microtextual: elementos metadiscursivos (Hyland, 2005), entidades del texto y nombres rotuladores o encapsuladores (Schmid, 2000, Jiang, i Hyland, 2017 y 2018; Marín y Ribera, 2018 y Muñoz y Ciapusio, 2019). Para el análisis utilizamos el programa QDA Atlas.ti, que nos permite, además del análisis de las categorías mencionadas, extraer datos cuantitativos y poder cruzar las dos perspectivas.

Los resultados muestran la presencia de cinco movimientos básicos en este tipo de resúmenes redactados por los estudiantes (situación del tema, motivación, objetivos, metodología y resultados), así como cinco elementos metadiscursivos básicos (encapsuladores, entidades del texto, marcadores discursivos de transición, automenciones y contextos definitorios).

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Universitat Jaume I

*Metadiscoursal elements in CLIL seminars: An analysis of multimodal PowerPoint presentations*

Previous research on academic discourse has dealt with lecturing as the main genre used by educators when giving instruction (Bellés-Fortuño, 2018, 2008; Deroey, 2015; Lee & Subtirelu, 2015; Flowerdew, 1994). The incorporation of digital resources has reshaped pedagogical implementations concerning teaching and learning (Breuer & Archer, 2016). In fact, it has been argued that multimodal practices help the audience construct meaning through the use of verbal and non-verbal elements (Kuteeva & Mauranen, 2018; Morell, 2015). Evidence may be found in the use of PowerPoint presentations where discourse is reinforced with visual aids, particularly when instruction occurs in a language other than students' L1. Unfortunately, it may also entail some drawbacks in terms of organization and interaction (D'Angelo, 2018). This study examines metadiscoursal elements used by Humanities students during their oral production. Following Hyland's model (2005, 2017), the analysis focuses on the frequency of hedges, boosters, attitudinal and engagement markers as well as on speakers' interaction with the visual elements to describe the message. The seminar chosen belongs to the field of Humanities and English is the vehicular language. More specifically, the current research analyses 17 PowerPoint presentations created by undergraduate students enrolled in the History of the Classical World module. These digital academic presentations varied depending on two main topics they were offered. On the one hand, students could sell an interesting part of ancient Rome, such as villas or food. On the other hand, they could describe a day in the life of Roman citizens or non-citizens. Hence, these visuals dealt with slavery, gladiatorial games, holidays, women, teenagers, Patricians and other sub-topics. These findings may be valuable for higher education teachers who need to design CLIL materials to boost their students' communicative competence in the academic and professional field of History.

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Universitat Jaume I

*A contrastive analysis of engagement markers in English and Spanish Medicine Journals*

The aim of this study is to analyse the use of some engagement markers in the academic

genre of journal articles within the field of Medicine. The current study is carried out within the frame of the IAMET project\* where a large contrastive corpus of Spanish and English journal articles from different disciplines has been gathered. Concepts such as systematicity and the problems of parallel corpora also find their place in this study (Aijmer, 1997; Salkie, 1995, 1997), I intend to take a similarity assessment (Chesterman, 1998) as understood by contrastive linguistics in terms of the number of shared and distinctive features in English and Spanish markers in Medicine journal articles in terms of their degree of feature matching (Tversky, 1977). The study of Research Article (RA) journal publications through contrastive linguistics can aid specialised writers, novel researchers and university students in the reading and understanding of a shaped RA.

A total corpus of 40 RAs has been analysed in English and Spanish, paying attention to the use of attitude and engagement markers in terms of word frequency and text concordance. To carry out the analysis newly specific corpus tool software which has been developed in the frame of the aforementioned project called METOOL has been used. Along with previous authors who have largely studied Discourse

Markers (DMs) (Fraser, 1987, 1999; Schiffrin, 1987), I agree on DMs having a core meaning; however I think that this meaning is strongly context-dependent rather than semantic (Bellés-Fortuño, 2008, 2016). I have looked at the notions of a DM and which role or function they may have in discourse. Results show some similarities between the use of metadiscoursal elements in Spanish and English journal articles in Medicine, however interesting divergences are also observed in the case of engagement markers and their use in English journals.

\*IAMET Project is a competitive project granted by the Spanish Ministry of Economy and Competitiveness (Identification and analysis of rhetoric elements in Spanish and in English: study of metadiscursive strategies).

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*Structurally elaborate and explicit in meaning? Using corpus-based analysis to challenge stereotypes about academic writing.*

The stereotypical view of academic writing is that it is structurally elaborated, with meanings expressed explicitly. In contrast, spoken registers, especially conversation, are believed to have the opposite characteristics. The present talk reports the results of corpus-based analyses that challenge these stereotypes; the study uses corpus-based analysis of present-day and historical registers to investigate the kinds of complexity, elaboration, and explicitness found in spoken and written texts.

On the one hand, the results show that conversation is structurally complex and elaborated, to an even greater extent than academic writing for some grammatical features. At the same time, the corpus findings show that academic writing does not make extensive use of the structures that are stereotypically associated with structural elaboration (especially dependent clauses). Rather, the grammatical complexities of writing tend to be phrasal rather than clausal, resulting in a compressed rather than elaborated discourse style.

After contrasting the complexities of present-day conversation and academic writing, the talk goes on to challenge the stereotypical view of writing as being maximally explicit in meaning. In particular, almost all the phrasal modifiers that are common in academic writing are associated with implicit meaning relations among elements in discourse. Such discourse styles cause little difficulty for expert readers, who can anticipate the possible relationships among elements in a text, but they can pose serious difficulties for novice readers.

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*Corpus-based word lists and their validity: language use changes, lists remain*

Frequency-based word lists produced by the publishers of didactic materials such as a learner Oxford 3000TM list or Coxhead's (2000) academic word list are long-known and frequently used in applied research and teaching practice. Using such didactic resources with students is particularly conducive to vocabulary learning (Cobb & Boulton, 2015). This conclusion can be derived from the evidence that language acquisition studies provide. According to many such studies, frequent words are easier learnt and processed by learners, as they correlate with the natural order of language acquisition. However, language use evolves dynamically and so the frequency with which people use certain lexical items concomitantly changes (e.g. Gries & Divjak, 2012). It seems uncontroversial then that there is some recent evidence (Brzoza, 2018) showing that corpus-based objective measures might not correlate as

much with subjective frequency ratings provided by native speakers as they used to in previous research (Ringeling, 1984; Desrochers & Bergeron, 2000; Thompson & Desrochers, 2009).

The current contribution reports on the results of a study conducted to observe the relationship between the objective corpus-based and subjective participants-provided measures of word frequency at different times of measurement. Its aim is to investigate whether these results might have a bearing on the construction of frequency-based learner vocabulary lists, particularly whether these should be updated. This issue is up-to-date, as the existing lists of frequent vocabulary items do not evolve, and the new ones do not get published.

The study consisted of the comparison of the frequency values of used words during the time of constructing Oxford 3000TM and Coxhead's (2000) academic word list, and in a recent SUBTLEX-UK corpus (Van Heuven et al., 2014). The results of the correlational analyses between the frequency counts at these various measurements will be juxtaposed with the frequency ratings performed by native speakers of English in an online questionnaire. The hypothesis posits that there are discrepancies between then- and current frequency values of selected words from the lists. Another hypothesized relationship between scores is that the relationships between corpus-based and subjective participants' judgements of the same words is weaker for the past corpus values than for the current corpus values.

The present investigation considers the need for adjustment of the existing vocabulary lists. The results will be discussed in the light of changing lexical frequency values. I will offer some new alternatives or additions to corpus-driven frequency values for constructing frequency-based lists, such as combining objective with subjective frequency measures or turning to some new measures of wordhood dimensions, e.g. word prevalence (Brysbaert et al., 2016).

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*An analysis of adjective-noun collocations in academic metadiscourse*

Collocations is an area of research that has been of interest for several researchers in the last thirty years as stated by the studies of Hunston (2002), Charles (2006, 2011), Durrant (2009, 2016), Durrant and Mathews-Aydinli (2011), Saber (2012), Vincent (2013), Cortés (2013), Le and Harrington (2015), Grabowski (2015), John, Brooks and Schriever (2017), Carrió-Pastor (2017), Cunningham (2017), and Kim and Yeates (2019). In this paper, our main objective is to identify the collocations associated to attitude markers and boosters in academic English. Collocations associated to the rhetoric role of devices is a topic that has been the focus of attention of researchers and we could fill this gap combining an analysis of the functional and structural characteristics of discourse. This paper presents some of the results of a research project in which metadiscourse devices (Hyland 2005, Carrió-Pastor 2016) are detected with a tool specifically developed to identify and calculate the occurrences of metadiscoursal categories, i.e., METOOL. This study has been conducted within a research project financed by the Spanish Ministry of Economy, Industry and Competitiveness (FFI2016-77941-P). The hypothesis of this paper is that writers with different academic backgrounds use collocations in a particular way in English research papers due to the specificity of the vocabulary. The main objective of this study is to analyse if adjective-noun collocations are used with different frequencies in the specific fields of engineering, medicine and linguistics and to discuss the combinations of the most frequent collocations. Thus, the corpus of this study was composed of sixty academic papers devoted to the study of linguistics, sixty academic papers devoted to the study of medicine and sixty articles focused on engineering research that were compiled from international research journals. After that, adjective-noun collocations were spotted and analysed in context with METOOL. The occurrences were classified in attitude markers and boosters. The data obtained revealed that there were in fact differences in the use of the adjective-noun collocations in academic English by writers that belong to different specific fields of knowledge, even though in theory they share the same genre and academic style.



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*The compilation of academic corpora to compare the use of metadiscourse devices*

The internal structure of a genre within a particular academic context in English may constrain the forms of the linguistic resources and the functional values they assume in discourse, but sometimes variation occurs (Carrió-Pastor, 2016; Carrió-Pastor & Muñiz, 2013, 2015a, 2015b). The importance of metadiscourse to academic communication has been highlighted by several researchers such as Mauranen (1993), Hyland and Tse (2004), Dahl (2004), Hyland (2005), Ädel (2006), Mur Dueñas (2011), and MacGrath and Kuteeva (2012). Taking this into consideration, the hypothesis of this paper is to show that researchers do not always use English language in the same way as their choice of rhetorical devices may vary depending on the specific field of knowledge. We would also like to point out in this paper a further aspect: the process of compilation of corpora and the importance of training to the researchers involved in their compilation and the tagging of devices. The objectives of this paper are, first to identify the different steps that should be taken when compiling corpora; second to explain the implications of tagging a metadiscourse corpora and third, to design the steps in inter-rater agreement. In order to accomplish with this purpose, sixty scientific papers from three specific fields, engineering, medicine and linguistics were compiled by a group of researchers. The three corpora were used to study variation in metadiscourse devices in the three specific fields of knowledge using the tagging tool METOOL, designed for this purpose. The process of corpora compilation and tagging were identified as well as the process of inter-rater agreement. Finally, conclusions were drawn.

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*The identification of attitude markers collocations in Spanish and English academic papers on linguistics*

This paper focuses on the identification of the attitude markers and their most frequent collocations that are used in academic research papers written in English and Spanish in the specific setting of linguistics. Some authors have posed that there are some differences in the use of attitude markers (Hyland & Tse, 2004; Hyland, 2005; Gillaerts & Van de Velde, 2010; Mur- Dueñas, 2010, 2011) in different specific settings. Also, the collocations of attitude markers are of interest for the identification of patterns in language and for teaching purposes (Saber, 2012; Vincent, 2013). The hypothesis of this paper is that academic writers used different attitude devices in different languages. Thus, the main objective of the study was to discuss the differences in the use of attitude markers in English and in Spanish. Additionally, the collocations of the most frequent attitude markers in both languages are also identified and discussed. A corpus of English academic papers focused on linguistic studies and a corpus of Spanish academic papers focused also in linguistics were compiled. The papers selected were published in journals included in Journal Citation report or Scopus. Our purpose was to detect and compare the use of attitude markers by researchers in different languages to observe their frequency and the most frequently used markers in both languages. The corpus was first analysed with a tool designed to analyse metadiscourse markers (METOOL). The results showed that there were in fact differences in the use of attitude markers and the collocations in the most frequent attitude markers. We believe that the study of attitude markers in this context may be helpful for the identification of patterns that may change depending on the language and culture of the writers. The implications and conclusions that were drawn from this study were twofold: one was related to the most frequent attitude markers in Spanish and English and the other one to the identification and comparison of the collocations associated to attitude markers in English and in Spanish.

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*Lexical diversity and lexical density in metadiscourse: an analysis of academic papers*

Metadiscourse has been the focus of study of several researchers (Hyland & Tse, 2004; Hyland, 2005; Carrió-Pastor, 2016; Albalat-Mascarell & Carrió-Pastor, 2019). In this paper we specifically focus on the study of lexical density and lexical diversity in metadiscourse devices. We compare two measures that have seldom been used to study metadiscourse markers: lexical diversity and lexical density and our purpose is to fill this gap. Lexical diversity is a measure of how many different words are used in a corpus, while lexical density provides a measure of the proportion of lexical items in a corpus (Vermeer 2000, Malvern et al. 2004, Johansson 2008). In this sense, we propose to identify the richness of metadiscourse devices used by academic researchers in three specific areas of knowledge: linguistics, medicine and engineering. The frequencies that we analysed in this proposal are, on the one hand, the data identified with the help of a tool designed to identify metadiscourse devices considering if they are textual or interpersonal (METOOL) and, on the other hand, the data extracted with Wordsmith Tools to detect lexical density and lexical diversity. It is theoretically possible that a text has high lexical diversity and a frequent use of metadiscourse devices, but low lexical density or vice versa, high lexical density and a frequent use of metadiscourse devices but low lexical diversity. Lexical diversity and lexical density are often used as an equivalent to lexical richness (Read 2000) and in this vein the results of the analysis provide more information about metadiscourse patterns. We examined whether these measures were sensitive to specific fields of knowledge (linguistics, engineering and medicine) and to the different types of rhetoric markers (textual and interpersonal). Another objective is to investigate to what extent lexical diversity and lexical density are correlated. The corpus was composed of a total of 1,744,980 words, distributed in three subcorpora of medicine, engineering and linguistics research papers. The corpus was analysed and the different frequencies of metadiscourse devices found in the textual and interpersonal categories were identified. Then the data of lexical diversity and lexical density were calculated. In the results, the different frequencies were discussed with examples and finally, conclusions were drawn.

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*Comparing academic writing in three languages: questions as metadiscourse in English, French and Spanish*

Research on reader engagement in academic writing has largely focused on English, with fewer studies focusing on languages other than English. Fewer still take a contrastive perspective, comparing the rhetorical features of research articles across three or more languages (Van der Auwera 2012). Nonetheless, research on corpus-based contrastive analysis is notably experiencing a rebirth in interest due to its role in a world of increasing 'interlingual and intercultural communication' (Granger 2003, p.18). Much of this growth is likely due to non-expert users of academic languages' need to be informed of the writing conventions of the academic discourse communities to which they aspire (Pérez-Llantada 2010, p.45). There remains a surprising lack of research on interpersonal communication in academic writing that compares evaluative markers across languages. This research aims to address this gap in the context of questions in English, French, and Spanish academic writing. Using the English and French economics subcorpora of KIAP (Fløttum et al. 2006) and a comparable Spanish corpus of economics research articles created for this research, this study centres on a corpus-based contrastive analysis of reader engagement in academic writing in English, French and Spanish. More specifically, this study analyses questions in order to better understand the differences in their use across the three languages.

Occurring both directly and indirectly, questions in this research are primarily identified through the use of a question mark (direct) or an illocutionary force indicating device. In the case of this analysis, each

direct and indirect question has been analysed in terms of frequency, question function, length, question type, use of passivity, tense, and sentence structure. The results of the analysis indicate that there are important similarities and differences which are investigated both quantitatively and qualitatively and have implications for the teaching of English for academic purposes, français langue académique and Español con fines académicos.

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*A contrastive approach to the use of personal and impersonal authorial self-reference devices in Linguistics papers written by English L1 and L2 researchers*

Academic writing is not only about conveying content and making new claims in a specific scientific community. Recent studies have shown that academic writing is not totally impersonal author-evacuated writing (cf., Geertz, 1983; Hardwood, 2005a, b). Rather, the writers' presence is part and parcel of academic prose as authors need to portray a convincing authorial voice through which to express confidence in what they convey and commitment to it, while also been able to tentatively present their claims and findings (cf. Hyland 2001; 2002a, b). In order to portray themselves, researchers have at their disposal a myriad of rhetorical devices which can be placed alongside a continuum of more or less explicit devices such as the use of personal pronouns and their corresponding determiners (cf. Tang & John, 1999; Martínez, 2005; Dueñas, 2007), abstract rhetors and/or the use of impersonal constructions (cf. Robinett, 1980) to reveal authorial stance (Baratta, 2009, Ivanic & Camps, 2001). With this in mind, in this study, a corpus of 40 research papers from the discipline of Linguistics will be examined in order to first assess the traces of personal and impersonal authorial presence across the different sections of the research papers analysed. As the corpus of analysis is made up of 20 papers authored by English L1 researchers, while another 20 have been written by Spanish researchers with English as their L2, it is also my aim to account for any differences with regard to the presence and frequency of use of the different personal and impersonal devices identified. Possible cross-cultural variations identified in the L1 and L2 corpus will be discussed. Finally, it will also be my aim to assess whether there is any statistical significant difference regarding the use of such forms in the two corpora. The current study is carried out within the frame of the \*IAMET project in which a large contrastive corpus of Spanish and English journal articles from different disciplines has been gathered.

\*IAMET Project is a competitive project granted by the Spanish Ministry of Economy and Competitiveness (Proyecto: FFI2016-77941-P) entitled: Identification and analysis of rhetoric elements in Spanish and in English: study of metadiscursive strategies.

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*An analysis of deontic modal verbs in the introduction sections in tourism research papers*

The present study deals with deontic modal verb meanings in a corpus of introductions of research articles in the field of tourism. I will use a compilation of article introductions in English and published in specialized leading journals on tourism. Modal verbs are important to evince the authors' stance concerning the propositional content (Palmer 2001; Biber et al. 1999). In this particular paper, I want to evaluate the use and functions of deontic modals in the introductions of research papers to identify the authors' stance concerning their own texts. Research will be performed using corpus tools for text analysis and retrieval. Our conclusion will report on the functions of deontic modals in the texts analysed. The pragmatic functions developed by the use of modal verbs in these sections of the academic papers will also be described.

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*An Integration of Corpus-based and Genre-based Approaches to MOOC Lecture Introductions*

Although university lecture remains the principal genre of knowledge imparting and the most cost-effective way of instruction in higher education, the proliferation of the Internet along with various social networks and mobile devices has precipitated far-reaching influence on education. Massive Open Online Course (MOOC) has emerged as one of the most popular distance education since 2012. Being a new medium, MOOC does not simply replicate the traditional practice of education but introduce new ways of teaching in the new learning ecology.

This study attempts to explore lecturers' spoken discourse in online academic lecture, with a focus on the genre analysis of MOOC lecture introductions. Specifically, it aims to investigate the rhetorical functions and lexico-grammatical features of MOOC lecture introductions. A small MOOC Lecture Introduction Corpus consisting of 40 MOOC video lectures across four disciplines was compiled for the research. A combination of genre-based analytical approach and corpus-based approach were employed for analysis.

It is found that MOOC lecture introduction provides a "mental map" for students to follow, offers a context within which a new topic is placed, and contributes to online student-instructor interaction. Although MOOC lecture introductions under investigation in this study share the same set of functions with face-to-face university lectures, lecturers in MOOC use less variety of strategies for the realization of those functions. In addition, in spite of the monologic and asynchronous nature of the MOOC lecture introductions, lecturers are found to adapt their discourse to the online environment by employing new strategies and various lexico-grammatical choices in order to create a sense of community and to increase audiences' engagement in the unfolding of the online lecture.

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*"This fact": Shell nouns in ESL learners' argumentative writing*

In this study, we compare the use of shell noun fact in argumentative essays written by three groups of non-native speakers of English, i.e. university students whose first languages are Chinese, Dutch, or Spanish, within the framework of Granger's Contrastive Interlanguage Analysis (1998). The goal of the study is to examine the similarities and differences across the three corpora. First, a definition of shell nouns will be provided (Schmid, 2000; Flowerdew & Forest, 2015; Tåqvist, 2016) and then the results of the analysis will be detailed. In terms of overall frequency, Dutch and Spanish L2 English learners adopt fact much more frequently than Chinese learners do, but all the three groups prioritize the singular form fact over the plural form facts. At the same time, only in 10% of the cases fact has an adjective premodifier in all corpora. Another similarity among Chinese, Dutch and Spanish learners comes to the category of fact, as they all make the majority of fact as factual shell nouns instead of mental ones. The three groups of learners also show no difference in the distribution of reference patterns obtained by fact. More specifically, they all adopt cataphoric within-sentence reference mostly, followed by anaphoric across-sentence reference, anaphoric within-sentence reference and cataphoric across-sentence reference (cf. Flowerdew & Forest, 2015). The last clear difference we have found is related to lexico-grammatical patterns of fact: While Dutch and Spanish learners prefer the pattern "the fact that", the Chinese learners have a preference for "this fact". To sum up, the three groups of L2 English learners use fact in a quite similar way. Some of the patterns are employed in a different way and finally Dutch learners resemble Spanish learners a bit more.

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*Concgrams in thesis abstracts written by L1 Chinese undergraduates*

Academic language has been found to be “particularly formulaic” (Lancaster, 2016, p. 441). Most work in formulaic language has been based on n-grams, contiguous phrases with a fixed set of words in a fixed order. A limitation of this work, as Hyland (2012) has argued, is that sequences with optional slots “remain undiscovered” (p. 152). Thus, to have a more complete picture of the phraseological nature of a text, it is necessary to consider non-contiguous phrases, or concgrams (Cheng, Greaves, & Warren, 2006). Concgrams differ from n-grams in that they allow for both constituency variation, AB and ACB, and positional variation, AB and BA (Römer, 2010, p. 311).

This study examines concgrams in thesis abstracts written by Chinese undergraduates who translated the original Chinese text into English. Concgrams of eight frequent words related to academic writing were selected: *analysis*, *background*, *chapter*, *introduction*, *method*, *paper*, *research*, and *significance*. The results included some fairly complex strings with constituency variation, such as this one that occurred 16 times for *the main*:

- the main body/part/content/contents/idea/point of view/point/topic of this/the paper/article/thesis (include(s) the/consists of the) (following/followings).

In this example, options for word choice are separated by a slash and parenthesis indicate optional elements. Concordance lines include the following:

- to the structure of the article, the main body of this paper consists of the following
- of the structure of the article, the main body of this article includes the following
- overall structure. the main parts. The main part of the thesis, from the second c
- from the structure of the article, the main part of this paper include the following

After a discussion of the nature of concgrams and the methodology of the study, the most frequent concgrams for each of the target words will be presented, Pedagogical implications will conclude the session.

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*Old English adverbs in the comparative: lemmatisation on a corpus-based approach*

The aim of this paper is to present the results of the lemmatisation of Old English adverbs in the comparative degree. Lemmatisation designates the process by which an attested inflectional form is assigned a dictionary word or lemma. In this case, the focus will be on the adverbial forms inflected for the comparative. The data draw on The York-Toronto-Helsinki Parsed Corpus of Old English Prose and The York-Helsinki Parsed Corpus of Old English Poetry, which are both syntactically and morphologically annotated and file 1.5 million and 15,000 words each. The methodology of analysis consists of a preliminary search restricted to the morphological tag ADVR (adverb in the comparative) that allows for obtaining the targeted forms. In a second step, the resulting forms have been lemmatised with the help of a reference list of lemmas provided by the lexical database of Old English Nerthus. Once the list of lemmatised forms is obtained, these are contrasted with a lexicographical source, namely the Dictionary of Old English for forms beginning with letters A-I, and with a secondary source, the work by Seelig (1930). One of the main contributions of this work is, on the one hand, the presentation of a

methodology that can successfully lemmatise non-verbal categories in a historical language such as Old English, and, on the other, the identification of new forms attested neither by the DOE nor by Seelig. Such a study lays bare the importance of having a complete compilation of lemmatised data that can both enhance the quality of lexicographical works and permit more accurate linguistic research.

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*Estudio de los Intensificadores en los Artículos de Opinión en la Prensa Española sobre el Caso Weinstein*

El caso de Harvey Weinstein es probablemente una de las noticias mediáticas recientes que ha suscitado más artículos de opinión en los últimos tiempos. Ciertamente, en toda la prensa mundial hemos podido leer columnas de opinión en donde se relatan las razones por las que este magnate de Hollywood ha sido demandado por múltiples actrices de renombre internacional. En prácticamente todos los casos, respecto a los abusos de poder perpetrados por este personaje, no se cuestiona la veracidad de las acusaciones sino que, por el contrario, casi de forma unánime se condena sin paliativos sus actuaciones llevadas a cabo durante décadas.

El objetivo de este artículo es analizar desde un punto de vista discursivo los intensificadores utilizados en estas columnas de opinión para concluir qué estrategias metadiscursivas se han utilizado para expresar intensificación. Siendo artículos de opinión firmados por personas individuales queremos concluir el grado de implicación de estos autores con su opinión personal de los hechos. Para ello, se han tomado como corpus 20 artículos de diferentes fuentes, con una extensión similar y publicados en la misma franja temporal. Todos ellos están escritos en español por periodistas españoles.

Para el análisis hemos seguido la taxonomía basada en los rasgos del español coloquial propuesta principalmente por Briz (2001) y Albelda (2004), además del artículo escrito por Moya y Carrió-Pastor (2018), ya que eran los más idóneos para llevar a cabo la clasificación del corpus de comentarios periodísticos en la prensa digital.

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*La reflexión metalingüística: una propuesta basada en competencias para el aprendizaje del lenguaje académico mediante corpus*

El objetivo principal de esta comunicación es presentar una metodología orientada a las competencias que motive el aprendizaje del lenguaje académico mediante corpus lingüísticos. Asimismo, pretendemos que ese aprendizaje se dé a través de la reflexión metalingüística, pues esta “forma parte de las actividades encaminadas al aprendizaje del uso de la lengua” (Zayas 2006: 147). La propuesta de aplicación se centra especialmente en los cursos de bachillerato; sin embargo, la versatilidad de la metodología permite que esta se adapte también a otros niveles educativos, como puede ser la enseñanza del español como lengua extranjera.

Nuestra propuesta se articula alrededor de la resolución razonada y argumentada de casos relacionados con el lenguaje académico con la ayuda de corpus lingüísticos disponibles gratuitamente en línea. Los aprendices deberán introducir determinadas palabras o sintagmas en el corpus y, a partir de los resultados obtenidos, establecer, por ejemplo, en qué posición de la oración aparece o en qué registro se emplea más. El aprendiz toma un papel agente. De esta manera, perseguimos un aprendizaje orientado a las competencias, tales como la competencia de aprender a observar, a argumentar, a formular



generalizaciones o a experimentar y valorar los resultados (Bosque y Gallego 2018). Este aprendizaje orientado a las competencias implica que los alumnos trabajen cuestiones que favorecerán su desarrollo cognitivo más allá de la resolución de los casos concretos propuestos: la argumentación y la contraargumentación, la experimentación o la formulación de generalizaciones son aptitudes que les serán necesarias no solo para el aprendizaje de la lengua propiamente dicho.

En conclusión, queremos aprovechar las posibilidades de explotación que nos brindan los corpus lingüísticos en línea como recurso para mejorar la competencia en el lenguaje académico a través de la reflexión. Consideramos que así conseguimos un aprendizaje significativo en los aprendices.

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*Employer-employee discourse in the textual genres [system] dimension realised in the legal culture of the United Kingdom of Great Britain. The case of translation from English into Polish language*

Inspired by Bazerman (1994, 2000, 2004), Orlikowski et al. (1994), Swales (1990), Bhatia (1998, 2004, 2016) and their perception of genres and genre systems as participative constructs; stimulated by the research by GENTT (2000-2018) and Qualetra (2010/2013), we have investigated textual genres, for translation competence enhancement, in two dimensions: as a whole textual genre system – that is, interrelated genres that interact with each other in the specific settings of employer-employee discourse (cf. Bazerman 1994: 97) immersed in the UK reality, and as an individual construct (employment contract genre). The study is conducted on a monolingual comparable corpora consisting of four major corpora that create resource base for qualitative (move structure) and quantitative (corpora) genre system analysis both in terms of the generic structure, as well as phraseology and terms. Triangulated, the methodology helps us define the employment genre conventions typical for legal language present at macrostructure level [e.g. long, unclear sentences (Gotti 2012: 52), subordination and parenthetical restriction (Varo and Hughes 2002: 19)], and terminological patterns [highly repetitive and formulaic terms]. We answer the question about the generic characteristics, as well as legal typification of the language used: is it incongruous and vague, alike fossilized legal language or is it plain language? The findings show that the employment genre system discourse is not that much fossilized compared to normative acts. The key words provide us with idiosyncrasies of the analysed discourse, while the rhetorical move analysis of the whole system confirms the dynamism of contemporary Employer-Employee dialogue. High frequency of deontic modality markers and numerous conditional patterns convince us that the Employer-Employee discourse comes as transactional rather than relational.

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*Metodologías combinadas para la extracción semiautomática de metáforas de corpus especializados*

La constitución de corpus lingüísticos es probablemente una de las grandes metas alcanzadas para la lingüística actual, que ya no puede imaginarse ningún estudio que no se base en datos empíricos. Las herramientas diseñadas para la explotación de corpus se han ido mejorando, de manera que desde los primeros análisis de frecuencias y concordancias hemos pasado a sistemas sofisticados que integran diversos niveles de análisis de procesamiento del lenguaje natural. No obstante, aún no disponemos de corpus etiquetados que nos permitan extraer con un solo clic las metáforas presentes en los textos.

En este trabajo presentamos la metodología, o mejor las metodologías usadas en la tesis doctoral La metáfora en el discurso especializado del genoma humano, para la detección semiautomática de metáforas terminológicas y de metáforas explicativas en un corpus de gran volumen. Partimos de la hipótesis de que

en los textos especializados conviven dos tipos de metáforas: las que están en la base de la construcción de nuevos conceptos y de sus correspondientes denominaciones (metáforas terminológicas) y las que los expertos utilizan en el discurso para explicar o para divulgar sus conocimientos.

Esta distinción conceptual nos ha llevado a combinar el uso de herramientas distintas para ayudarnos en la detección de metáforas: YATE para la extracción automática de terminología mediante herramientas que combinan conocimiento lingüístico y estadística; BWANANET, la plataforma de exploración del Corpus Técnico del Institut de Lingüística Aplicada (IULA); y el TREEBANK de lengua española, que nos proporciona una parte del Corpus Técnico analizada sintácticamente. En la comunicación que proponemos indicaremos las bases teóricas que sostienen esta combinación de herramientas y de métodos, valoraremos las ventajas y las limitaciones que nos aporta cada una de estas herramientas y mostraremos, como conclusión, la gran aportación de esta metodología combinada: la identificación de las metáforas constitutivas del conocimiento especializado en corpus voluminosos.

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*Los marcadores discursivos “vale” y “bueno”: contrastes y presencia en el aula de ELE. Marcadores del discurso español lengua extranjera*

El marcador conversacional “vale” se relaciona a la modalidad deóntica (Zorraquino y Portolés, 1999 y Serrano Reyes, 2013) ya que sirve para expresar acuerdo o aceptación. Funciona, además, como sinónimo de “bueno” (Holgado Lage, 2017), es decir, para introducir una idea o iniciar una conversación en torno a un tema.

El CREA1 muestra la importancia del marcador discursivo “vale” en la lengua española, especialmente en el discurso oral (669 casos en 275 documentos). Muchos son los estudios que en los últimos años se están realizando en cuanto al discurso oral. Sin embargo, este tipo de investigación aplicada a la didáctica es todavía más reciente y, por lo tanto, menos explorado (Domínguez García, 2016:6). Esta situación no puede sino reflejar el caso de “vale”: un marcador relativamente nuevo (Serrano Reyes, 2013) que diferentes autores han tratado, pero pocos lo han aplicado a la didáctica de ELE. Frente a estos datos, el corpus recoge más de 6000 ocurrencias del marcador “bueno”, un poco más estudiado tanto en didáctica como en lingüística general. De acuerdo con el Plan Curricular del Instituto Cervantes, “vale” como marcador discursivo aparece en el currículo del nivel A2. Teniendo en cuenta este dato, hemos analizado un corpus de 6 manuales de ELE de nivel A2, en el que hemos observado que los marcadores más utilizados son “vale” y “bueno”, que aparecen, en general, en contexto y sin explicación o práctica dedicada. En la mayoría de los casos, “vale” aparece para expresar acuerdo, frente a “bueno”, utilizado tanto para expresar acuerdo como para concluir una conversación o dirigir el discurso.

Con este trabajo, pretendemos responder a dos cuestiones:

- 1) ¿Corresponden los descriptivos de los manuales, cualitativamente, a la utilización de los hablantes?
- 2) ¿Qué diferencias podemos observar a la hora de enseñar marcadores como “vale” o “bueno”?

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*Customizing the Lexical Frequency Profile software to reflect local and institutional English wordlists*

The paper reports part of a study that explores the potential of customized versions of the Lexical Frequency Profile (LFP) as a learning tool for university students studying through the medium of

English (EMI). LFP (Laufer & Nation, 1995) provides a profile of a text by assigning each of the words to a frequency level. While the wordlists that inform the ‘classic’ version of the software are West’s (1953) General Service List (GSL) and Coxhead’s (2000) Academic Wordlist (AWL), subsequent versions are based on large corpora, such as the British National Corpus (BNC) and provide more precise information about the frequency level of a text’s lexis. When used by language learners, LFP allows students to check the lexical richness of drafts and make adjustments to the vocabulary content before completing them. In the present study, the LFP software was reconfigured, replacing GSL with Hong Kong’s four official English wordlists developed for the local primary and secondary curriculum. These lists consist of 5,000 words that students are expected to know by the end of secondary education (McNeill, 2011). The study also examined the usefulness of including within a customized LFP prescribed words from specific university courses, such as the technical vocabulary of some STEM disciplines. The results of the study, which examined initial and revised drafts produced by groups of undergraduates and postgraduates, suggest that undergraduate students can benefit substantially from the feedback provided by a locally customized LFP. However, the initial drafts produced by postgraduates already demonstrated high levels of lexical richness, including familiarity with the technical vocabulary of their specialisms. Addressing vocabulary development within EAP appears to represent a particular challenge at undergraduate level, where a narrow focus on academic vocabulary tends to dominate curricula.

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*Discovering similarities between Academic Discourse and translation: a corpus-based comparison of syntactic simplicity*

Academic texts and translations seem to present several similarities. Firstly, both of them follow an informative purpose -academic texts offer information about a specific topic and translations about the original message. Secondly, both text types can be considered metatexts as they use the language to speak about the language itself -academic texts focus on academic activities, such as “educating students, [...] disseminating ideas and constructing knowledge, that rely on language to accomplish” (Hyland, 2009:1) and translations use a target language to explain the meaning of the source one. Moreover, they seem to share another syntactic aspect.

Actually, on the one hand, despite the common belief that academic texts present a complex and elevated style, Academic Discourse seems to present a structure less elaborated than other written and oral genres that can be considered a sort of syntactic simplicity. In fact, it shows less subordination than oral conversations and short condensed structures (Biber and Gray, 2010). On the other hand, according to the hypothesis of the Translation Universals (Baker, 1993), simplicity is a feature shared by all the translated texts that would be stylistically and syntactically simpler than original texts.

From here, the idea to compare academic and translated texts in order to demonstrate the syntactical similarity between the two text types. To corroborate such hypothesis, a corpus-based comparison is realized among three sets of texts: (a) a corpus of original academic texts, (b) a corpus of translated non-academic texts and (c) a corpus of translated academic texts. In each corpus, four linguistics features related to simplicity are examined: lexical density, lexical variety, sentences length and presence of subordinates. Finally, the results are compared.

The outcomes will show the degree of similarity between the translated and the academic texts regarding simplicity as well as the differences (if any) between original and translated versions of academic texts, encouraging further research on the examined text types from a comparative perspective and collaborating to the still debated issue of the Translation Universals.

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*Emotion in TED talks on education: a corpus study*

TED (Technology, Entertainment, Design) talks are a relatively new genre, in which experts in different fields share their knowledge, including academic domains to large audiences. Additionally, their talks are broadcasted worldwide. Although spoken academic language has been extensively studied in literature (Bellés Fortuño, 2006, Rowley-Jolivet, & CarterThomas, 2005), TED talks, broadcasted worldwide, present a new field of study, as it has been argued that TED talks differ from university lectures in many aspects. A relevant aspect in which TED talks differ from university lectures is the way they present epistemic stance, based on the speakers' use of verbs or pronouns (Caliendo & Compagnone, 2014, Compagnone, 2017), the way ideas are presented in the talks, taking into account the amount of times the word idea(s) is mentioned, together with the macro discourse markers that are used in the presentations (Uicheng and Crabtree, 2018). Another aspect of interest is persuasion; the way speakers address their audiences in order to seduce them (Valeiras-Jurado, 2015; Virtanen & Halmari, 2005). This, together with an increasing interest in the analysis of emotion from the perspective of pragmatics, from an intercultural pragmatics perspective (Maguire & Romero-Trillo, 2013), is the foundation of the present study. Hence, the aim of the study is to analyse the way speakers use emotions to involve the audience in their monologues. The paper shows the analysis of 50 TED talks related to the field of education proposed in the TED talks search engine as the most relevant between 2010 and 2019, following two approaches in corpus linguistics (Tognini-Bonelli, 2001; Callies, Díez-Bedmar & Zaytseva, 2014). First, a corpus-driven approach is conducted by analysing the words users employ when expressing emotion, as retrieved from the corpus. Second, a corpus-based approach uses Mohammad's NRC Word-Emotion Association Lexicon (<https://saifmohammad.com>) to look for the words included in the reference book in the corpus..

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*Persuasion VS mitigation: a corpus- based contrastive analysis of boosters and hedges strategies in linguistics and engineering academic articles in English.*

The present study compares the use of boosting and mitigation strategies in engineering and linguistics academic articles in English. It has been carried out within the frame of the \*IAMET project where a large contrastive corpus of Spanish and English journal

articles from different disciplines has been gathered. The importance of metadiscourse devices to written academic discourse has been investigated by a wide number of researchers such as Mauranen (1993), Hyland and Tse (2004), Dahl (2004), Hyland (2005), Mur Dueñas (2011) and Carrió-Pastor (2015).

This research focuses on the analysis and comparison of two specific interactional metadiscourse strategies: boosters and hedges. According to Hyland (2005), boosters are metadiscourse strategies which stress the author's certainty toward a statement, and which are used to convince the reader about the veracity of a proposition. Conversely, hedges are exactly the opposite: linguistic strategies which authors employ in order to mitigate their points of view toward a certain proposition or topic. Taking this into consideration the hypothesis of this analysis is to verify that authors writing in the field of linguistics tend to use a higher number of boosters and hedges than the authors belonging to the engineering field.

Thus, this paper is devoted to a detailed analysis of the use and distribution of all the different types of boosting and mitigation strategies using Hyland (2005) and Mur-Dueñas (2011) taxonomy as a study model. In order to meet this objective a corpus of one hundred and sixty scientific papers belonging to the field of linguistics and engineering written by English native authors were analyzed. The methodology used to carry out the contrastive study was a combination of quantitative and qualitative analysis of the

corpus using the tagging tool Metool. Results verified our initial hypothesis: variation exists in the use of both boosters and hedges depending on the scientific study field.

\*IAMET Project is a competitive project granted by the Spanish Ministry of Economy and Competitiveness (Proyecto: FFI2016-77941-P) entitled: Identification and analysis of rhetoric elements in Spanish and in English: study of metadiscursive strategies..

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*A Comparative Corpus-based Analysis of Turkish Academic Discourse*

Register can be defined as “a communication situation that recurs regularly in a society in terms of participants, setting, communicative purpose and so forth”(Ferguson,1994:20). Thus, it will tend to develop identifying markers of language structure and language use, different from the language of other communication situations. In this respect, academic research articles can be considered as a different variety both in terms of its communicative purpose and linguistic properties (Swales,1990; Bhatia,1993; Thomas and Hawes,1994). However, as indicated by Biber and Conrad,2001:179), investigations of individual registers require a comparative register perspective to fully describe the actual patterns of use. Thus, this study aims 1)to determine the characteristic features of Turkish academic texts by analyzing the functional relationships between form and situation, and 2)to compare these features with six other registers as legislative language, newspaper feature articles, TV commercials, man/woman magazines, stand-up shows and oral narratives. Each text type in the study consisted of approximately 30.000 words. In this study, ‘the multidimensional approach’ developed by Douglas Biber(1988) is used as the method of analysis. Considering the limitations of this study, only ‘situation dependent reference versus explicit reference ’ dimension is used. The lexico-grammatical categories presented in this dimension are counted in each text type and the results are statistically evaluated. The findings of the study indicate that scientific research articles in Turkish has a high number of explicit reference. When all text types in the study are compared in terms of this dimension, it is found out that scientific articles have the highest frequencies of the features of an explicit discourse. It is followed by legislative texts, newspaper feature articles, man/woman magazines TV commercials and stand-up shows. Among the text types analyzed in the corpus, the most situation dependent discourse type is found to be as oral narratives.

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*De la clasificación textual al muestreo estratificado: un enfoque cíclico para el diseño de corpus representativos de la traducción institucional*

En estudios de corpus, la adaptación del diseño y la creación de corpus a los objetivos de la investigación pasa por abordar cuestiones de representatividad, equilibrio y comparabilidad con vistas a garantizar la validez y la replicabilidad de los resultados (Biber et al., 1998: 246; McEnery y Hardie, 2012: 10-11; Brezina, 2018: 15-19, entre otros). Esto es de especial importancia cuando la población objetivo está compuesta de un volumen muy grande de textos y trasciende un área de especialidad limitada o abarca varios géneros textuales, como ocurre en el caso de los textos traducidos en entornos institucionales internacionales. En esta comunicación se describirá el enfoque cíclico progresivo utilizado para construir una serie de corpus especializados destinados al análisis comparativo de la traducción en tres de estos entornos. Teniendo en cuenta que describir los tipos de textos que componen un corpus y clasificarlos en distintas categorías es sumamente relevante para que este resulte equilibrado (Biber, 1993: 244; McEnery et al., 2006: 16), nuestro enfoque parte de un mapeo y una categorización completos de los textos institucionales publicados en un período de tres años (Prieto Ramos, 2019) para luego aplicar técnicas de

muestreo estratificado que integran criterios cuantitativos y cualitativos adaptados a los objetivos de la investigación, de un alcance sin precedentes en el ámbito de la traducción institucional. El enfoque metodológico aplicado, así como la matriz de categorización, las fichas de selección estratificada y los corpus resultantes pueden resultar útiles para construir otros corpus especializados para estudios lingüísticos, traductológicos o de otros ámbitos conexos.

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*Logical Metadiscursive Markers in Research Papers Written in English: a Corpus-based Approach\**

Logical markers can be considered as “a metadiscourse category which may be subject to intercultural variation in RA writing” and perform not only a textual function, but also an interpersonal one (Mur Dueñas 2009: 126). Indeed, Hyland (2005) thinks that these connectors are interactive to the extent that they organise ideas and help to provide the research articles with cohesion and coherence. Furthermore, they ensure that readers process the information devised by the writer. For Dafouz-Milne (2008:097), these markers convey semantic and structural relationships between discourse stretches, and help the reader to understand pragmatic connections. In this paper we seek to identify the frequency of logical metadiscursive strategies in a corpus of linguistics, engineering and medicine research papers written in English, and its possible variation of use according to the discipline selected. The research papers corpora comprise 80 articles of linguistics, 64 of engineering and 108 of medicine. The logical markers selected for this study are divided into additive, contrastive and consecutive. The analysis will be conducted through the METOOL device, which has been created to identify, tag and calculate statistically the metadiscursive elements of the academic discourse provided. Some results suggest the incidence of the three types of metadiscourse logical markers, but there are variations related to the distribution and composition of certain textual categories according to the discipline analysed.

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*The expression of disagreement of Chinese students in a foreign language: writing emails to their Spanish lecturer*

The speech act of disagreement has been one of the speech acts that have received the least attention in the field of interlanguage pragmatics, as it has usually been considered as part of a more general position of lack of agreement (disagreement, dissatisfaction, opposition). However, in academic communication this act of speech precedes any argumentation and is considered central to scholastic positioning. It should be noted that the illocutionary force of this act is determined by the relationship between the parties (between peers, student and teacher etc.), therefore the less equitable the power relationship between them is, the stronger would be its illocutionary force. (Dogancay-Aktuna & Kamisli, 1996; Biesenbach-Lucas, 2006).

The present study aims at investigating the strategies used in an unequal situation (student/professor) by Chinese learners of Spanish as a Second Language (ELE) in order to perform the speech act of disagreement in their L2. Data from 149 Chinese university students were gathered by means of Discourse Completion Tests in which they had to write an email disagreeing to their lecturer. In order to recognise their sociopragmatic knowledge in a digital environment, the key text features in their writings



were examined for pragmatic moves related to politeness, addressing forms, level of directness in their request and internal/external modification devices in the heading, body and farewell of the emails.

Our results, which can be partially seen in the OCAE Corpus at TalkBank (Rodríguez Velasco, 2018), suggest that those Chinese students analysed in the study did not adjust to an appropriate register and manner in academic Spanish. While these results have been partially evidenced in previous literature, they do not take into account similar forms of data collection or similar writings of Chinese students (Chen, 2006; Xuehua, 2006; Siu, 2008). We conclude by highlighting the problems in which it would be important to intervene so that students could develop an effective pragmalinguistic competence.

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*Developing academic writing: form and content in the analytical texts of secondary and higher education students*

The development of writing skills requires a progressive mastery of advanced language forms and functions. Most problems traditionally detected by teachers of all educational levels are related to the learning of written language conventions: the organization of information, and the use of particular formal resources. Previous studies indicate the relevance of connectors and discourse markers as predictors of the quality of academic writing. They contribute to overall cohesion and guide the interpretation of the logical and semantic relationships between the different parts of the text (Givón, 1992; Hyland, 2005). We analyze 2 L1 Catalan corpora of analytical texts produced by secondary and university students, and identify the difficulties they exhibit in terms of form and content (Tolchinsky, Aparici & Rosado, 2017). The investigation is framed within REDICE18-1920 research project (ICE, Universitat de Barcelona). Texts were produced at 2 times (before and after the application of a didactic sequence on academic writing). In order to evaluate text adequacy to the demands of the genre, we looked at (1) Textual connection, identifying the repertoire of lexical forms used (conjunctions and prepositions, closed-class discourse markers, open-class multiword markers); and the discursive functions performed (propositional, structural, modal) (v. Cuenca et al., 2011; Gras, Galiana & Rosado, submitted); (2) Content within the argumentation structure, considering the distribution of asseverative, expository and argumentative movements (v. Vilar, in preparation).

Our preliminary results indicate that structural effectiveness and coherence of the texts are related to the proficient use of intra- and inter-sentential connectives, to the predominance of argumentative movements as well as to the distribution of elements in the argumentation structure. Additionally, the presence or absence of inadequate information is related to the establishment of erroneous semantic relationships, i.e., the use of canonical vs. non-canonical use of connectives within the rhetorical structure of analytical texts.

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*Research article introductions in two medical subfields*

Research article (RA) introductions are one of the most difficult and challenging sections for

writers. Swales (1990, p. 137) classifies introductions as “troublesome” since most academic

writers appear to find it difficult to make a start on the writing of an academic paper. He explains that authors must decide how to present background knowledge, their attitude and stance. Moreover, it is the space in which writers introduce themselves to the scientific community and in which they have not only

to protect their face to appear as credible researchers, but also to protect other researchers when mentioning the previous literature in the field. Therefore, there has been growing interest in the analysis of the rhetorical structure of RA introductions in different disciplinary fields. However, to our knowledge, no study has compared RA introductions in different medicine subfields. Thus, the purpose of this study is to analyse and compare the rhetorical structure of Paediatrics and Neurology RA introductions using a combination of Swales' 1990 and 2004 CARS model. We also aim to examine and contrast patterns and linguistic realizations of the different moves and steps in each subfield. To this end, we created a corpus of 60 RA introductions taken from six different journals: 3 journals in the subfield of Paediatrics and 3 in that of Neurology. The findings of this study show that the three obligatory moves are present in both subfields and that they are realized by common specific linguistic realizations. The results have some pedagogical implications because they can help students and professionals in Medicine to read and interpret other's scientific's studies and to write their own.

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*A tall order? The pragmatics of scientific video-abstract exemplars*

Promotional and ornamental as much as informative, video-abstracts are increasingly demanded by high-impact biomedical, chemical and physics journals online. The formats of the exemplars displayed by these publications in their guidelines to authors, however, differ notably, especially in the pragmatic strategies deployed. In this presentation I will show the tendencies of journals from publishers such as Elsevier, Cell Press, Taylor & Francis, Wiley, Sage, Research Square and Dove Press, and of science dissemination services such as LetPub and BJM. My central research question is what type of pragmatic and politeness strategies predominate in the corpus of exemplar samples extracted from the websites of the said editorial groups, what role these strategies play in the scientific narrative, and what the intended audiences are. With this purpose, I draw on an eclectic theoretical framework that gathers narrative inquiry (Czarniawska 2004), multimodal critical discourse analysis (Machin & Mayr 2012), pragmatics (Alba-Juez & Mackenzie 2016) and politeness theory (Leech 2014), the theories of conceptual and multimodal metaphor (Lakoff & Johnson 1980; Forceville 2009), and positioning theory (Harré & Van Langenhove 1999).

The results of this work in progress suggest that, whereas the majority of publishers opt for either animated versions of concatenated graphical abstracts and the 'talking head format' of Elsevier's (2011) 'Article of the Future', Cell Press stands out with complex narrative patterns involving structural metaphorical embeddings and intercultural knowledge not always within the reach and skills of scholars and the interpretive abilities of their publics.

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*Analysing figurative language with qualitative data analysis software: metaphor uses and functions in the discourse of meditation*

Contemplative practices like mindfulness and meditation originally rooted in Eastern traditions have spread over a range of social and professional areas in Western society. Studies on mindfulness and meditation discourse have described several ways in which conceptual metaphors (Lakoff, 1993) help to establish common representations of the meditative experience and facilitate communication about it (Silvestre-López, 2016, 2019; Silvestre-López & Navarro, 2017). This talk analyses the use of metaphor in a corpus of texts where Buddhist masters introduce the notion of meditation to non-expert readers. Following MIPVU (Steen et al., 2010) as a method of metaphor identification, this study analyses the

linguistic realisations (direct, indirect, implicit) of conceptual metaphors in discourse, distinguishing between non-deliberate and deliberate uses (Steen, 2017). To account for the communicative dimension of deliberate metaphor, functions (Goatly, 2011) of deliberate metaphor in discourse are also taken into account. The talk, which has a strong methodological focus, describes the procedures followed in the analysis and how analytical parameters like MIPVU, linguistic metaphor, non/deliberate uses, and functions can be effectively integrated with the help of qualitative analysis software ATLAS.ti (Kimmel, 2012). Results show dominant discourse topics ranking as highly frequent metaphorical target domains in the corpus, and describe how different areas of experience (source domains) are used to characterise them metaphorically in discourse. On the whole, all kinds of metaphor are found helpful in building a conceptual representation of meditation. Deliberate metaphor is revealed as a particularly useful tool to foster understanding through target domain reconceptualisation and the recreation of vivid imagery. Conclusions describe how these findings allow for a comparison between traditional religious metaphorical models and those already identified in modern lay meditation practice settings, and reflect on how the use of ATLAS.ti can be adapted to fit the researcher's needs in the analysis of figurative language.

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*Delineating polysemy in English academic vocabulary: a lexicographic and corpus analysis*

Research on polysemous English academic vocabulary has important pedagogical implications because a) students at all educational levels need to understand and produce academic vocabulary in various tasks and b) the meanings of academic words are acquired slowly not only incidentally (e.g., Schmitt 1998) but also after instruction (Spencer et al. 2017). The present study examines i) how many of the words in an academic wordlist are polysemous and ii) which senses of a sample of polysemous words from this list are shared among disciplines.

Academic words are operationalized as the Academic Vocabulary List (AVL) (Gardner and Davies 2014). AVL words with more than one definition according to both the American English version of the Collins COBUILD Advanced Learners' Dictionary (COBUILD-Ame) and WordNet (Fellbaum 1998) were considered polysemous. 60 AVL words were sense-coded independently by the researchers according to word definitions from COBUILD-Ame in a random sample of concordance lines from the Academic section and the General section of the Corpus of Contemporary American English (COCA). The frequencies of the meaning senses for each word were logged and those appearing in all disciplinary sections of the Academic section of COCA were singled out. Out of these meaning senses, those most likely to be typical of academic discourse were identified on the basis of both their relative frequency between the Academic and General sections of COCA and their dispersion across the disciplinary subsections of the Academic section of COCA.

Findings indicate that 33% of the AVL words which appear in both COBUILD-Ame and WordNet were polysemous and that the more frequent an AVL word is, the more likely it is to be polysemous and the more meaning senses it is likely to have. Findings from the analysis of meaning senses of the sample of 60 polysemous academic words will be reported. The pedagogical implications of the study's findings will be discussed.

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