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***EMOtion and language 'at work': The discursive emotive/evaluative FUNction in  
DiffErent Texts and contexts within corporaTe and institutional work***

**BOOK OF ABSTRACTS**

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## PLENARY SPEAKERS:



**Monika Bednarek,**  
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Thursday, 24<sup>th</sup> November  
Room A  
9:30-10:30

### **‘Revisiting swear/taboo words – with focus on their use in US televisual narratives’**

In this talk I aim to bring together my enduring research interests in corpus linguistics, media linguistics and Appraisal, with a focus on the use of ‘bad’ language in American English – in particular, what are commonly called ‘swear words’, ‘taboo words’, ‘curse words’ or ‘profanity’. My talk will briefly review some of the issues arising from relevant research in linguistics, and the positioning of such words in interpersonal language systems like Appraisal and Negotiation. I will further report on research in-progress that examines the use of such language in contemporary American television series that are highly popular and heavily exported on a global scale. This study is based on a new corpus of dialogue transcribed from over 60 contemporary US television series: The Sydney Corpus of Television Dialogue (SydTV). SydTV is a small, specialised corpus which has been designed to be representative of the language variety of contemporary US American TV dialogue. Contemporary is here defined as the year of first broadcast falling between 2000 and 2012. TV dialogue is defined as the actual dialogue uttered by actors on screen as they are performing characters in fictional TV series. Drawing on SydTV as well as additional data, I propose a new categorisation of the potential linguistic strategies around the use of swear/curse/taboo words, which shows how scriptwriters negotiate a number of language-external and -internal constraints to do with language use in 21st-century televisual narratives.

#### **Biographical note:**

Monika Bednarek is Senior Lecturer in Linguistics at the University of Sydney. Her primary research interest is in *corpus-assisted discourse studies*, also known as *corpus-based discourse analysis*. Her research focuses on English-language media texts (*media linguistics*), with two main strands – language as used in the news (print, online, radio, TV) and language as used in fictional TV series (such as *The Big Bang Theory*, *The Wire*). She also has enduring research interests in the language of emotion, evaluation, opinion, subjectivity. Her first book focussed on the analysis of evaluation in UK broadsheets and tabloids (*Evaluation in Media Discourse*, 2006, Continuum). Her second book was a corpus-based study of emotion talk in British English fiction, news, academic and conversational texts (*Emotion Talk Across Corpora*, 2008, Palgrave Macmillan), while her third book combined corpus linguistics with other methodologies and theories for an in-depth exploration of the language of fictional television series (*The Language of Fictional Television*, 2010, Continuum). More recent books include *News Discourse* (2012, Bloomsbury, with Helen Caple), and *The Discourse of News Values* (in press, Oxford University Press, with H. Caple).



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Thursday, 24<sup>th</sup> November  
Salón de Actos  
12:00-13:00



**Manuel Casado-Velarde**  
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**‘Emotions in Spanish Phraseology.  
A Crosslinguistic Approach from English’**

For some time now, researchers have been turning their attention to the leading role of language in our understanding of the emotions (Harkins and Wierzbicka eds. 2001). The complex nature of the emotions as a phenomenon and the wide variety of processes that are involved are reflected in their linguistic conceptualisation and expression. Crosslinguistic studies not only enable us to define what is universal and what is culturally conditioned in the field of the emotions, but can also be used to provide increasingly detailed descriptions of what is particular to each language as far as the expression of emotions is concerned (Kövecses 2000: 164-181).

One of the most promising approaches to the study of emotions is that of phraseology, since fixed expressions are used to convey a vast range of emotionally-charged meanings (Mellado Blanco 1997, 2011, Torrent-Lenzen 2008). Nonetheless, phraseology has so far been underexploited when it comes to the study of the emotions. One obvious hindrance lies in the difficulty of using a corpus to identify phraseological units which generally have empty slots for the actors, as well as being subject to many internal variations and modifications. To this, we must add the fact that fixed expressions are often not statistically frequent, which means that extremely large corpora are needed to study them in depth (Tschichold 2008, Corpas Pastor 2013).

To advance in our knowledge of this area, we need more studies focusing on the phraseology of the emotions in different languages. It must be borne in mind that this process is made all the more challenging by the fact that many expressions with an emotional meaning do not contain lexis that would generally be associated with the semantic field of the emotions, as we shall show in this paper. As Kövecses notes (2000: 20), “metaphor not only pervades the language people use about the emotions, but also [...] it is essential to the understanding of most aspects of the conceptualization of emotion and emotional experience”.

With a view to laying the foundations for a comparative onomasiological dictionary of phraseology in the field of the emotions, this paper sets out some initial proposals for classifying various notional fields in Spanish and English (the absence of emotions, the inability to speak as a result of an emotional impact, emotional control and lack of control).

### **Biographical notes:**

Ruth Breeze has a Ph.D. in Applied Linguistics and has published widely in the area of discourse analysis applied to media language and specialised language. She combines her activities as senior lecturer in English at the University of Navarra, Spain, with research as a member of the GradUN Research Group in the Instituto Cultura y Sociedad. Her most recent books are “Corporate Discourse” (Bloomsbury Academic, 2015) and the edited volumes “Interpersonality in Legal Genres” (Peter Lang, 2014) and “Essential competencies for English-medium university teaching” (Springer, 2016). She is currently PI of the project “Imagining the people in the new politics”, funded by the Spanish Ministry of Economy and Competition.

-oOo-

Manuel Casado-Velarde es Catedrático de Lengua Española en la Universidad de Navarra.

Es miembro correspondiente de la Real Academia Española desde 2004.

IP del Proyecto de investigación “Discurso público: estrategias persuasivas y de interpretación” (GRADUN), con financiación pública y privada, en el Instituto Cultura y Sociedad (ICS), Universidad de Navarra.

Ha sido Profesor en las Universidades de Sevilla, Autónoma de Barcelona y La Coruña.

Es autor de dos centenares de publicaciones científicas, entre ellas los libros *Lengua e ideología* (Eunsa, Pamplona, 1978), *Tendencias en el léxico español actual* (Coloquio, Madrid, 1985), *Lenguaje y cultura: la etnolingüística* (Síntesis, Madrid, 1988), *El castellano actual: usos y normas* (Eunsa, Pamplona, 10ª edición, 2012), *Introducción a la gramática del texto del español* (Arco Libros, Madrid, 4ª ed., 2000), *Lenguaje, valores y manipulación* (Pamplona, Eunsa, 2010), *La innovación léxica en el español actual* (Madrid, Ed. Síntesis, 2015).

Sus investigaciones se han ocupado, especialmente, del léxico español actual, de cuestiones de gramática normativa y corrección idiomática, del discurso y la argumentación en los medios de comunicación social.

Miembro de los Consejos Editoriales de, entre otras, las revistas científicas *Rilce*, *Oralia*, *Hesperia*, *Anuario de Estudios Filológicos*, *Church, Communication and Culture*, *Boletín de la Real Academia Española*.

Socio Fundador de la Sociedad Española de Lingüística (1970) y de la Sociedad Española de Historiografía Lingüística (1997-1999).

Ha sido Decano de la Facultad de Comunicación (1984-1990) y Vicerrector de Profesorado (1997-2007) de la Universidad de Navarra.



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Wednesday, 23<sup>rd</sup> November  
Room A  
15:30-16:30

### **‘How hard is it to recognise emotions in a native and in a foreign language?’**

Recent research has shown that communicating emotions is challenging for everybody, but especially when the communication happens in a foreign language (Dewaele 2013). In this lecture I will consider questions that have received very little attention to date: why do some people struggle more to

recognise emotions than others? Is it harder to recognise an emotion in a foreign language?

Recent research on monolingual and multilingual participants from across the world suggests that Emotion Recognition Ability of basic emotions is linked to a number of cultural, linguistic, psychological and sociobiographical factors such as having acquired two languages from birth (Lorette & Dewaele 2015; Dewaele, Lorette & Petrides 2016). These findings have pedagogical implications and consequences for all areas of life where emotional interactions happen in a lingua franca.

#### References

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- Dewaele, J.-M., Lorette, P. & Petrides, K.V. (2016) The effects of linguistic proficiency, trait emotional intelligence and cultural background on emotion recognition in English by British and American English native speakers. Unpublished ms.
- Lorette, P. & Dewaele, J.-M. (2015) Emotion recognition ability in English among L1 and Lx users of English. *International Journal of Language and Culture* 2, 62–86.

#### Biographical note:

Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. His first publication on emotion was with Aneta Pavlenko in 2002. He has since published a lot on the topic, including the 2013 monograph *Emotion in Multiple Languages* (2nd ed). He is President of the International Association of Multilingualism and former president of the European Second Language Association. He is General Editor of the *International Journal of Bilingual Education and Bilingualism*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert Gardner Award for Excellence in Second Language and Bilingualism Research (2016) from the International Association of Language and Social Psychology. He is a keen walker, skier and karate-ka.



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Wednesday, 23<sup>rd</sup> November  
Room A  
12:00-13:00

#### **'Laterality in language, emotion, and the body'**

We, researchers on language and emotion, know that many words and idiomatic expressions are emotionally loaded. I will illustrate this claim once again with examples having to do with the left and right part of the body, in particular the hands. Cross-culturally, the right side is the 'right' side, the left one is 'sinister'. This difference in evaluation is, of course, linked to the fact that the majority of people is right-handed. This right-handedness, in turn, is linked to a strong role for the left brain hemisphere with regard to manual activities. The left hemisphere is also claimed to be dominant in relation to language. The two types of dominance are phylogenetically related: fine motor control was the basis for gesture and, ultimately, spoken language. In contrast, claims regarding lateralization of emotion processing in the brain tend to point to the right hemisphere as the relevant one. Should we conclude from this contrast, that

language and emotion belong to different neurological worlds? If yes, what does this mean for our theorizing about the relation between language and emotion, how can they connect? In my presentation, I will give an overview of recent literature that is relevant for the challenge to untangle the lateral puzzle.

**Biographical note:**

Born April 6, 1950, Ad Foolen studied Dutch and Linguistics at Radboud University, where he later became a Faculty member (1975-2015). Since 2005 he has been Secretary/Treasurer of the *International Cognitive Linguistics Association*, and he is a member of the Editorial Board of many prestigious journals, such as *Linguistics*, *Cognitive Linguistics*, *Cognitive Linguistic Studies*, and *Journal of Pragmatics*. He has taught generative grammar for over 20 years, but his main interests lie in the fields of pragmatics and cognitive linguistics, i.e. in language in its function for communication and cognition and how these functions have had an impact on the structure of language itself. His specific areas of research are language and emotion, discourse markers and the history of linguistics. His numerous publications within these fields can be found at [http://www.ru.nl/grammarandcognition/people/vm/people/ad\\_foolen/home/](http://www.ru.nl/grammarandcognition/people/vm/people/ad_foolen/home/)



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Friday, 25<sup>th</sup> November  
Salón de Actos  
12:00-13:00

**‘Persuasion and Emotion:  
Exploring face and facework in educational settings’**

In the first part of my presentation I will provide an overview of the face/facework framework devised by Goffman, (1956, 1967) and its development and modification by Brown and Levinson (1987) and Penman (1990). For these authors there is a clear link between face/facework and emotions or feelings. Goffman (1967: 6) sees a direct relation between face and emotion in that, if a person’s face is sustained, little emotional response is generated, if it is enhanced, the person will “feel good” and if it is damaged in some way the person will “feel bad”. In the case of persuasion, face is, in part, based on convincing others that we are worthy of their company and their consideration. This is achieved through what Goffman calls “demeanour” (1956) which consists of one’s conduct, physical presence, character and the way one bears oneself. Demeanour is linked to ethos, that is, the character, bearing and reputation of the speaker, one of the cornerstones of the Aristotelian view of persuasion.

In the second part of my talk I will use the framework that springs from Goffman’s work to attempt to shed light on the connections between emotion, persuasion and face in interactions between teachers and students and peer-to-peer interactions. In the first place, teaching is an emotional endeavour and one in which one’s face is often vulnerable. According to Hargreaves (1998, 2000) emotions affect teachers’ well-being and the quality of their teaching. Secondly, it goes without saying that emotions also play a key role for pupils/students. All too often we see in journals on teaching and teacher education articles focusing on emotions such as *humiliation* and *shame*, which are clearly connected to threats to

positive face (Brown and Levinson, 1987). Peer pressure, another much studied topic in educational psychology also has clear links to face; after all, it often takes the form of having to make one's demeanour (Goffman, 1956) conform to that of others. Finally, I will look at the connection between face and persuasion particularly between teachers and pupils/students. Persuasion, as we have seen, relies to a certain extent on ethos of the speaker, in this case, the teacher, along with the pathos (emotion) and logos (reason) he or she manages to convey. However, persuasion can only take place if the face needs of the students are satisfied because, as Goffman (1967:12) points out, although face is not an objective of most types of interaction, its maintenance is a condition for it to go smoothly. If maintenance or even enhancement of pupils'/students' face is not achieved, a rather more primitive and unsatisfactory method of getting them to do what is required may become necessary –an appeal to authority through directives.

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#### Biographical note:

Barry Pennock-Speck is a senior lecturer at the Universitat de València –Estudi General and member of IULMA. He received a Ph.D in English Studies (Filología Inglesa) from the above university in 1998. The research he has carried out spans several fields: discourse analysis, ICTs and teaching, multimodality, translation, phonology, pragmatics. He has co-edited several books; the most recent, being *The Multimodal Analysis of Television Commercials*. His latest contributions to journals include: "Voice-overs in standardized English and Spanish television commercials" (*Atlantis*), "Constructing female identities through feminine hygiene TV commercials" (*Journal of Pragmatics*), "A multimodal analysis of facework strategies in a corpus of charity ads on British television" (*Journal of Pragmatics*), "Imperatives in voice-overs in British TV commercials: 'Get this, buy that, taste the other'" (*Discourse and Communication*), and "Violent women in Spanish TV ads: Stereotype reversal or the same old same old?" (*Discourse and Communication*) Nearly all of these explore different facets of television commercials from a multimodal and pragmatic perspective. At the moment his is carrying out research into face and facework during telecollaboration among European secondary school pupils and is a member of the Erasmus + project TeCoLa: "Pedagogical differentiation through telecollaboration and gaming for intercultural and content integrated language teaching".



**Javier de Santiago Guervós**  
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Friday, 25<sup>th</sup> November  
Salón de Actos  
10:30-11:30

### **'Léxico, emoción y relato en la retórica del discurso persuasivo'**

Analizar un discurso, del tipo que sea, persuasivo o no, supone realizar una especie de deconstrucción del mismo hasta llegar al origen de la idea que su autor tuvo para crearlo. Así pues, partimos de la propia acción del discurso (oral o escrito), de su puesta en escena y, desde allí, vamos hacia atrás. A partir de sus efectos en el receptor, comenzamos a preguntarnos por qué y cómo. Por qué persuade y cómo lo hace; su parte discursiva y su parte lingüística, qué palabras emplea y qué efecto producen, qué argumentos emplea, cómo los ordena, qué formato elige, qué imágenes, qué idea quiere transmitir, para quién la dirige. En esta ponencia se analizarán dos aspectos fundamentales en el proceso persuasivo: la selección del léxico para orientar la respuesta del receptor buscando una respuesta emotiva, y el empleo del relato para facilitar la interpretación emocional del mensaje.

#### **Biographical note:**

Javier de Santiago Guervós es Profesor Titular de lengua Española en la Universidad de Salamanca, ha sido Director del Máster Universitario *La enseñanza de español como Lengua Extranjera* que se imparte en la misma Universidad y en la actualidad es Vicedecano de Docencia de la Facultad de Filología. Ha impartido cursos y conferencias en distintas universidades españolas y extranjeras. Middlebury College (Vermont-USA), Universidad de Utrecht (Holanda), University of Skövde (Suecia), Università Ca' Foscari de Venezia (Italia), Università degli Studi de Milán (Italia) así como para el Instituto Cervantes, la Universidad Internacional Menéndez Pelayo, Universidad Pontificia de Salamanca, Cursos Internacionales de la Universidad de Salamanca, etc. Del mismo modo, ha sido profesor para programas de universidades americanas en España: Penn State University, Colby College, Wake Forest University, James Madison University, etc. En el ámbito de la evaluación, ha sido coordinador y asesor del DELE (Diploma de Español como Lengua Extranjera) para el Ministerio de Educación y Ciencia - Instituto Cervantes y, en la actualidad, trabaja en la elaboración de los BULATS (Business Language Testing Service) para la Universidad de Cambridge. Del mismo modo, ha participado en el proyecto para la creación del *European Language Portfolio* (<http://eelp.gap.it>) en colaboración con diversas universidades europeas.

Entre sus publicaciones en el ámbito del español para extranjeros destacan libros como *Aprender Español Jugando* (1997), *Fonética Básica del Español para Anglohablantes* (1997), *Issues in Language Acquisition and Learning* (1998), en colaboración con el Prof. Jesús Fernández González. También destaca la elaboración de un manual de español para extranjeros, *Español para todos* (4 vol.) (2002) realizado para la editorial Atica (Brasil), y otro más, *Ahora sí* (5 vol.), publicado por Editora Educacional (Brasil) para todos los niveles preuniversitarios. Del mismo modo, ha colaborado en la elaboración del *Diccionario Salamanca de la Lengua Española* (Santillana, 1997). En otros aspectos de la comunicación destacan: *La lengua de los políticos* (Lynx, 1996), *Retórica y*

*comunicación política (Cátedra, 2000)*, en colaboración con Antonio López Eire, *El léxico político de la transición española (Universidad de Salamanca, 1992)*, *Principios de comunicación persuasiva (Arco/Libros, 2005)*, *Comentario de textos persuasivos (Arco/Libros, 2008)*, *El Léxico disponible de Segovia (Fundación del Instituto Castellano y Leonés de la lengua, 2009)*, *Del texto a la lengua: la aplicación de los textos a la enseñanza-aprendizaje de español L2-LE (ASELE, 2011)*, *El complemento (de régimen) preposicional (Arco/Libros 2007)*, *Estrategias para el análisis sintáctico (Arco/Libros, 2013)* así como artículos y conferencias sobre estos y otros temas de comunicación y lingüística, editados en editoriales de prestigio como Arco/Libros, Ariel, Peter Lang, RAE, etc.



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Thursday, 24<sup>th</sup> November  
Salón de Actos  
15:30-16:30

### **'MixedEmotions: Mining Emotions in Big Data'**

The H2020 MixedEmotions project is building a big data platform for emotion detection from multiple modalities (audio, video, image and text). The intention is to make current state of the art emotion detection technologies available to European small to medium enterprises (SME's). This talk will present an overview of the project and its capabilities, then focus on current research challenges and opportunities for emotion detection from text.

#### **Biographical note:**

Ian is a post-doctoral researcher at the Insight Centre for Data Analytics at the National University of Ireland, Galway. His research interests include detection of emotions and socio-cultural entities such as social identities, stereotypes and norms from social media data. Ian's current responsibilities include development and research into emotion detection from text for the MixedEmotions H2020 project (<http://mixedemotions-project.eu/>).



**Francisco Yus**  
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Friday, 25<sup>th</sup> November  
Salón de Actos  
15:30-16:30

### **'The phatic Internet. Networked feelings and emotions across the propositional/non-propositional and the intentional/unintentional board'**

Phatic interpretations are typically defined as the ones arising from an intention to create and maintain feelings and emotions associated with ties and social bonds, to exhibit desire of sociability towards others, rather than to transfer substantive information. As such, they are not typical instances of communication

in which the relevance is centred upon the value of propositional content. This is why, from a relevance-theory approach, phatic interpretations are said to be typically communicated as weak implicated conclusions (phatic implicatures) which do not depend on the explicit content of the utterance, the latter being normally regarded as irrelevant or non-informative. In this sense, nowadays we are witnessing the so-called phatic internet, a label that refers to a growing tendency in Internet communication in which the propositional content transferred to other users is increasingly irrelevant but the effects that this content generates on these users (in terms of feelings of connection, of sociability, of group membership, of friends' acknowledgment and mutual awareness, etc.) are utterly relevant and make up for the irrelevance of that content, to the extent that the overall relevance of the act of communication often lies in these effects and not in the information coded, a typical feature of phatic communication. In this paper, I will argue that the extent of the phatic feelings and emotions generated through sustained virtual interactions cannot be reduced to their status as proposition-centred weak implicatures, and the analysis has to be extended across the propositional/non-propositional board (and across the intentional/unintentional board) with the addition of the term phatic effects, which are devoid of the qualities of intentionality and propositional shape, but are nevertheless essential to understand why many users spend hours exchanging (apparently) irrelevant content.

#### **Biographical note:**

Francisco Yus teaches pragmatics at the University of Alicante, Spain. He has a PhD in linguistics and has specialised in the application of pragmatics (especially relevance theory) to media discourses and conversational issues, about which he has published many articles and books (on relevance theory: *Cooperación y relevancia. Dos aproximaciones pragmáticas a la interpretación*, 1997 and 2nd updated edition 2003). For instance, he has made two applications of pragmatics to characters in alternative comics (*Conversational cooperation in alternative comics*, 1995; *El discurso femenino en el cómic alternativo inglés*, 2001), proposed a pragmatic verbal-visual model of communication in media discourses (*La interpretación y la imagen de masas*, 1997), studied the written-oral interface (*La preeminencia de la voz*, 1998) and developed a pragmatic approach to Internet-mediated communication (*Ciberpragmática*, Ariel, 2001; *Ciberpragmática 2.0*, Ariel, 2010; *Cyberpragmatics*, John Benjamins, 2011). Latest research has to do with the application of relevance theory to the analysis of misunderstandings and irony, as well as to the production and interpretation of humorous discourses (*Humour and Relevance*, John Benjamins, 2016). He is currently the Head of the Inter-university Institute of Applied Modern Languages of the Valencian Community (IULMA) at the University of Alicante, as well as Head of the Research Group "Professional and Academic English" at the same university.

Research interests: Pragmatics, Misunderstandings, Relevance Theory, Verbal Irony, Facebook, Second Life, Humor (Psychology), Discourse Analysis, Computer-Mediated Communication, Blogs, Twitter, Cognitive Pragmatics, Linguistic Politeness, Irony Comprehension, Jokes, Applied Linguistics, Sociolinguistics, Cognitive Linguistics, Media Studies, Comics and Graphic Novels, Humor, Media Discourse, Irony, Humorous Communication, Semiotics, Verbal-visual Interface, and Internet communication from a pragmatic point of view (cyberpragmatics).

## INVITED TALK:



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Friday 25<sup>th</sup> November  
Salón de Actos  
13:00-14:00

### **'Emotional intelligence as a personal characteristic that affects communicative competence'**

The expression of emotion takes place on all linguistic levels -phonetic, phonological, morphological, syntactic, semantic, lexical, pragmatic- (e.g., Alba-Juez & Mackenzie, 2016; Foolen, Lüdtke, Racine, & Zlatev, 2012; Majid, 2012). Since emotional intelligence (EI) refers to the individual differences in the readiness to behave intelligently in facing emotionally relevant situations, emotional intelligence (EI) is conceived as a core attribute of both the communicator and the addressee determining communication accuracy.

Two different although complementary conceptualizations of EI exist in the literature: Ability EI and Trait EI. Ability EI refers to a general cognitive ability to reason about emotions (Mayer, Caruso, & Salovey, 2016). Trait EI refers to a general non-cognitive characteristic (Pérez-González & Sanchez-Ruiz, 2014) comprising a set of advantageous personal dispositions (WESR: well-being, emotionality, sociability, self-regulation) on how to procure, maintain and optimize the psychological well-being, how to regulate emotions (own and others), and how to communicate emotions and socialize. The predictive validity of Trait EI has been empirically demonstrated much higher than that of Ability EI. In short, Trait EI has been shown to have a significant impact on important life outcomes such as mental and physical health, prosocial behaviour, and job performance, among others (Petrides et al., 2016). Moreover, Trait EI is associated to better communication competence in couple, friendship, academic, workplace, and clinical settings.

Specifically, Trait EI is associated to leadership, to the preference for face-to-face (vs. on-line) interactions, to paying more attention to higher authenticity of nonverbal cues during communication, as well as to less communicative anxiety in native language (NL), higher self-awareness, better speaking ability and less foreign language (FL) anxiety (e.g., Dewaele, Petrides, & Furnham, 2008; Ozanska-Ponikwia, 2012).

Overlaps between interactional intelligence, communicative competence (e.g., Mehrabian, 1972), emotional competence (Borod et al., 2000; Buck, 2014) and emotional intelligence are examined.

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### **Biographical note:**

Founder and Director of the [Emotional Education Lab](#) at UNED. Associate Professor in the Department of Research Methods and Assessment in Education, Faculty of Education (UNED).

-Education: PhD in Education (2010, UNED), *Summa cum laude*, Extraordinary Doctorate Award and European Mention. MA in Social Psychology (2002, UCM), MSc in Educational Psychology (1998, UHU), BA in Education (1996, UHU).

-Continuing Education: Seminar on Data Analysis (2011, University of Cambridge, UK), Seminar on Multivariate Data Analysis (2003, CSIC), Dip in E-learning (2003, UNED), Dip in Cognitive Psychology (2000, UAM).

-Research: His research career focuses on the assessment of emotional intelligence, the design and evaluation of emotional education. He has been a guest researcher at the Department of Psychology (the sixth best in the world; QS Top Universities, 2013) at the University College of London (UCL) and at the Institute of Education (SUI) of the University of London, UK, as well as at the Department of Psychology at the University of Cincinnati, USA, and at the Philosophy for Children Center (C.I.Fi.N.) in Argentina. He has also been invited as Erasmus+ visiting professor at the Department of Psychology at the University of Central Lancashire, UK. Member of both the International Society for the Study of Individual Differences (ISSID) and of the International Society for Research on Emotion (ISRE), as well as a founding member and past-Secretary of the Latin American Association of Individual Differences Research (AIIDI). He has published in prestigious scientific journals such as *Cognition & Emotion*, *Motivation & Emotion*, *Thinking Skills and Creativity*, *Personality and Individual Differences*, or *Emotion Review*.

-Statistical synthesis: He has given more than 60 conferences, including universities in USA, UK, Ecuador and Brazil. He has presented more than 60 research papers at conferences, most of them international. Some of his research has received more than 60 citations in prestigious journals indexed in the Journal Citation Reports (JCR) five years after its publication (see public profile as international researcher: ResearcherID C-7347-2011). He is coauthor of one of the 40 most cited scientific articles in the area of emotional intelligence (see Web of Science). His early review work on assessment of emotional intelligence is often cited in major international handbooks on emotional intelligence, such as those published by the Massachusetts Institute of Technology (MIT), Oxford University Press, or Springer.

## WORKSHOP:

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**Paulina Burczynska**

SMI

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Thursday 24<sup>h</sup> November  
16:30-18:30 – Salón de Actos

### **‘Workshop "Exploring language and emotions with eye tracking technology’**

Eye movements are central to the visual system and “provide an unobtrusive, sensitive, real-time behavioural index of ongoing visual and cognitive processing” (Henderson and Ferreira, 2004: 18). Consequently, eye movements are influenced by bottom-up perceptual properties of the world and top-down cognitive processes. Since studying human behaviour is very complex, methodological tools for data collection have to be accurate.

Eye tracking solutions allow researchers to examine the complexities of human perception and cognitive processes via eye movement data gathered in real time and to a high level of detail (Webb and Renshaw, 2009).

The purpose of the workshop is two-fold. First, it aims to provide attendees with the principals of eye tracking for their studies. We will learn how eye tracker works, how to design eye tracking experiments, and collect and analyze eye tracking data qualitatively and quantitatively. Several eye tracking metrics and their interpretation will be discussed in different areas of research interest.

Second, eye tracking will be presented as a methodological paradigm that, in the co-deployment with other experimental tools, enables us to study the interplay of participants’ gaze behaviour, physiological response, and emotional engagement in screen-based studies (e.g. texts, images, videos) and in different social and real-world environments analysing verbal and non-verbal elements.

Several case studies will be presented to explain the application of eye tracking technology in the research context. The discussion will include practical hands-on exercises in which attendees will have the opportunity to try the eye tracking devices themselves.

## ABSTRACTS:

**Tarmo Ahvenainen**  
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Friday 25<sup>th</sup> November  
13:00-13:30 – Room A

### **‘Language-related face-loss concerns in spoken L2 student workshop communication’**

*Keywords: face, affective vulnerability, language proficiency, L2 communication*

Face, as an image of self that can be lost or maintained, is composed of attributes that are affectively sensitive (cf. Spencer-Oatey 2007). While face has been under a vibrant research in recent years, the role of language proficiency has not found its place in this research more than in passing. A L2 speaker’s image of self as a proficient user of the language has been only touched in several studies (e.g. Haugh 2009:14-15; Auer and Eastman 2010:100; Hynninen 2011: 971).

This empirical study involves videotaped interaction material and interview material from an international university student workshop camp, where civil engineering students from a Finnish and German university communicated in English. As the students pursued studies in their home universities in their mother tongues, language proficiency –related face concerns are expected to be in the foreground mode, i.e. participants are more conscious of their self-presentation (cf. Schlenker 2003:495) in this kind of fairly unusual setting. The focus of the analysis was on passages with clear signals or symptoms of understanding problems that are supposed to raise language proficiency –related face concerns. The interview answers were analyzed in the spirit of discourse analysis, focusing on how participants commented on their language-related feelings and their images as language users.

The participants reported to have paid attention in the interaction both to their own and the other’s faces. There was, however, notable person-to-person variation in the sensitivity of the face, as well as in different sources of face threat (e.g. between speaking correctly, speaking fluently, vs. being understood).

The presentation is based on an ongoing doctoral dissertation study with Jyväskylä University, Centre of Applied Language Study, Finland.

#### References

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**‘Despite my Fears: the multimodal representation  
of emotion in digital storytelling‘**

Keywords: *digital storytelling, multimodality, emotions, case study*

This paper examines the most characteristic meaning making processes used in digital storytelling to convey emotions by thoroughly analyzing a single representative narrative of its kind from a multimodal perspective. The story chosen here is titled *Despite my Fears* (<http://www.bristolstories.org/story/73>), a highly emotional narration about a British novel actress who travels to Rotterdam to represent a theatre play with her amateur group. As in most digital stories, in *Despite my Fears*, the narrator addresses a potentially universal audience via the Internet to describe her initial feelings of anxiety before the actual performance and her overall satisfaction after the show. With this purpose, speech, images, gestures and music are strategically interwoven in such a way that a new integrated multimodal meaning is conveyed. For the identification and analysis of the main meaning construction devices in *Despite my Fears*, I adopt a functional perspective (O'Halloran, 2004; Jewitt, 2009), partly drawing on previous work on the multimodal characterization of digital stories (Alonso Belmonte *et al.*, 2013; Porto Requejo & Alonso Belmonte, 2014; Molina & Alonso Belmonte, 2016). Results show that in *Despite my Fears* some effective multimodal strategies of meaning construction are developed to keep the narration maximally significant for the listener. Some of these strategies contribute to the general understanding and structuring of the story whereas others work at a very local basis. Some of these macro-and micro-multimodal strategies work as Russian nesting dolls, each layer of meaning being a step to the next level, but all of them finally integrated to construct a coherent message of success and self-satisfaction. Results will be discussed in relation with the more recent research on digital storytelling. I believe this study can be of interest for discourse analysts and researchers working on multimodality and on visual semiotics.

Note: This work is funded by the Spanish Ministry of Science and Competitiveness: Research Project FFI2012-30790.

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Friday 25<sup>th</sup> November

10:00-10:30 – Room B

**‘Construyendo una comunicación persuasiva: La interacción entre argumentos racionales y apelaciones emotivas en el discurso emprendedor’**

In *The Persuasion Handbook* (2002) Dillard and Pfau define persuasion as a symbolic transaction which uses reason and/or emotional appeal in an attempt to alter behavior. The power of emotions to influence judgement has been a well-established convention since classical rhetorical studies, with its distinction between ethos, logos and pathos. Indeed previous research has repeatedly stressed the importance of emotional strategies to achieve persuasive ends in some specific discursive varieties, like political discourse and advertisement. This essay is concerned with the use of such emotional strategies (including ethical appeals) in a different context: entrepreneurship discourse, generally assumed to be dominated by rational and pragmatic considerations. Our intention is to determine to what extent, and under what circumstances, emotional appeals may be effective to convince the conversational partner in entrepreneurship discourse. To examine the interaction between rational and emotional appeals we will analyse a corpus formed by several examples of the “elevator pitch” genre, which have been taken from a Spanish TV program called “Tu Oportunidad”. In each of these instances, an entrepreneur attempts to obtain venture capital for his or her startup from a group of five businessmen, who act as “angel investors”. The methodology that will be developed consists in describing the main arguments and emotional strategies used by the speaker in each of these oral texts, considering how these arguments and strategies are received by the conversational partner, and consequently how they contribute to persuasive goals. Taking into account the speaker’s degree of success in the use of emotional and rational appeals, we hope to reach some conclusions about what types of emotions and arguments should be used in order to be most effective in persuasive entrepreneurship discourse.

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Wednesday, 23<sup>rd</sup> November

10:30-11:00 - Room A

**‘Humor and Mirth’**

Mirth is the emotional correlate of humor. Popular parlance often confuses humor (the cause) with the effect (mirth) and/or the physical manifestations thereof (laughter, smiling). The difference between involuntary physiological manifestations and intentional socialized responses will be investigated, as well as the differences between humor factors, indicators, markers, and indices. The research on the ways that speakers indicate their intention to mark the interaction (or parts thereof) as humorous will be reviewed and the recent developments that see smiling intensity as the most reliable marker of humor intentionality will be presented. A discussion of the voluntary (intentional) vs. involuntary responses will also be included.

**‘Empathic communication in health services contexts: Patients’ placebo?’**

*Keywords: Health Care setting, emotion, empathy, patient-practitioner communication*

Communication is intrinsically complex in everyday life, and when taking place in health care settings it becomes a vital issue. Many are the elements of communication: the speaker, the listener, the topic and the social context, this latter being a key element in the interaction process, and which has been described as the interactive force of communication (Steen, 1999).

Empathic communication has undoubtedly practical implications for practitioners who want to improve not only their communication abilities but also their relationship skills with patients. The questions arising and being discussed here are: How does a clinician become empathic? And is patients’ emotion present in the medical consultation?

Emotion and empathy are key elements when dealing with patients and also when talking with their closest relatives, especially patients with severe illnesses. The patient’s profile can be of many different types, from many cultural backgrounds and with different linguistic needs; the globalisation phenomenon has shaped an ethnically and linguistically diverse health care setting. Therefore, clinicians need to handle some basic communication techniques to improve patient-provider communication. The American Medical Association recommends using 17 communication techniques, such as ‘speaking slowly’, the use of back-channels, or avoidance of complicated vocabulary and sentence structure, to name a few.

Some early research suggested that the absence of empathy and emotions in practitioners’ patient caring appears to be a predisposing factor of malpractices and patient dissatisfaction (Beckman et al. 1994). Lack of empathy and emotions has led to the general social believe of dehumanisation of medical care. Empathy and compassion in the patient-clinician communication process, when used in the correct way, can work as relieving placebo for patients and relatives.

An initial survey answered by practitioners has tried to find out to what extent they are aware of the use of empathy in their clinical practices and the tools and techniques to arise empathy in clinical setting communication. Empathy and emotion have been categorized according to Morse et al. (1992) components: emotive, moral, cognitive and behavioural.

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**‘Appraising Attitude: On how corpus analysis and emotion-based research can contribute to a more refined version of Martin & White’s AFFECT and JUDGEMENT subsystems’**

Keywords: *Appraisal theory, emotions, attitude, corpus methodology*

Emotion lies at the core of human behaviour, which is especially noticeable in language, as all linguistic utterances rely for their production and interpretation on emotional contexts (Reilly & Seibert 2003: 535; Wilce 2009: 3). This renders the analysis of emotion in language difficult since, unlike other areas, emotion permeates all levels of linguistic description (Alba-Juez & Thompson 2014: 10-11). In this regard, Martin & White’s (2005) Appraisal Theory offers a more than valuable instrument for bringing to light the subtleties of emotion in discourse. All in all, despite its usefulness, its status as an ongoing and open-ended tool (Martin & White 2005: 8) reveals a clear need for more sharply defined categories to better account for any instance of emotive language (Thompson 2014: 64; Fuoli & Hommerberg 2015: 316). Whilst the APPRECIATION sub-system within ATTITUDE has been elaborated in Coffin (2000), Hommerberg & Don (2015) or Lee (2015), to the best of our knowledge, the sub-systems of AFFECT and JUDGEMENT seem to require further refinement (cf., however, Bednarek 2008 and White 2012). For instance, as far as AFFECT is concerned, and in light of the psychological literature on emotion concepts (e.g. Storm & Storm 1992; Keltner et al. 2014), certain questions arise when examining Martin & White’s (2005) and Bednarek’s (2008) AFFECT taxonomies: e.g. (1) why happiness and satisfaction are claimed to be separate categories when, psychologically, happiness may be both short-term, or "hedonic", and long-term, or "eudaimonic" (Power & Dalgleish 2008: 322); (2) why antipathy is treated under unhappiness when, psychologically, it derives from anger and/or disgust (Shaver et al. 1987: 1069; Power & Dalgleish 2008: 285). This paper aims to offer a more refined version of the AFFECT and JUDGEMENT sub-systems, drawing particularly on appraisal theories of emotions (e.g. Ellsworth & Scherer 2003; Ellsworth 2013), and based on examples extracted from (1) a collection of interviews to former victims of Ireland’s Magdalene Laundries (<http://www.magdaleneorahistory.com/oralhistories.htm>); and (2) a corpus of Irish broadsheet and tabloid newspaper articles on homosexuality (e.g. Bartley & Hidalgo-Tenorio 2015; Bartley & Benitez-Castro 2016).

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**'Persuasion at work in journalistic Facebook:  
 the discursive construction of newsworthiness'**

Keywords: *Facebook journalism; news values; evaluation*

Recent research has paid considerable attention to sociolinguistic practices on Facebook. Discursive studies have generally looked at how users 'do' identity work and community building, on personal Facebook interactions (e.g. Androutsopoulos 2014a, 2014b, Bolander & Locher 2015, Georgalou 2016, Lee 2011, Maíz-Arévalo 2013, 2015, Maíz-Arévalo & García-Gómez 2015, Page 2012, Papacharissi 2011, Tagg & Seargeant 2016). However, although there is some research on academic (Pérez-Sabater 2012), commercial (Bou-Franch 2016; Márquez-Reiter & Bou-Franch in press) Facebook, discursive studies dealing with non-personal Facebook communication remain short supply.

The present work addresses this gap by focusing on journalistic Facebook. In particular, this study aims to explore the discursive construction of newsworthiness in a corpus of 40 status updates published by traditional newspapers on Facebook. The study of newsworthiness is of special significance for two reasons, namely, (i) it is affected by audience design (Bell 1991) and has a clear persuasive function, and (ii) it can be the object of discursive scrutiny (Bednarek & Caple 2012, 2014). Our previous study of newspaper status updates revealed that these contain entry comments specifically designed for their publication on Facebook, headlines and bylines usually imported from the online version of the newspapers, and some form of audiovisual support (Bou-Franch & Maruenda-Bataller 2016). Our study applies the framework of news values developed by Bednarek & Caple (2012, 2014) in order to compare newsworthiness in the entry comments and the headlines of newspaper status updates. We hypothesize that differences on news values displaying evaluation will reflect the efforts news producers make in reaching the global audience of Facebook.

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16:30-17:00 - Room A

**‘Tired of nice people? Deregulating emotions in politics’**

Keywords: *emotion, politics, discourse analysis, Appraisal, affect*

It is widely recognised by political commentators in English-speaking countries that the erosion of class divisions and the blurring of party lines on key issues has led to a new style of political communication in which parties and, more particularly, political leaders seek to connect with people through emotions and affinities. This “emotional turn” is nowhere more visible than in Donald Trump's unexpected electoral triumphs in the 2016 presidential campaign. Trump's speeches and interviews are characterised by strong emotions which are explicitly intended to be provocative. On this topic, Trump himself declared that as far as political candidates are concerned, “People are tired of these nice people” (Trump, 2015). However, his words also spark fierce controversy, not least because they fly in the face of political correctness and contravene certain types of social consensus on what may or may not be said in the public arena.

Approaching Trump's discourses from an analytical grounding in Appraisal theory, this paper analyses the direct and indirect realisations of affect (Martin and White, 2005) in his 2016 campaign speeches and interviews, focusing particularly on the dichotomies established between anger and frustration on the one hand, love and pride on the other. In particular, discussion will centre on his positioning of the USA and “middle America” as victims, which is offered as discursive legitimisation for his attacks on other countries and social groups. In terms of indirect or “invoked” affect, issues of embodiment and performance are shown to play a key role in Trump's emotive discourse, helping to explain his appeal to his audiences.

In my conclusions, I assess the contribution of Appraisal-informed analysis to our understanding of Trump's discourses, and suggest ways in which an approach combining textual and multimodal expressions of affect can shed light on the workings of political discourse.

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Thursday, 24<sup>th</sup> November  
13:00-13:30 – Room A

**‘When the emotion is not mine: the media and the use of emotion in the projection of stance’**

Keywords: *emotion, the media, emigration*

The latest economic crisis has forced a new migratory wave in Spain. Young people are leaving the country hoping to find better working conditions or simply a job. This phenomenon is reflected in the media, where I have observed a persistent and suspicious use of references to emigrant's emotions when dealing with political issues.

This work is based on two main premises: (1) emotion plays an important role

within the phenomenon of emigration -it normally originates from an economic crisis deriving into a personal crisis- and (2) the government and the media may use the emotional dimension of emigration in order to project their own political stance on certain social and political issues.

I have found some examples where the government is criticized for its economic policy but also where the condition of “emigrant” is idealized as a victory of the system, and thus, of the government. In other words, its functional value operates both ways: to criticize and to defend the policies of a given government.

In my analysis I view emotion from a linguistic rather than from a cognitive perspective. Thompson's distinction between emotion talk and emotional talk (2015) (based on that of Bednarek's, 2009) will be taken into account. According to him, the former *represents* emotion, it is experiential, and the latter *enacts* emotion at an *interpersonal* level. It is within the first scenario, where emotion talk occurs, that the projection of stance by a third party will be analyzed. The second scenario implies the performance of emotion at an interpersonal level and thus, manipulation by a third party seems less evident. We will take into account the framework of J. R. Martin's (2000) and Martin and White's (2005) *Appraisal Theory* to analyze our corpus at a lexical level, although grammatical and pragmatic issues will be considered as well.

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Thursday, 24<sup>th</sup> November  
10:30-11:00 – Room A

#### **'Emotion in second language assessment: oral skills'**

Keywords: *Assessment, oral skills, emotion*

This work is based on the Projects ECOemo-L2 (Evaluation of Oral Skills in Second Language Acquisition Considering Emotional Variables: Towards a Reliable Model of Assessment) and Emo-FUNDETT (EMOtion and language “at work”: The discursive emotive/evaluative FUNction in DiffErent Texts and work conTExts). Its main goal is to analyze the criteria followed in the evaluation of oral skills in second language acquisition taking into account emotional considerations. The emotional component in this field has been widely studied (Arnold 2000, 2001, 2004; Maturana 1991; Boekaerts, M. 1993; Frenzel, A.C. et al. 2009; D'Mello, S.K., & Graesser, A.C. 2012, etc.). An oral exam in a foreign language is a context where different emotions (stress, self-confidence, a positive/negative attitude, etc) play an important role. However, the focus of this work is the evaluator rather than the evaluated person or candidate. Contrary to what happens in a written exam, the

candidate's *persona* is present (synchronic or diachronically) and it may play a role in the assessment.

We have considered variables that, according to previous hypothesis (Suárez-Álvarez *et al* 2013, for example) may have an impact on assessment: the previous contact between the evaluator and the candidate (do they know each other?), if the evaluator is a native or a non native speaker of the language that is being evaluated, his/her professional experience, the "emotional profile" of the candidates, etc. In order to carry out the analysis we have worked with oral exams from the data base E-oral from the CUID (Centro Universitario de Idiomas Digital y a Distancia) in the UNED. We included two different test formats within our *corpus*: face to face and computer mediated.

According to the results obtained in the first phase of the project (it will be completed in october), the "emotional profile of the student" (nervous, sad, lacks self-confidence, disinterested vs. confident, happy, interested, relaxed) has a minor impact on the assessment. However, even though it is not representative it follows a pattern. When the emotional attitude of the candidates matches their level of competence in the language (high-high or low-low) the agreement among evaluators is very high. It when a mismatch between these two factors takes place that we find some inconsistencies in the evaluators with less experience, especially when these evaluators and the candidates with the lowest "emotional profiles" combine.

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17:30-18:00 – Room B

#### **'Persuasion, (un)desirability and evidentiality: the case of four English adverbs of strong perception'**

Keywords: *evidential adverbs, perception, (un)desirability, appraisal, persuasion*

This paper concerns the role of persuasion and (un)desirability in the use of four English adverbs of strong perception: manifestly, noticeably, patently and visibly

(MNP&V). First, a characterization of these adverbs will be set forth in terms of Halliday and Matthiessen's (2014) metafunctions, according to which they have an ideational meaning of manner and also an interpersonal implication of evidentiality, since they evaluate the truth of a proposition as easily perceivable (Boye 2012, Carretero and Zamorano-Mansilla 2013). Secondly, MNP&V will be shown to have a persuasive function in the sense that they express strong commitment to the truth of a proposition which is not obvious to the addressee or even challengeable (Corum 1973, Haßler 2008). Thirdly, an analysis of the occurrences of MNP&V in the British National Corpus will uncover that the four adverbs tend to occur with evaluation-loaded words in terms of the Appraisal framework (Martin and White 2005), and in other cases where there are no evaluative words but the truth of the proposition is clearly desirable or undesirable for the speaker/writer. Even though the four adverbs can occur in positively- and negatively-loaded contexts, quantitative differences may be found between them: manifestly, patently and visibly occur frequently in negatively-loaded contexts, as attested by collocations such as manifestly absurd, patently false or visibly shaken, while noticeably is more neutral in this respect. The association of three of the adverbs with undesirability hints that, since the transmission of undesirable information is inherently face-threatening, it tends to have a stronger need to be supported by evidence than the transmission of desirable or 'neutral' information. In negatively-loaded contexts, MNP&V are Janus-like in that, on the one hand, they aim at persuading the addressee that an undesirable proposition is true and, on the other, they provide a face-saving strategy by supporting the speaker/writer's high commitment with evidence.

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Friday 25<sup>th</sup> November  
9:00-9:30 – Room B

#### **'La comunicación no verbal en el discurso persuasivo empresarial'**

Palabras clave: *comunicación no verbal, persuasión, variación, patrones socio-comunicativos*

La comunicación humana es un proceso complejo que supone mucho más que conocer y utilizar un sistema lingüístico, pues, para que pueda producirse de forma eficaz y apropiada, hemos de ser competentes comunicativamente, lo que implica no solo el uso de una lengua determinada, sino, también, la posesión y la utilización de información pragmática, social, situacional y geográfica, y de signos de los sistemas de comunicación no verbal. A este respecto, es necesario tener en cuenta

que los signos no verbales son determinantes para la eficacia comunicativa, de manera especial, en fenómenos pragmático-discursivos como la persuasión, ya que, en su producción y en su consecución, están implicados, de manera estratégica o con aporte estructural o significativo, signos no verbales que inciden en el sentido último del acto comunicativo.

En esta comunicación, presentamos una primera aproximación a las estrategias no verbales que son usadas, característicamente, en discurso persuasivo oral español en el ámbito de la empresa. La investigación realizada forma parte del proyecto PROPER, en el que se trabaja, concretamente, con presentaciones breves de negocios o ideas originales con el fin de obtener inversión que permita inicio o expansión empresarial. Para la realización del estudio, hemos establecido una metodología de análisis específica, que nos ha permitido identificar signos no verbales discretos, así como la función que cumplen en el acto comunicativo, comprobar frecuencias de uso y realizar comparaciones atendiendo a la variación condicionada por el sexo, de manera que hemos podido documentar patrones de comportamiento generales y variables.

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Thursday, 24<sup>th</sup> November  
17:30-18:00 – Room A

**‘El discurso amoroso en la ficción audiovisual: la serie televisiva *Lex* (2008)’**

Palabras clave: *discurso amoroso, serie televisiva, oralidad recitada, ethos, escenografía*

Nuestra propuesta toma como punto de partida el discurso amoroso, que aquí entendemos como discurso *del amor*, es decir, discurso del sentimiento (Discours et Idéologie 1985). Se trata de un discurso que instaura una relación de poder y que se caracteriza por la presencia simultánea de tres distintos órdenes: el orden de lo sexual, el de lo social y el de la idea (Discours et Idéologie 1985). Más concretamente, nos centramos en las prácticas discursivas desarrolladas en la representación de las relaciones amorosas en la ficción televisiva. Los formatos de la ficción en la televisión son un formidable corpus de historias cuyo valor es a la vez social y ético; en él reconocemos una función identitaria que modela la audiencia, una función mimético-diegética, de simulación cognitiva a través de la narración, y una función lúdica que se relaciona con rituales concretos de consumo (Alfieri / Bonomi 2012). Además, la función mimética se constata también en el nivel de la imitación del lenguaje coloquial, al ser los diálogos de las series televisivas un ejemplo de "oralidad recitada" (Nencioni 1976).

A partir del concepto de *escena de enunciación* (o *escenografía*, Maingueneau 2004) y de construcción del *ethos* del enunciador y del enunciatario (Charaudeau / Maingueneau 2002; Amossy 2010), pretendemos examinar la construcción discursiva de la imagen de los sujetos implicados en la enunciación amorosa en un corpus de guiones de series de televisión. Concretamente, nos centramos en los 16 episodios de la serie *Lex*, producida por Globomedia para la cadena española Antena 3, que se emitió entre el 5 de junio y el 21 de diciembre de 2008. *Lex* se desarrolla en un bufete de abogados y narra las experiencias profesionales y personales un equipo de letrados ambiciosos, girando en torno a unas tramas judiciales caracterizadas por cierto intimismo. La ambientación de la ficción en un concreto entorno laboral nos permitirá, además, relacionar la enunciación amorosa con las relaciones interpersonales desarrolladas un contexto profesional.

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9:30-10:00 – Room B

### **'Non- verbal communication in business discourse: the case of the elevator pitch'**

*Keywords: non-verbal communication, persuasion, variation, sociolinguistic patterns*

Human communication is a complex process, which implies a lot more than knowing and using a linguistic system; for communication to be effective and appropriate, humans must be communicatively competent, which involves not only using a given language but also sharing pragmatic, social, situational and geographical information, as well as those signs that belong to nonverbal communication (Cestero, 2006 and 2009). In this sense, we firmly believe that nonverbal signs are a determining factor for effective communication, particularly in pragma-discursive phenomena such as persuasion, since nonverbal signs are implied in their production, recognition and interpretation, even used strategically and as determining the whole meaning of the communicative act.

In this paper, we present a first approximation to the nonverbal strategies used, in a meaningful way, in persuasive oral discourse samples in English taken from the TV program *Dragon's Den* (UK). The study carried out is part of a larger research project entitled EMO-FUNDETT: PROPER, funded by the Spanish Ministry of Economy and Competitiveness (MINECO), which analyzes persuasion from different perspectives. The analytical methodology carried out to identify nonverbal strategies has been developed by Ana M. Cestero, member of this research project and is based on previous work on the field (Cestero Mancera, 2006, 2009, and 2014; and Poyatos, 2000 and 2002). Preliminary results point out to the existence of repeated nonverbal patterns regarding the persuasive function of pauses, blinking and of audibly breathing (i.e. discourse regulator), as well as some gender-based differences in the kinesic behaviors of participants.

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19:00-19:30 – Room B

### **Gosh and other related interjections in present-day English**

*Keywords: interjection, euphemistic, pragmatic marker, emotion, English*

Interjections can be seen as linguistic expressions of emotions and feelings, constituting complete and self-contained utterances.

Overall, the literature on interjections and emotion can be characterised as sparse and scattered. Even when all languages have 'emotive interjections' (i.e., interjections expressing cognitively based feelings) (cf. Wierzbicka 1999: 276), researchers on emotion have only invested "a tiny research effort into interjections", as compared to other related areas of research such as facial expressions and words for emotion categories (Goddard 2014: 53-54).

A relevant distinction is that between 'primary interjections', those not based on independently existing words, and 'secondary interjections', based on regular nouns or verbs (cf. Ameka 1992 and Ameka & Wilkins 2006; Goddard 2014 adds a third type, 'noise-like interjections').

Cuenca (2000) notes that grammaticalisation is crucial to secondary interjections, which move from an objective (literal) meaning to a subjective (pragmatic) one and show features such as instability and variation in phonetic form, morphological fixation and peripheral syntactic behaviour.

The present paper is a modest attempt to explore the use of certain secondary interjections and 'interjectional phrases' (Ameka 1992 and Ameka & Wilkins 2006) whose literal meanings relate to the area of religion. The study in particular looks at expressions related to God, as instances of secondary interjections including the actual word God or providing different euphemistic variants of that word. Among the latter a special attention is given to the interjection Gosh. Among the religious secondary interjections, Gosh is particularly common in present-day English. It is interesting as an example of grammaticalisation and for showing certain associated features such as phonetic variation and peripheral syntactic behaviour. It also shares features common to the category of pragmatic markers (cf. Ljung 2009).

Our database derives from sections of the spoken components of the BNC and the COCA corpora.

We hope to contribute to the study of these interjections in terms of their form and discourse role in conversation, stressing possible differences between British and American English.

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17:00-17:30 – Room B

**‘Goal directed persuasive discourse:  
contrasting televised business pitches in Spanish and English’**

*Keywords: Persuasion, Media Discourse, Discourse Analysis, Genre Theory, Rhetorical Structure Analysis*

Research in applied linguistics has long examined spoken discourse in varied domains including business presentations which have been studied widely from a discourse perspective. Less widespread, in the business domain is the analysis of televised spoken media discourse.

The study explores how persuasion works in goal oriented discourse in the media, on television in particular. The persuasion data is taken from a business oral presentation type called a pitch. Intercultural communication is the norm in international business hence exploring how pitch works in a business context in English, in contrast with Spanish, contributes to a body of knowledge on cross-cultural communication persuasion specifically through business pitch.

Alexander et al (2001) call for more research to understand the nature of the persuasive process as an imperative particularly in the information age in which people are bombarded with visual oral or visual and or written messages through access to various devices daily which are constructed with the explicit or implicit purpose of altering our fundamental views .

The discourse contrasted is derived from transcriptions of two reality TV programs: 5 men and 5 women pitching on ‘Tu Oportunidad’ aired in Spain and 5 men and 5 women on the ‘Dragons Den’ in the UK. The methodology contributes to the field with an evolving technique which is refined by coding data from media sources with Genre Theory and Rhetorical Structure Analysis.

The issue is to decipher how best to teach the necessary communication skills for business students to meet real-world standards and hence the work has application to support the international business student education. The intended outcome addresses an element of intercultural communication that deals with different discourse patterns and strategies, following Scollon and Wong Scollon’s (2001) findings on the manner in which native and non-native speakers use English differently. It is anticipated that the outcomes of the study will inform future refinement of business pitch cross-culturally.

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**‘The role of emotion and interpersonal features in multimodal lessons.  
Teaching in English and Spanish: A case study at the University of Alicante’**

Keywords: *English as a Medium of Instruction (EMI), Interpersonal Metafunctions, Emotion, Multimodality, Non-verbal Modes (kinesics and body language)*

In many European universities, the use of English as a medium of instruction (EMI) (Smit & Dafouz, 2012; Morell *et.al*, 2014) and lecturers' use of a broader range of modes of communication (Kress, 2010) are becoming common practice. Consequently, many lecturers, whose mother tongue is other than English, need not only to teach their content subjects in the *lingua franca*, but also to develop their multimodal competence (i.e., ways of representing and communicating meaning) and their emotional competence (engaging with students, using humour, transmitting culture and emotion, etc.) (Dewaele, 2010, 2011, 2015; Foolen, 2012, 2015, 2016). In this study we carry out a multimodal discourse analysis based on a Systemic Functional Linguistic (SFL) framework (Morell, 2015) of two different content courses taught at the University of Alicante in English and Spanish by the same lecturer. In the video-recorded sessions we will pay special attention to the non-verbal discourse (materials and body language) regarding emotion, engagement and interaction with students. We will also compare and contrast similarities and differences when the class is taught in English (L2) or in Spanish (L1). We hope to provide with our findings further evidence of the important role of emotion as a key factor in the comprehension of university courses using EMI (English as a Medium of Instruction) and/or Spanish (the native language of the teachers recorded).

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**‘Prosodic and gestural expressions in storytelling: a cross-linguistic study’**

Keywords: *prosody, gesture, emotions, storytelling*

Over the past few years, researchers have shown that a successful human communication involves the ability to use not only structural and lexical patterns but also prosody and body and facial gestures (McNeill, 1992; Bamberg, 1991; Perlman *et al.*, 2015). Audiovisual prosody studies have revealed that gesture and speech comprise an integrated system (Kendon 2004; McNeill 1992) and have found that gestures strongly influence language comprehension (Kelly, Özyürek & Maris 2010). Prosody and gestures, however, have not only a linguistic function but also a cognitive dimension since they strongly contribute in the expression of emotions.

This paper examines the prosodic and gestural features used in three Romance languages (Spanish, Italian and French) to express emotions, such as sadness, happiness and fear, in a storytelling context. The study of a narrative discourse has a special interest from the point of view of intonation, where prosodic cues tend to be exaggerated (Estebas-Vilaplana 2016), as well as from the perspective of emotions since storytellers tend to recreate different feelings in a short communicative act. Furthermore, a narrative discourse allows us to analyse emotions in two dimensions: in the text and in the sub-text.

In this study, five stories were recorded for each language. Our goal was to find out universal patterns in the expression of emotions across languages in a narrative discourse. The informants were three female professional storytellers who told the stories without reading. The same tales were used in the three languages so that the storyline encoded similar emotions. For each story, audio and visual recordings were obtained. A timed-aligned analysis of the segmental string, the F0 contour and the facial information was carried out. The results confirmed that prosodic gestures (McNeill 1992; Guellai *et al.* 2014) present universal patterns which were attested in the three languages, such as [an expanded pitch range and high eyebrows] for happiness, [breathy voice and joined eyebrows] for fear and [a frowned forehead and a narrow pitch range] for sadness. Some language-specific cues were also found in our data.

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**‘Las emociones en el Twitter corporativo:  
el éxito de lo microblogs de Acciona e Iberdrola’**

Keywords: *Twitter – emoción – Acciona – Iberdrola*

El mundo de la empresa no ha sido ajeno a los nuevos medios de comunicación que la web 2.0 ha brindado y rápidamente los ha implementado para adaptarse a una nueva filosofía de hacer negocios, de trabajar, la llamada colaborativa. En este nuevo marco -el digital-, las empresas han entendido que es necesario conversar directamente con los usuarios, acercarse a ellos y sentir como ellos sienten, y con ese fin utilizan las redes sociales, entre ellas Twitter, objeto de estudio este trabajo.

El objetivo es analizar cómo se expresan las emociones en los Twitter corporativos de Acciona e Iberdrola, dos empresas del Ibex 35. Se optó por estas dos compañías por estar entre las cinco empresas más eficaces en redes sociales y ambas ser líderes en energías renovables. El corpus estudiado está constituido por los tweets publicados durante el segundo trimestre del 2016 y, a través de él, se identifican los tipos de palabras que ayudan a conceptualizar la categoría semántica de la emoción, así como las formas lingüísticas expresivas con especial atención al lenguaje figurado.

**‘Nothing to fear: humorous US presidential discourse  
and the reversal of negative emotions’**

Keywords: *emotion, humour, politainment, political discourse, Relevance Theory*

This paper explores how humour in political discourse is used to diminish or even to reverse the emotional valence of a given issue, neutralising negative emotions. Bergson (1900/2005) argued that humour and emotion cannot co-exist. Morreall (1997) points out that amusement —as opposed to stress and negative emotions— is triggered by perceived incongruity when *emotional disengagement* occurs. Lipovetsky (1983) and Postman (1985) observed how humour permeates public discourse in non-humorous genres *per se*, such as education, advertising, or politics, in a banalised *society of the spectacle* (Débord, 1992). While criticised by Ehrenreich (2009), who considers grounded negative emotions necessary for critical thinking, behavioural trends related to *positive psychology* (Seligman, 2011) only reinforce the expression of optimism as a pillar of the American contemporary politics (Schultz, 2012), optimally performed with the suppression of negative emotions through humour. The deployment of humour as a political weapon (Lewis, 2006; Barba, 2016) has among its effects the reframing of schemas belonging to issues to which negative emotions would be associated to some “safer” schemas in a *contamination of mental spaces* (Hurley et al., 2011) —and thence a subtle reconceptualization may take place, as emotion is closely linked to cognition (Damásio, 1994).

We relate this reframing of schemas and the reversal of their associated non-

propositional emotional content to the *incongruity-resolution* approach to humour, and specifically to *script opposition* as one of the knowledge resources of verbal humour according to the *General Theory of Verbal Humor* (Attardo, 1994). A corpus of instances of humour in presidential speeches from Reagan to Obama has been considered to analyse the clashing inferences arising from the switch of scripts — and the derived suppression or alteration of their “original” emotional valence. Conclusions show us the evolution and current patterns of this function of humour in US presidential discourse.

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18:00-18:30 – Room B

#### **‘My anger was justified SURELY? Markers of epistemic (un-)certainty in English and German Emotion Events’**

**Keywords:** *emotion events, epistemic (un-)certainty cues, language-specific discourse patterns, context*

Emotion concepts such as ANGER or JOY have more recently been viewed from a contrastive perspective (Cislaru 2014; Constantinou 2014; Wierzbicka 2009). In such cross-linguistic investigations, the role of linguistic context cannot be overestimated. This paper argues that epistemic markers of (un-)certainty (Aijmer/Vandenberg 2007) such as *perhaps, probably, surely, or definitely* to name but a few, which, as intensifiers do (Bednarek 2008; Fronhofer 2015; Fronhofer submitted; Fronhofer in prep.), frequently occur in the local context of emotion lexemes are part of language-specific emergent or salient discourse patterns (Ariel 2008).

Moreover, they can function as contextualization cues (Gumperz 1982, 1992ab) and pragmatic markers. From a cognitive (corpus) linguistic perspective (Kövecses 2000; Lakoff 1987; Lewandowska-Tomaszczyk/ Dziwirek 2009), epistemic (un-)certainty markers can be regarded as sub-unit emotion parameters in Emotion Events (EEs), which have been shown to be suitable *tertia comparationis* in cross-linguistic investigations (Langacker 1987, 1991; Lewandowska-Tomaszczyk/ Wilson 2010).

The experimental study is based on a synchronous, comparable, gender-balanced and topic-balanced corpus of personal emotion narratives (n=248) written by British and German university students. The qualitative and quantitative analyses of the English and German dataset disclosed differences in the profiling of ANGER – AERGER and JOY – FREUDE respectively. More specifically, a differential formal and functional distribution of high (50% vs. 73%\* for ANGER and 42% vs. 76% for JOY) and low (50% vs. 27% for ANGER and 58% vs. 24% for JOY) probability markers (assuming a probability scale in Halliday's sense (2004:147; Aijmer 2007:69)), across the datasets has been revealed:

English	German
e_m_020_2 <u>Perhaps</u> , then, the thing that <u>irritates</u> me [...]	g_m_032_1 [...] würde ich mich <u>sicherlich</u> <u>ärgern</u> [...] 'certainly be angry'
e_m_006_2 That's <u>probably</u> what made me <u>happiest</u> .	g_m_012_2 Die werden <u>definitiv</u> [...] <u>entzückt</u> sein [...] 'definitely be equally delighted'
→ [epistemic uncertainty] + [ANGER/ JOY]	→ [epistemic certainty] + [AERGER/ FREUDE]

In a follow-up, the results obtained are integrated, taking also other cues such as intensifiers into consideration, into a confirmatory statistical model (GLMM) which enriches the outcome of the corpus-based experimental study and takes, apart from modelling the between group variation, individual variation into account (Baayen 2008; Gries 2013; Levshina 2015).

\* The percentages cited name the results for the English dataset first.

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Wednesday, 23<sup>rd</sup> November

18:30-19:00 - Room B

**‘Should you ... A phraseological approach to the interpretation of customers’ needs and wishes in hotel websites’**

Keywords: *promotional discourse, etourism, corpus linguistics, phraseology, engagement*

Hotel websites are examples of promotional genres of etourism which display textual and multimodal strategies (cf. Cheng 2016) with the overall aim of turning website visitors into customers. This paper describes the discursive choices that hotel website designers – who follow a ‘business and consumer’ (B2C) marketing practice in ecommerce- make to establish a commercial tie between the addresser (i.e. the hotelier) and the addressee (i.e. the potential client). The corpus data analysed comprises 114 British hotel websites and amounts to half a million words. This is a subcorpus of COMETVAL, a large database of over 7 million words, compiled by researchers at the University of València. The analysis proves the relevance of a number of keywords and the presence of a recurrent phraseology. Top keywords are the English pronouns of the first person plural and second person singular, as subject and object, together with their corresponding possessive forms. Additionally, there is an important number of phraseological units (ngrams) e.g. if you would like to, should you wish/need to, we are happy/delighted to, etc., which are used throughout the corpus. All these patterns are genuine cases of engagement, a key strategy in this type of discourse (Fuster-Márquez 2014). Engagement takes place when writers or speakers make their audience participant in the discourse (see Hyland 2005). In our analysis, engagement is reflected in an

array of textual choices that try to interpret the needs and wishes of potential customers. This paper describes the relevant discursive patterns of engagement found in the corpus. It is our view that such discourse features distinguish private hotel websites from other genres of etourism.

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Friday 25<sup>th</sup> November  
16:30-17:00 – Room B

#### **‘Gaining compliance in business discourse: Persuasion, negotiation and turn-taking strategies’**

*Keywords: gaining compliance, persuasion, conversation analysis, turn-taking, elicitations*

Gaining compliance to a request has long been a topic of interest in social psychology, and many techniques have been found to influence behaviour. More specifically, contemporary approaches have started to realise that any form of communication is persuasive insofar as it attempts to influence people’s behaviour and thinking. This study, in this line of work, takes the prevailing persuasive feature of language use and tries to bring forth the interactive nature of persuasion in order to conceptualise persuasion as an analytical tool that can give an account of the way(s) persuasive communication influences people’s behaviour and thinking, appeals to the audience’s emotions and constructs social identities.

Therefore, the present paper is directed at the interface of conversation analysis, discursive psychology and linguistic pragmatics and considers the different information-processing constraints at play in comprehending elicitations and responses and their role in the persuasive and/or manipulative success of arguments. I use both a quantitative and qualitative method to examine in detail the pragma-discursive strategies employed by a panel of English and Spanish business experts to evaluate the persuasive message of their interlocutors. My data suggest that both panels of experts exploit a number of linguistic strategies, mainly based on the use of elicitations, aiming to signal whether or not they were in cognitive dissonance with their interlocutors’ arguments. Furthermore, I suggest that the study of the minimal unit of interactive discourse may throw light on the effectiveness of positioning oneself and others in discourse and show how participants attempt to exert social influence, establish what they are allowed and not allowed to do and say.

### **‘Sentimiento atlético: emoción y persuasión entran en juego’**

Palabras clave: *campañas de sentimiento, función expresiva, persuasión, identidad, valores sociales*

Actualmente, debido a la saturación del mercado en cuanto a productos y técnicas para anunciarlos, la publicidad recurre a una apelación emocional que utiliza los valores sociales como arma principal para vender (Méndiz Noguero, 2005) y que usa las marcas como símbolos de poder social (Rayport, 2015). Las campañas de publicidad y, en particular, los anuncios de televisión que la agencia Sr. Rushmore ha creado para el Atlético de Madrid suponen un corpus excelente para estudiar esa apelación emocional y social que existe como fenómeno publicitario hoy. Estas campañas han sido denominadas “campañas de sentimiento” ya que su propósito no es vender un producto o servicio (como las campañas publicitarias tradicionales hacen) sino divulgar y alentar el llamado “sentimiento atlético” (Miguélez y Matallanas, 2003). Este sentimiento atlético se ha convertido en un fenómeno social más allá de la publicidad y prueba de ellos son las jornadas “Cultura en Rojo y Blanco” que llevan celebrándose en Madrid en los últimos dos años (<http://culturaenrojoyblanco.info/>).

El objetivo del presente trabajo consiste en analizar las características lingüísticas y paralingüísticas que ponen de manifiesto que la función expresiva prevalece por encima de la tradicional función persuasiva de la publicidad en estos anuncios (García Vizcaíno, en prensa). Así, se estudiarán y comentarán el lenguaje gestual, el valor emotivo de las imágenes visuales, el efecto perlocutivo de las expletivas y los elementos léxicos culturales que hacen de estas campañas de sentimiento un exponente fundamental del poder, no solo persuasivo, sino social de la publicidad en nuestra sociedad actual.

Entre las conclusiones preliminares están que estas campañas se mueven en la esfera tribal de la experiencia humana (Rayport, 2013) y así, proporcionan marcas de estatus social al tiempo que sirven para delimitar la identidad grupal e individual de los rojiblancos, manifestada en una serie de valores que los anuncios representan. Así, este estudio confirma que la publicidad además de vender tiene una consecuencia de efecto social en cuanto que contribuye a la construcción de la imagen y la identidad de los consumidores en un contexto sociocultural determinado (Hernandez Flores, 2011).

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**“She’s got right under my skin”: Emotion in fiction bestsellers’ blurbs’**

Keywords: *blurbs, emotional talk, rhetorical structure, endorsements*

Blurbs constitute a mixed genre as they fulfil both a descriptive and a promotional function, being widely used by publishing firms to market books (Kathpalia 1997, Bhatia 2004, Gea-Valor 2005, Cronin & La Barre 2005). In contrast with other evaluative genres (i.e. book reviews), blurbs are “an interested genre” (Shaw 2006: 17) which exclusively highlights the qualities of the book, omitting any negative appraisal.

Undoubtedly, evaluation plays an essential role in blurbs. Recent studies on book and DVD blurbs (Shaw 2006, Gesuato 2007, Cacchiani 2007, Bednarek 2014) have focused on different aspects of this complex phenomenon, drawing in various degrees on Martin and White’s (2005) Appraisal framework and its three subsystems, namely attitude, engagement and graduation.

Based on a corpus of 100 blurbs from the *New York Times Fiction Best Sellers List*, this paper explores the lexico-grammatical resources used in order to attract potential readers by appealing to their emotions. More specifically, I focus on what Bednarek (2008) calls *emotional talk*, which “relates to all those constituents [...] that conventionally express or signal affect/emotion (whether genuinely experienced or not, whether intentional or not)” (2008: 11). I also examine the organisation of emotion language in the rhetorical structure of the blurb.

Blurbs typically consist of four communicative sections: *Move 1 Catchphrase* > *Move 2 Description* > *Move 3 Appraisal (Submove: Endorsement or Testimonial)* > *Move 4 Author’s credentials* (Gea-Valor & Inigo-Ros, 2009). Catchphrases function as attention-seeking devices conspicuously displayed on the cover, whereas Move 2 consists of a more or less detailed description of the plot and main characters. Move 3 offers positive, laudatory comments on the qualities of the book and/or the author, usually by means of *endorsements*: praising excerpts from respected and well-established sources. Finally, Move 4 informs about the author’s professional and/or personal background.

The study shows that blurbs strategically cherry-pick positive evaluative extracts fraught with emotionally-charged intensifiers, emphatic devices and stance adverbs. These features are highly interactional as they engage readers in two ways: by sharing the reviewer’s emotional experience and by anticipating their future emotional response.

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19:00-19:30 - Room B

**'Repetition and recontextualisation as persuasive strategies  
in multimodal TV food commercials: a critical perspective'**

Keywords: *TV advertising, evaluation, multimodality, persuasion, recontextualization*

The present paper examines the persuasive strategies adopted in a sample of multimodal food advertisements from a whole day recording on the British TV channel ITV2 in 2009. Food commercials have been chosen as one of the representative topics in the construction, negotiation and perpetuation of cultural identity stereotypes (Cook 1992, Fairclough 1989, Jones 2013). Additionally, as a multimodal genre, TV advertisements constitute interesting objects of analysis because of the combination of persuasive strategies at different discursive levels. In the present paper, we address persuasion as a strategy which involves a process between sender and addresser, on the one hand, and receiver and addressee, on the other, in a complex interaction (Thompson and Alba Juez 2014). Persuasive strategies in TV multimodal discourse such as the one we examine are analysed as making use of the three classical rhetorical strategies of logos, pathos and ethos (Cockroft et. al 2014), which we reformulate as rational argument (logos), evaluation and emotion (pathos), and (brand) identity (ethos). Special attention is paid in the present paper to evaluation and identity strategies. We first examine the number, type and distribution of food advertisements during the whole day recording. We then address the strategies of repetition and repetition with recontextualisation throughout the recording as evaluative strategies, and explain how they combine with the construction of multimodal narratives in selected ads. We analyse briefly the differences between ads which are repeated and those which are not, and discuss how this dimension of persuasion may be related to persuasive strategies of brand identity. We then focus on ads of three brands which make use, respectively, of repetition with recontextualisation (KFC), simple repetition (Bird's Eye fishfingers) and non-repetition (Ocean's Spray Cranberry drink). The role of evaluation in the construction of multimodal narratives in these ads is analysed from a critical perspective, which examines the construction of participants' identities, with special attention to gender features.

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Thursday, 24<sup>th</sup> November  
13:00-13:30 – Salón de Actos

### **‘Compromiso, modalidad epistémica y evidencialidad: metalenguaje y semantismo de los modalizadores de opinión’**

Palabras clave: *opinión, compromiso, evidencialidad, modalidad epistémica*

Los modalizadores de opinión (esp. *en mi opinión, a mi modo de ver, a mi juicio*; fr. *à mon avis, selon moi, pour moi*; ingl. *in my opinion, in my view*; it. *secondo me*, etc.) apenas han generado estudios monográficos (en español y en otras lenguas) y, además, se han descrito formal y semánticamente de manera muy dispar. En cuanto a su semántica, se discute, por ejemplo, si proyectan o no una evaluación modal sobre el segmento discurso en el que inciden. Se trata, en fin, de un grupo de unidades lingüísticas que ejemplifica de forma paradigmática la borrosidad que acompaña a las fronteras que separan la evidencialidad de la modalidad epistémica. No en vano, los diferentes trabajos que han analizado estos adverbios y locuciones adverbiales, que denominaremos *modalizadores de opinión*, han situado su semántica en diferentes lugares del amplio espacio conceptual ocupado por la evidencialidad (Marque-Pucheu 2000: 460; Borillo 2005; González Ramos 2009, 2015) y la modalidad epistémica (cf. Hermoso 2000; Hermoso 2001; Borillo 2004), incluso en la intersección entre ambas categorías (Pietrandrea 2007; Aikhenvald 2007) o bien en dominios adyacentes a ellas (cf. Nuyts 2001; Coltier y Dendale 2004). Del mismo modo, la evidencialidad y la modalidad epistémica son más o menos salientes cuando estas unidades se describen y ubican en el seno de categorías funcionales como la valoración (*Appraisal*) o el metadiscurso (Martin & White 2005; Hyland 2005; Behrens 2012).

En esta comunicación se pretende reflexionar acerca de la naturaleza de los modalizadores de opinión. Para ello, se ofrecerán reflexiones en dos sentidos: a) términos clave que se han empleado para describir su semantismo en trabajos monográficos y definiciones lexicográficas: *responsabilidad, compromiso, adhesión, fuente*, etc.; b) su identidad funcional como atenuadores o *hedges* en estudios sobre el metadiscurso y en otros marcos teóricos.

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 10:00-10:30 – Room A

**'EFL learners' first word responses  
 to the emotion prompt "SAD" in a lexical availability task'**

**Keywords:** *Emotion words, Emotion available lexicon, lexical availability, word association, EFL learners*

The words English language learners activate in response to prompts in lexical availability tasks reveal aspects of their vocabulary knowledge such as breadth (number of words they know), depth (degree of word knowledge), word association, and their views, feelings and emotions towards the world and its realities. However, most lexical availability studies have been based on the prompts (centers of interest) proposed by the Pan Hispanic project, where nouns and semantic categories related to entities and daily issues such as ANIMALS or PROFESSIONS rather than adjectives or semantic categories related to emotions are found.

This study is part of a research project on the emotion available lexicon of English as foreign language learners (EFL) in Spanish school contexts (FFI 2013-47707). In this presentation we will focus on the first word responses to the prompt SAD activated by a sample of 310 EFL learners distributed in two groups, children at primary school and adolescents at baccalaureate. We set out to explore cognitive aspects such as typicality and word association in EFL learners' available lexicon by means of the following objectives: (1) to ascertain whether there is an increase in the number of responses and in the quality of the responses prompted by SAD in adolescents as compared to children; (2) to identify and compare the most frequent first word responses of children and adolescents as to check for the emergence of

typicality in emotion words as represented by SAD; and (3) to identify patterns of associations and schemas in the responses activated by children and adolescent EFL learners.

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Thursday, 24<sup>th</sup> November  
10:30-11:00 – Salón de Actos

### **‘Tipos de descortesía verbal y emociones’**

Palabras clave: *tipos de descortesía - emociones - contexto sociocultural*

La (des)cortesía, como una manifestación de la conducta social, y la emoción, en cuanto fenómeno construido socialmente, se pueden expresar a través del lenguaje, instrumento apto para la producción de comportamientos y de emociones en forma culturalmente específica.

El presente estudio se ocupa de la relación existente entre el lenguaje verbal, la descortesía y las emociones en un mismo contexto de cultura. Se investiga dicha relación para algunos tipos de actos descorteses, extraídos de una escala de intensificación de la fuerza de descortesía (Kaul de Marlangeon, 2008 y Kaul de Marlangeon y Alba-Juez, 2012), y la consiguiente construcción discursiva de las emociones presentes en ellos.

A tal fin, se adopta el punto de vista sociocultural de la pragmática, necesario tanto para el análisis del discurso de descortesía como para el de las emociones intervinientes en los distintos tipos de descortesía, éstos y aquéllas asociados a sus respectivos contextos socioculturales y situacionales.

De igual forma, se acoge el punto de vista de la psicología social, especialmente aquél que pone el énfasis en la dependencia contextual de las emociones y las considera como una construcción social (Edwards, 1999; Belli, 2010; Enciso Domínguez y Lara, 2014).

El pertinente corpus de ejemplos ha sido obtenido de la cultura hispanohablante.

Los resultados de la descripción émica muestran que en cada tipo de descortesía considerado concurren complejas experiencias emocionales, sobre todo negativas, activadoras de conductas agresivas y de su grado de intensidad o de intencionalidad.

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**'The article review genre: an intercultural perspective on stance, emotion and politeness'**

Keywords: *interculturality, evaluation, institutional discourse, article review, emotional sensitivity, English, Russian*

Genre is a multifaceted phenomenon, and can be studied from a range of perspectives that include the linguistic, discursive, rhetorical, communicative, cognitive, psychological, social and intercultural. Genre studies concern the linguistic study of texts as product, the investigation of complex communicative practices in professional or workplace communities, as well as the broad analysis of the socio-cultural and critical procedures used to interpret these textual genres in real life settings (Bhatia 2002).

Employing a multidisciplinary approach, this paper reports on the preliminary findings of a study exploring structural, linguistic, communicative and stylistic differences in the genre of the article review in English and Russian, accounting for these in terms of sociocultural context, value differences and mechanisms of politeness. Fifty English and Russian blind review texts were analysed, using a methodology of pragmatic, discourse, contextual and contrastive analysis. Reference is also made to Politeness Theory (Brown and Levinson 1987, Leech 2007, 2014), and Cultural Scripts Theory (Wierzbicka 1999, 2002). Drawing on evaluation studies (Martin and White 2005; Bednarek 2008a, 2008b, 2009; Thompson and Alba-Juez 2014, etc.), we analysed positive and negative stances of the reviewer, focusing on subjectivity, evaluation and interaction, the three main notions connected with stance in discourse (Englebretson 2007). Our observations corroborate White's notion (2003) that stance is a dialogic activity. Though direct interaction is excluded in a blind review, the reviewer expresses his attitude to the author in his text, through his evaluations and other textual devices. This may, in turn, provoke a positive or negative emotional response in the author.

Our analysis of lexical and grammatical markers of evaluative patterns has shown that English reviewers use positive and negative politeness strategies more often than Russians, that English reviews abound with modal verbs, epistemic modality and supporting evaluations, and that appraisal in English reviews tends to be conventional. Russian reviewers give their negative evaluations more bluntly, with less focus on mitigation strategies, less emotional sensitivity. English and Russian reviews, then, would seem to demonstrate the same traits found in English and Russian styles of interpersonal communication (Larina 2009, 2015). English style is more indirect, implicit, subjective, speaker and form-oriented, while Russian style tends to be more direct, categorical, explicit, emotional and content/message oriented. As our observations show, in the genre of article review, these features may lead to the face wants of the addressee being ignored.

An intercultural approach to stance in institutional discourse, then, denotes cross-cultural differences that confirm the importance of these factors in understanding how language use is shaped by the socio-cultural environment.

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Thursday, 24<sup>th</sup> November  
13:30-14:00 – Room A

### **'Interpersonal discourse markers and generic variation in journalistic texts: a contrastive annotation study'**

Keywords: *annotation, interpersonal discourse markers, English, Spanish, journalistic texts*

As part of a larger research effort on the multidimensional annotation of different genres of the contrastive English-Spanish MULTINOT corpus (Lavid et. al. 2015), in this paper we report on the creation and empirical validation of an annotation scheme for interpersonal discourse markers, a much needed resource for studies which focus on affective or emotional aspects of discourse. We use the general term of 'interpersonal discourse markers' to refer to a broad range of communicative

strategies or resources used to express both the attitude of the writer towards his text and the relationship established with the reader in the act of communication. This includes the notions of stance and engagement (Hyland 2005) as well as evidential and epistemic meanings which convey affective meanings in discourse, as investigated in a previous article by the authors of this paper (see Lavid and Moratón 2015). The data used for our annotation experiment consists of sixty-two journalistic texts extracted from the MULTINOT corpus -sixteen news reports, sixteen editorials and twenty letters to the editor- evenly divided into English and Spanish texts, all of them collected from British and Spanish high-circulation newspapers between 2009 and 2013 and preprocessed with the GATE platform (Cunningham et al. 2002). The annotation experiment shows that the tagset proposed is reliable, although some problems were encountered during the annotation phase. In the presentation we discuss these problems and also report on the genre and language-specific variation found in the distribution of these interpersonal markers in the three journalistic genres, provide some possible explanations for the results obtained.

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18:30-19:00 – Room B

#### **'The syntax of an emotional expletive in English'**

Keywords: *emotion, focus, expletives, grammar*

Various linguists have scoured languages for grammatical phenomena that express emotions rather than purely ideational or discursive meanings, cf. Ameka (1992) and Kockelman (2014) on interjections, Foolen (2004) on expressive binominal NPs like *a jewel of a book*, or Bauer (1997) and Cinque (2015) on diminutives and augmentatives. Yet it is hard to avoid the impression that there is no 'grammar of emotions', i.e. that the forms of language in which we express our emotions are parasitic upon those that exist for a more dispassionate expression of our ideas. Interjections have the 'grammar' of parentheses and holophrases and (generally) the phonology of ordinary words; expressive binominals have basically the same syntax as postmodified NPs, and diminutives and augmentatives are primarily used to indicate smaller and greater size than normal. There is no doubt that every aspect of language structure can be imbued with emotional significance (Majid 2012) and that emotionally laden words can be identified in the lexicon and in

language use (Bednarek 2008), but from the viewpoint of grammar, and in particular Functional Discourse Grammar (FDG; Hengeveld & Mackenzie 2008), emotion is visible above all as an overlay on structures that have evolved for the communication of interpersonal and representational meanings. This is particularly apparent in the case of 'expletives', here taken in the etymological sense of words which are in themselves meaningless but 'fill out' the clause with an expression of emotion. This emotion is often anger, but certainly not always; and sometimes where their use has become part of an individual's style of communication, their emotional force is largely etiolated. What I intend to concentrate on in my talk is the use of 'taboo words' in English, and in particular *fuck* and its various derivatives, attempting to circumscribe its syntactic distribution. I will build on observations by Quang Phúc Đông (1971), Pinker (2007) and Nunberg (2004) and argue that non-representational uses of such words are to be analysed in FDG as Focus markers.

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 17:00-17:30 – Room A

### 'Emotion and Representation in Agony Aunt columns'

Keywords: *emotion, representation, metaphor, affect*

The categorization and interpretation of the expressions of emotion in discourse is an elusive subject. Emotions are influenced by a variety of factors including motivation and systems of ideologies or 'worldviews' (van Dijk 2008). This paper examines the expression of emotion involving affect and judgement (Martin & White 2005) among other categories, and the strategies for self or other representation in personal narratives of situations involving potential conflict or violence (Fairclough

2003). From a CDA perspective, discourse is viewed as the site of struggle for power and control (Wodak & Meyer 2009). Situations of conflict and violence usually stem from relationships of dominance, which are expressed, reproduced and often unknowingly legitimized by language use. Central to this issue is the conceptualization and representation of self and other by participants in either a domineering or a submissive role, and the expression and management of emotions (Kövecses 2000; Van Leeuwen 2008). As van Dijk (1993) argues, the justification of inequality involves two complementary strategies: emphasizing positive things and de-emphasizing bad things about US, and emphasizing bad things and de-emphasizing good things about THEM.

The paper presents a case study of letters to Agony Aunt columns in quality newspapers and tabloids differing in ideological slant (The Guardian, The Daily Telegraph, Daily Mirror, Daily Mail). It is hypothesized that differences between quality and tabloid newspapers will be observed in the degree of explicitness or indirectness and implicitness of evaluative predications, and in the preferred forms of strategies of representation. Differences regarding these features will also be observed depending the role type of the participants (domineering or submissive). The paper focuses on the analysis of the ways in which the participants in either role type construct and represent themselves through referential strategies such as categorization, metaphor, etc., and on their use of predicational strategies involving evaluative attributions of positive or negative traits to self or other.

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#### **'The lexicalization of emotional release in English and Spanish'**

Keywords: *metaphor, lexicalization patterns, negative emotion, weep*

Emotions are complex processes in which inner and outer, individual and cultural elements blend. Our conceptualization of emotion through metaphors alternate different source domains depending on the aspects of emotional experience we want to capture; some metaphors conceptualize the emotion as cause, some focus on the cause of the emotion, and some may conceptualize both (Kövecses 2000, Dirven 1997, Radden 1998). In this talk I bring to light a metaphor that highlights the final stage of an emotional scenario: the release of the emotion. In particular, I will be concerned with the liberation of negative emotions. Since emotions are nearly universally conceptualized as substances inside a person/container, and negative emotions tend to be viewed as illnesses (Lakoff & Kövecses 1987, Kövecses 2000), it

seems natural to try to find cure by ‘emptying’ the body-container. In this talk I analyse the language-specific realizations of this shared ‘cathartic’ conceptualization of the final stage in a negative emotional scenario. In particular, I look at the syntactic patterns available in English and Spanish for the expression of emotional release. The analysis of constructions with *weep* and other body discharge verbs extracted mainly from CREA (*Corpus de Referencia del Español Actual*) and COCA (*Corpus of Contemporary American English*) reveals the availability of lexicalization patterns in which a physiological reaction is presented as the means of liberating emotional tension (e.g. *Messi llora su amargura por no poder hacer feliz a su país, They wept their sorrow and their anger as the coffin was lowered*). These cathartic constructions are available in both languages, but their dissimilar use shows cultural filtering in the conceptualization of this universal embodied experience. The findings are in line with recent cross-cultural research which claim that emotion metaphors reflect both universal and culture-specific elements (Wierzbicka 1999, Harkins & Wierzbicka 2001, Ansah 2014).

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 19:00-19:30 – Room A

#### ‘Obvious? Language, emotion and identity’

Keywords: *language, emotion, identity, nativeness, globalization*

The English term ‘obvious’, in its current sense, dates back to the early 17<sup>th</sup> century (from Latin ‘ob-‘against + ‘viam’ accusative of ‘via’ way). Quite short, in historical terms, but still a history. Much shorter, in any event, than the history of us humans with language, ‘obviously’ inextricably linked to one another. To be sure, emotions are part and parcel of us too. Obviously, identity too. However, ‘obvious’ does not necessarily mean ‘true’ (the sun ‘obviously’ rotates around the earth). No puns intended, this paper aims at addressing (while trying to avoid taken-for-granted, ‘obvious’ facts) the conflicting roles of language and emotion in the construction of identity with a focus on both standard and off-standard) speakers (whatever ‘standard’ may mean). That is, both those speakers for whom their linguistic repertoires and emotions clash to the point of giving up the former in sake of their construction of identity and those for whom this is not at all an issue at stake. To this end, both narratives produced by language-related degree students and quantitative data regarding identity (and highly emotional matters) will be

examined, then related to current issues in sociolinguistic research (i.e. the role of the native speaker, globalization, superdiversity, etc.) As the analyzed excerpts show, emotion plays a most significant role among speakers Spanish of Spanish (both born and raised in the language and not) in their quest for identity. This, in turn, proves significant in their language choices. This paper, ingrained within the framework of sociocognitive and discursive analysis, aims at displaying and analyzing the how and why of such linguistic choices in relation to language and identity.

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Friday 25<sup>th</sup> November  
13:00-13:30 – Room B

#### **‘Argumentation in persuasive speech: linguistic elements for argumentative strength’**

*Keywords: persuasion, argumentation, connectors, reiteration, modality, NVivo*

The present paper aims to identify and describe the most recurrent linguistic elements that serve for argumentative purposes in persuasive speech. In this case, I will be focusing on those lexical elements which justify a certain argument or conclusion. Those lexical phrases will be selected on the basis of their argumentative strength, thus being divided into: (1) summative connectors, (2) reiteration, and (3) modal elements. The language tokens under analysis are the speeches by two female participants in TV show *Dragons’ Den*. Their interventions are the corpus used for a preliminary analysis of this dataset, which will be compared and contrasted with male equivalents in future implementations of the study.

The methodology followed in this paper is quantitative. By using NVivo® software, both speeches are transcribed and coded in detail, according to the linguistic variables aforementioned. With the number of references coded in each intervention, comparative graphs are obtained between both female participants. NVivo® measures the total number of references of each token analysed, and then provides relative indices which indicate the degree of frequency of an item over the rest in a particular context. Consequently, a potential persuasive pattern for (non) success could emerge.

In conclusion, the results of this study might shed some light on the role and use of certain linguistic elements for persuasive purposes in oral speech. When speakers know the model of successful discursive markers, a clear and straightforward speech would expose their message persuasively.

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17:00-17:30 – Salón de Actos

### **'Emotions in responses to (unjustified) negative online feedback'**

**Keywords:** *negative feedback, online reviews, reputation management*

With the omnipresence of and increasing ease of access to the internet, a vast amount of online feedback is being generated on a daily basis, and businesses increasingly rely on it for quality assurance, customer acquisition and retention.

Online reviews are also valuable to potential customers, as they provide personal views based on existing customers' experiences with the offered product or service. However, these tend to be subjective as they report on the customers' *perception* of the quality of the service rather than its actual quality. And negative feedback – often motivated by anger and disappointment – can cause irreversible damage to businesses and organizations.

Those responding to negative reviews not only need to attend to their customers' negative emotions, but also to manage their own, especially if the reviews seem unjustified, exaggerated or simply untrue (Ogiermann 2016). At the same time, they need to keep in mind that their responses are public – they are not only read by the reviewers but also by many potential customers.

The few available studies of responses to negative online reviews (e.g. Levy et al. 2013, Zhang and Vasquez 2014) tend to focus on established hotel chains' responses, which often follow a script dictating the use of formulaic politeness. The present paper, on the other hand, contrasts these well-thought-out, generic responses with spontaneous, personal (and often emotional) replies formulated by owners of small businesses' on TripAdvisor.

The main difference emerging from this comparison is that the former place more emphasis on customer retention, e.g. by assuring the complainer that the problem has been attended to and by using apologies and thanking formulae. The latter, in contrast, regularly fail to attend to the complainer's face and even direct criticism at the author of the review, thus 'correcting' the reviewer's negative report while addressing potential new customers.

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17:30-18:00 - Room A

### **'The political discourse of Flora Tristan: struggle for workers and women'**

Keywords : *Political discourse, énonciation, discourse analysis, pragmatics*

This paper focuses on the political in France in the 19th century and in particular in the political discourse of Flora Tristan. The corpus consists of two political manifestos: *Union Ouvrière* and *Nécessité de faire un bon accueil aux femmes étrangères*. We examine the political thought of Flora Tristan mainly through discourse analysis in relation to historical data and the historical context. Through the theory of énonciation we examine the discourse elements that establish subjectivity and emotion. Flora Tristan was a fervent speaker and through the analysis of the discourses we identify the expression of emotion. We aim at understanding the formation process of political discourse in a particular historical context and the way in which each speech act in political discourse aims to change the historical facts and ideology.

The identification of the principal elements and strategies in the discourse of Flora Tristan suggests subjectivity, emotion and fervor. Through statistical analysis of speech acts, based on the theories of J.R. Searle and J.L. Austin the dominant type of speech act is determined and statistics are used to determine the specific features of the author's speech.

Flora Tristan's activities aimed at mobilizing and organizing workers and women. Their political discourse of Flora Tristan is characterized not only by theatrical speech elements but also religious elements. The exaggeration, subjective discourse and emotion are constantly present in the macro speech act of a pioneer in the struggle of workers and women.

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16:30-17:00 – Room A

**'Assessing EFL Learners' Ability to Express Emotions Linguistically as a Means of Improving their Communication Skills and Cultural Literacy'**

**Keywords:** *English as a Foreign Language, Emotional Language, Affectivity in SLA, Expression of Emotions, Intercultural Communication*

This research examines Second Language Acquisition (SLA) issues, especially the affective dimension of language in the process of teaching and learning English as a foreign language (EFL) in formal instruction contexts. Considering the limited communicative and pragmatic competence of learners of a second language (L2) in formal educational settings and students' frustration at the inability to make themselves understood in the new language, the main aim of this study is to find out whether EFL learners have a linguistic repertoire to express their feelings appropriately as this lack can impoverish their intercultural communication skills by making them unprepared to talk about emotions they perceive and experience themselves (Dewaele, 2015; Gabrys-Barker & Bielska, 2013; Piasecka, 2013). Subjects will be first-year undergraduate students, at B2 level according to the *Common European Framework of Reference for Languages* (CEFR), taking a degree in English Studies at the University of Salamanca (Spain) during the first term of the

academic course 2016-2017. The instrument of data collection will be a questionnaire written in English, with different emotionally loaded situations. The participants will have to write what they would say if they experienced such a situation (Piasecka, 2013). The data will be analysed quantitatively and qualitatively. The results of the study will reveal to what extent the participants at B2 level are able to decode and express linguistically the emotions described in the situations from the questionnaire. The results will also provide the teacher's with valuable insights about which weaknesses need to be overcome during the English lessons throughout the course. Furthermore, testing EFL students' familiarity with emotional language will favour the gradual development of their cultural literacy in the foreign language, which is regarded as necessary for interpersonal communication in everyday contexts.

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16:30-17:00 – Room A

#### **“voilàààààààà wow!” – Verbalizing emotions in collaborative newswriting’**

Keywords: *collaborative writing, newswriting, emotive effects, progression analysis, workplace ethnography*

Analyzing the interaction between emotions and writing processes requires methodological access both to writing activities and to emotional expression. Due to the complexity of the topic, most research on “emotions and the writing process” (Brand & Powell, 1986) has been done in experimental settings. Field research on real-life emotions in real-life writing processes still appears to be an uncharted area. By investigating novice and expert journalists' verbal emotional displays in settings of collaborative newswriting, we aim to fill this research gap.

Over the past few years, we have been involved in large transdisciplinary research

projects that have investigated journalists' text production processes (Perrin, 2013). Data were collected and analyzed with Progression Analysis, an ethnographically-based multimethod approach (Perrin, 2003). The objective of all of these projects has been to identify individual and organizational workplace practices and strategies in newsrooms. The multilingual, multicultural design of the projects and the data corpora generated allow for comparative analyses across languages, newsroom cultures, and writers' expertise. We have re-analyzed data to focus specifically on three aspects of emotions in newswriting: a) journalists' emotional expression in the final texts and intertextual chains, b) writers' emotional display in the collaborative text production processes, c) the interplay of emotion and cognition as observable, e.g., in writers' soliloquy (Zampa & Perrin, 2016), d) writers' anticipation of the news item's emotive effects (Luciani, submitted), and e) their reaction to emotional uptake by the audience, as reflected, e.g., in blogs and social media (Gnach, 2017).

We begin our presentation by discussing the research question in more detail (part 1); then explain how knowledge gained from related research can be applied to address emotions in collaborative newswriting (part 2); describe our multimethod approach, Progression Analysis (part 3); present exemplary findings from German-, French, and Italian-speaking contexts (part 4); and discuss how insights from this research can be generalized and can contribute to increasing scientific and professional (meta-)linguistic knowledge and awareness related to journalistic writing in general and its interplay with affect and emotions in particular (part 5).

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11:00-11:30 – Room A

#### **'Prosody and affective emotional responses'**

This paper focuses on the emotional responses of speaker-hearers to prosodic choices in their interlocutors' utterances. I consider aspects of both production and perception, particularly in cross-cultural contexts. It is well established that speaker-hearers may have strong emotional responses to the prosody of utterances, and that these responses are usually tacit or below the threshold of consciousness. In these cases, they often find non-prosody-related rationalizations to explain their affective responses, which can comprise discrimination or bias (Gumperz, 1982). This paper highlights the power of these linguistic behaviors in transient events such as speech in which interlocutors have no time to reflect on why particular feelings might be triggered.

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19:00-19:30 – Salón de Actos

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### **‘A Mixed Viewpoint and Blending Approach to Traumatic Emotional Discourse’**

Keywords: *radio narratives, emotion, Blending, Viewpoint theory*

Recent research in oral narrative studies has shown that the degree of emotionality of the events being told is reflected in the linguistic and pragmatic devices used by speakers (Cuenca et al. 2011). Within this discourse type, we analyze the specific cognitive and linguistic strategies of a traumatic oral narrative from a late night call-in radio program in which the speaker recounts her experience with domestic violence.

To this aim, a combined approach of Conceptual Blending and Viewpoint theories has been taken. On the one hand, Blending Theory (Fauconnier & Turner 2002; Oakley & Hougaard 2008) can help to explain the diverse strategies used by the narrator to guide the listeners in the apparently chaotic structure of her narrative, which is constantly broken by introducing parenthetical material –explanations, flashbacks, comments, etc. Also, the theoretical tools of this model help to understand the general cognitive processes followed by the narrator in the construction of a final blended meaning of different narrative spaces that interact with existing, shared sociocultural frames (Dancygier 2005, Porto & Romano 2010; Romano 2014). On the other hand, Viewpoint analysis shows the tension between the need to share the narrator’s traumatic experiences and emotions while protecting herself from exposure to others, by taking the listener from the most distal, objective spaces into the most intimate, subjective ones (Verhagen 2005; Dancygier 2012; Dancygier et al. 2016) until they become completely indistinguishable. Consequently, the narrator builds her configuration of emotional viewpoints by gradually ‘zooming’ into self-disclosure by means of specific viewpoint markers –deixis in the main (Rubba 1996).

The results will show how Viewpoint analysis combined with Blending, and more specifically concepts such as *compression*, *decompression*, *displacement*, and *attention*, among others, can shed light both on the underlying conceptualization of traumatic experiences and on the highly mixed, broken nature of this discourse type.

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 13:00-13:30 – Room B

**‘Narrate, appraise and persuade:  
 The interplay between fiction, evaluation and persuasion’**

*Keywords: appraisal, persuasion, fiction, suspense, Hitchcock*

Broadly speaking, the aim of this paper is to explore and analyse how fiction writers resort to specific evaluative linguistic resources to attempt at persuading readers to position themselves ideologically within the realm of fictional discourse.

Particularly, this presentation shall deal with Robert Bloch's suspense novel "Psycho" (1959), the original source of suspense filmmaker Alfred Hitchcock's 1960 homonymous masterpiece. This study is part of a larger research project in progress which intends to contribute to the ongoing reevaluation of Hitchcock as an auteur (Boyd and Barton Palmer 2011) and to analyse from a functional linguistic perspective the literary works that Hitchcock adapted, in view of the fact that Hitchcock was a major adaptor (almost 80% of his films are adaptations) and that his works are regarded as homogeneous in narrative, thematic and stylistic terms.

Methodologically, this study seeks to explore the linguistic construal of suspense (the element by which Hitchcock is still internationally renowned today) in fictional literary discourse. In this regard, Zillmann (1996) acknowledged the significance of reader alignment and stressed that the construction of favourable and unfavourable affective and empathetic dispositions towards fictional characters is vital in suspense. To this end, this paper draws on Appraisal Theory (Martin and White 2005) to systematically analyse how the reader is invited to engage into a somewhat interpersonal stance-taking exchange with the author (Bloch) and is thus persuaded to evaluate and appraise characters from a given point of view. So far, this study has focused only on two attitudinal sub-systems (Affect and Judgement) to analyse the relationship between Norman Bates and his mother, Mrs Bates, in the opening chapter of Bloch's "Psycho", absent in the narrative of Hitchcock's film. This chapter recounts an encounter between Norman and his mother, who is already dead, a fact which the reader is unaware of so far. A qualitative analysis of affectual and judgemental appraisal resources reveals that the reader is invited to believe that Norman is harmless and Mrs Bates an oppressive mother capable of committing crime, a belief later questioned and eventually rebutted, this being but one instance of the fruitful interplay between evaluation, persuasion and fiction.

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9:30-10:00 – Room A

### **'Interaction in live-virtual classes: development of creative and critical skills from teachers' emotional multimodal discourse'**

*Keywords: emotional language, multimodal discourse analysis, live-virtual classes, interaction, creative and critical skills*

In the last years, online teaching-learning approaches have increased dramatically. Universities all around the world, those defined as virtual and traditional face-to-face ones, offer everyday more online educational programs.

Among these virtual learning settings, we find those that are mediated by some type of technology, where there is not an immediate interaction with and between learners, and those where real time interaction takes place (Campoy-Cubillo & Querol-Julián, 2015). Live-streaming lessons present new teaching challenges, such as to build up an "interactive" space to foster the development of creative and thinking skills where emotions play a central role (Rebollo et al, 2008). Despite the amount of tools that constantly arise, it is teachers and their discourse who, with careful planning and selection and elaboration of resources (technological or not), have to get learners involved and to increase their participation in class.

It is common to find that in live-virtual classes, with a large number of students, the only way learners have to express is writing in a chat, and there is no visual contact with or between them that could facilitate communication. These limitations demand educational practices, where the development of teacher's multimodal discursive strategies becomes particularly relevant. They may facilitate interpersonal relationships to build up a shared learning space to foster long life learning, and to contribute to their integral development as individuals, personalized education.

However, to promote and protect the development of interpersonal relationships in the virtual classroom, the affective component is essential. The present work makes a methodological proposal to systematize the study of teacher's discourse (by the analysis of videos with software packages, e.i. PRAAT and ELAN), to show how relationships between linguistic features (evaluative language (Martin & White, 2005)), paralinguistic (intonation, pauses, etc. (Poyatos, 2002)), and extralinguistic features (gestures, facial expression, gaze and head movement (Ekman, 2007; Kendon, 2004; McNeill, 1992) form an integral whole to express the affective teaching component; as well as to analyze the consequences of this on learners' responses.

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17:00-17:30 – Room A

### **‘Verbalising Emotions in English as a Second language and Its Relevance to Nowadays’ Multilingual World of Work’**

Keywords: *multilingualism, ESL, verbalising emotions, identity*

Even though language and emotion are both described as the “two basic systems involved in communication” (Reilly & Seibert 2009: 535), investigating their interplay had been ignored for a long time in linguistics – partly due to the false assumption that cognitive functions were uninfluenced by emotions. The neglect thereof in scientific investigations was even more prominent in research into multilingualism, which is interesting given that emotions are highly relevant to multilinguals’ lives. Only within the last fifteen years, more attention was paid to the topic (see, e.g., Dewaele 2010), which is crucial in nowadays’ globalised, multilingual world. Verbalising emotions in a language other than one’s L1 is challenging indeed due to the fact that languages’ emotion lexicons vary conceptually and structurally (see, e.g., Pavlenko 2008). Consequently, people with “more than one language in the same mind” (Cook 1991) often face the problem of only partial or missing translation equivalents and verbalising emotions is unsurprisingly often described as ultimate challenge to proficient language usage (Fussell 2002). Furthermore, studies have also shown that a majority of multilinguals report to feel different when using the different languages. The present paper aims at shedding light on the aforementioned by identifying decisive factors in these processes. Drawing on the results of a web survey, in which 164 multilinguals from various language backgrounds participated, as well as qualitative analyses of 24 in-depth interviews, the focus lies on in how far cross-linguistic and cross-cultural differences affect a multilingual’s expression of various feelings in ESL, while also taking an emic approach. The aim is to illustrate the role aspects such as typological proximity, cross-cultural differences and, along with these, frequency of language use and the degree of socialisation play in this context in order to minimise the risk of cross-cultural miscommunication. Based on the findings of these studies, their implications for nowadays’ multilingual world of work will be derived and discussed, to which the topic is of increasing relevance

due to globalisation and, along with it, migration, as English is frequently used to “bridge the communicative gap between speakers of other languages” (Barotchi 2001 in Phillipson 2008: 262).

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11:00-11:30 – Salón de Actos

#### **‘La distribución de las emociones en la fraseología del español peninsular: Un intento de clasificación desde una perspectiva cognitiva e interdisciplinar’**

Palabras clave: *Emociones, fraseología, carácter multicomponencial de las emociones, conceptualización de las emociones*

La fraseología de las lenguas es un campo excelente que nos permite observar, entre otras cosas, las intuiciones, creencias, percepciones que los hablantes desarrollan de modo espontáneo acerca de la realidad, así como la manera en la que la comunidad idiomática conceptualiza y expresa las distintas emociones.

Partiendo de un enfoque extralingüístico y, por ende, interdisciplinar, quisiéramos mostrar cómo se encuentran distribuidas diferentes emociones en el sistema fraseológico del español.

Para ello nos servimos, entre otros, de las herramientas que nos proporciona, por una parte, la psicología de la emoción (cf. al respecto Damasio, 1994 y 2003; Darwin, 1998 [1872]; Fernández-Abascal *et alii*, 2010) y, por otra, de los principales preceptos de la semántica cognitiva (cf. al respecto Dobrovolskij y Pirainen, 2009; Kövecses, 1998 y 2015; Ibarretxe-Antuñano y Valenzuela, 2012).

Las unidades fraseológicas (UFS a partir de ahora) que servirán de base para establecer la clasificación mencionada *supra* conforman un corpus de carácter representativo extraído de un corpus más amplio de base lexicográfica en el que se encuentran representadas, desde una perspectiva discreta, cinco emociones primarias (alegría, tristeza, ira, miedo y sorpresa) y una secundaria (vergüenza) y, desde una perspectiva dimensional, una de valencia positiva (alegría), cuatro de valencia negativa (tristeza, ira, miedo y vergüenza) y una de valencia neutra (sorpresa) (Cf. al respecto Amigot Castillo y Rico Albert, en prensa). El motivo de tal selección obedece principalmente a la productividad fraseológica de estas emociones.

Partiendo de UFS tales como *estar u.p. por los suelos, ponerse u.p. como unas castañuelas, llevarse las manos a la cabeza, bajársele a alg. la sangre a los talones, quedarse u.p. a cuadros, ¡Trágame tierra!, ¡Vete a freír espárragos!* etc. elaboraremos una taxonomía de las principales UFS encontradas, con el fin de sistematizar unas tendencias generales (cf. al respecto Corpas Pastor, 1996 y García-Page Sánchez,

2008, entre otros) que podrían aplicarse a la totalidad de la fraseología de las emociones del español peninsular.

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13:30-14:00 – Room B

#### **'Calling audience's attention: the case of nursing conference presentations'**

Keywords: *conference presentations, multimodal discourse analysis, persuasion*

Delivering a presentation is part of the work scientists and faculty members should be involved in as part of their work (see Räisänen 1999, about the conference forum as a system of genres, and Ventola et al. 2002, on the language of conferencing). Research on how paper presentations are structured and delivered has been carried out for the last decades. The main concern has often been in the verbal components (by means of studying the transcripts of those presentations). Lately,

this research has progressed and presentations have also been studied from a multimodal point of view.

The concern underlying this proposal is to analyse paper presentations from a multimodal discourse analysis (MDA) perspective. Specifically, this presentation will deal only with the beginning of the conference presentations. According to the literature on the topic (Räsänen, 1999, 2002, Rowley-Jolivet, 2002, Rowley-Jolivet & Carter-Thomas, 2005, Fortanet-Gómez, 2008; Piqué et al., 2011;) as well as textbooks or guides addressed to the disciplinary field (Ribes & Feliu Rey, 2010; Giba & Ribes, 2011), a persuasive touch is expected and recommended in order to catch the audience's attention from the beginning. Therefore, the aim of the present study is to check whether there is a more common pattern to start paper presentations in an international conference within the context of nursing, and to analyse those starts from a persuasion-based perspective. In the MDA, not only the verbal discourse is considered but also the non-verbal features of that persuasive section. This work-in-progress tries to complement previous research on conference presentations but also (to) analyse in detail the field of nursing academic presentations. Some pedagogical implications will derive from the study because of the need to teach master's degree students in a nursing master how to deal with their public speaking abilities in English, something which requires not only a literature review but also the possibility of showing them real examples to illustrate this activity.

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**'"It seems I passed it!!!!": analysing cyberemotion  
in professional students' digital discourses'**

*Keywords: cyberemotion, professional students, online learning, discourse*

As suggested by Andrews (2011), e-learning has gradually modified the very character of learning. Its centrality in many educational contexts has therefore brought about different ways of conceptualising theories of the learning process itself, which is nowadays regarded, inter alia, as a psycho-social construct, an epistemologically-informed practice and a multimodal social semiotic process. Undoubtedly, this has also had an impact on the way discourse is organised in these online learning environments. Unlike face-to-face communication, computer-mediated-communication exchanges are still predominantly asynchronous and barely rely on the many multimodal resources (such as gestures or body language) frequently used in face-to-face settings (Herring et al., 2013). This is of particular importance when online users (or learners) seek to convey a more emotional tone in their messages, since they can only make use of certain discourse features to transmit these nuances.

Considering the key role of emotion as a self-regulatory mechanism in most social environments and processes (Reeck et al., 2016), it is not surprising that the expression of emotion in online learning interaction has been explored from several perspectives and scenarios (Swan, 2002; Wosnitza & Volet, 2005; Carretero, Maíz-Arévalo & Martínez-Martínez, 2015). Despite some interesting contributions (Wang et al., 2003; Zembylas, 2008), there is still a remarkable paucity of research that explores the different mechanisms that professional, grown-up students use to transmit their emotions in learning settings of this sort.

Consequently, this research sets out to explore the expression of cyberemotion in professional students' digital discourses. More specifically, it concentrates on the so-called other-oriented expressive speech acts (Searle, 1976) and it thus investigates the discursive mechanisms employed by these students in their online communicative exchanges (namely e-mails). Interestingly, participants contributing to this study are professional students who, though currently part of Spanish national security forces, are enrolled in an English grammar course in order to obtain the highest possible score to grant an internal promotion.

Findings dwell on the most salient discursive realisations used by this type of students in their online communicative exchanges with their teacher. Apart from analysing the ways they engage in more emotive messages, results are also seen in the light of common sociolinguistic variables such as age and gender. In a similar vein, how these realisations may be influenced by notions such as rank and power (considering the students' occupation) is also taken into account.

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Wednesday, 23<sup>rd</sup>

November

17:30-18:00 - Room B

**'Controlling the masses: Persuasion through language in political discourse.  
The case of the Divergent Series'**

*Keywords: Divergent, persuasion through language, political discourse, attitudinal positioning, appraisal, political control*

As Crespo-Fernández notes (2013: 311), words are weapons for politicians and orators to “exert ideological control and make an audience believe something in an ostensive way”. Under this premise and considering that words play this key role in political propaganda by appealing to emotions, the aim of this paper is to analyse the persuasive strategies and devices in the films of the Divergent Series, but focusing on *Insurgent*, as it is when the civil war between different ideological and political factions begin and, thus, is the most controversial period of the plot shown in the series based on the novels by Veronica Roth (2011, 2012 and 2013). For that, both critical-political discourse analysis and Taboada and Grieve's (2004) approach of the Appraisal Theory (Martin and White 2005, White 2012) have been employed. The results will show how political discourse is employed both to deter rebellious divergents threatening the established system and control the masses through persuasion from the different factions.

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**‘Promoemotional science? Emotion and intersemiosis in graphical abstracts’**

**Keywords:** *Academic scientific discourse, emotion, hybridization, graphical abstracts, visual literacy*

In this study I explore the emotion and emotional language (Bednarek 2008) of an increasingly demanded variant of academic genre: the graphical abstract. My starting point is the set of expectations aroused by scholarly discourse (Knorr-Cetina 1981, Swales & Feak 1994, Hyland 2006, Biber & Conrad 2009) regarding the projection of attitude and particularly of emotion, as well as recent research on emotion in computer-mediated communication in general (Gómez 2011, González 2012) and in scientific contexts (Bednarek 2008, Engberg & Maier 2015, Puschmann 2015).

After this discursive approach I examine the major changes and problems undergone by the abstract genre in its graphical version; namely *subjectivity, incompleteness, commodification, and instability*. Within subjectivity I focus upon the phenomena of *ambiguity, trivialization and prettification*, which tend to concentrate emotion, and discuss their effects on the overall communicative efficacy of the message. Actual samples from researchers are contrasted with the guidelines issued by prestigious scientific journals.

Finally, I analyse an electronic corpus of over 50 graphical abstracts created by my fourth-year aerospace engineering students. For this purpose I draw on Foolen’s (1997, 2016) inventory of emotion materializations in language and on a blended theoretical framework that merges the Appraisal Model (Martin & White 2005), Multimodal Analysis (Kress & van Leeuwen 1996, Machin 2007, Jewitt 2009) and Positioning Theory (Harré & van Langenhove 1999). My findings so far suggest that:

- a) Transduction (Kress 2010) seems to favour the expression of emotion.
- b) Emotion logically concentrates in the most heteroglossic and persuasive moves of the abstract genre and most often involves register shift.
- c) The expression of emotion in my corpus relates with the adoption of roles other than that of learner or scientist, such as journalist and entertainer. This finding links with Zhang and O’Halloran’s (2014) contention that science communication is evolving towards a hybrid ‘scinfotainment’ to bridge the gap between expert and lay audiences.
- d) In a very near future, scientific communication might become more lenient of the expression of a scientific multimodal ‘voice’ based on emotion at an individual/authorial and collective level, the latter as institutional or sponsor company branding.

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Thursday, 24<sup>th</sup> November  
 11:00-11:30 – Room B

**'Emotional and educational consequences  
 of (im)politeness in classroom interaction'**

**Keywords:** *Classroom atmosphere; discourse analysis; pragmatics; (im)politeness theory; appraisal theory; evaluative language; classroom management; motivation*

In this article, I will explore some of the emotional and educational consequences of the use of (im)politeness in the expression of evaluative language in teacher-student interaction at higher education level, focusing in their influence in motivation and learning. Politeness theory (Brown and Levinson, 1978, 1987), developed for the study of human interaction regarding the management of face, will be applied, taking into consideration later revisions of the model and further exploration of it towards the expression of (im)politeness (Bousfield, 2008, Culpeper, 2009, 2010, 2011). (Im)politeness will be analysed in combination with self-determination theory (Deci and Ryan, 1985) and appraisal theory (Bednarek, 2008, Martin and White, 2000, 2005, Hunston and Thompson, 2000, Thompson and

Alba-Juez, 2014a). My research shows that classroom interaction has effects not only on the relations created between teacher and students and among students themselves but also on the teaching-learning process, which can be facilitated by a good classroom atmosphere and, on the contrary, be seriously undermined by its absence. Results stress the importance that teachers and students become aware of the impact of the language used in their interaction (either in the classroom or in virtual settings). Data have been extracted from real class sessions in the Teacher Education College at University of Alcalá and have been processed by using Corpus Linguistics (CL) techniques in combination with Conversation Analysis (CA) and Discourse Analysis (DA), as done in previous research (Santamaría-García, 2011, 2013, 2014, 2015, 2016).

This paper has been written while doing research for the project “EMO-FUNDETT: EMOTION and language 'at work': The discursive emotive/evaluative FUNCTION in Different Texts and contexts within corporaTe and institutional work”, I+D FFI2013-47792-C2-1-P, sponsored by the Spanish Ministry of Science and Innovation and directed by Dr. Laura Alba Juez (UNED, Spain)

<http://www2.uned.es/proyctofundett>.

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**‘El lenguaje como mediador en la relación de la comprensión emocional (CE)  
y la teoría de la mente (TM): una propuesta basada en un modelo de  
ecuaciones estructurales’**

Palabras clave: *teoría de la mente, comprensión emocional, lenguaje, modelo ecuaciones estructurales*

Comprender las emociones (CE) y la Teoría de la Mente (TM) son aspectos de especial importancia para el funcionamiento socioemocional del individuo. Estos dos ámbitos se han estudiado tradicionalmente de forma separada, aunque en los últimos años algunos trabajos se han interesado por entender las relaciones que existen entre ellos. De momento, estas relaciones no están nada claras. Algunos autores proponen que la CE precede a la comprensión mentalista (Dunn, 2000). Para otros, la TM es anterior a la CE. Por último, otros autores sugieren que los dos dominios se desarrollan de forma paralela, es decir, de manera independiente y sin relación causal (Cutting y Dunn, 1999). Otro elemento que está profundamente ligado al desarrollo de estos dos dominios es la habilidad lingüística, pero la relación exacta entre lenguaje, CE y TM tampoco se comprende bien. El objetivo principal de este estudio es analizar las relaciones que se establecen entre la comprensión emocional, el desarrollo de la teoría de la mente y el lenguaje en niños de tres a cuatro años de edad (N = 97 M= 41,71 meses; DT= 3,48; 46 niñas y 51 niños). Todos los niños fueron evaluados en estos tres dominios. A partir de estas medidas, presentamos un modelo de ecuaciones estructurales en el que se muestra cómo la CE precede a la TM y el lenguaje actúa como factor mediador.

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**‘Verbal aggression and impoliteness in Russian and English literary discourse: status of the problem and research directions’**

Keywords: *verbal aggression, impoliteness, literary discourse, figure speech, negative emotions, cross-cultural studies*

Impoliteness is the human verbal and nonverbal communication counterpart of politeness, a pragmatic universal in different cultures and languages. Because scientists are observing an imbalance of studies between impoliteness and politeness in language, the number of research publications in this field has grown demonstrably over the last few years.

I share BOUSFIELD’s definition of impoliteness (2008: 87), namely that “impoliteness constitutes the communication of intentionally gratuitous and conflictive verbal face-threatening acts (FTAs) which are purposefully delivered”. One of the most important manifestations of impoliteness is verbal aggression. This paper deals with *fictive verbal aggression* (cf. BRUMME/ESPUNYA 2012; HAVRILIV 2009), a specific form constituted by aggressive utterances of literary text figures in literary prose.

Verbal aggression plays a key role in human communication and is a historical phenomenon widely used in art throughout time and across cultures (cf. WENINGER (2005: VIII)). The most important means of linguistic manifestation is swear words, a transcultural and translingual phenomenon (cf. AMAN 1972).

I try to clarify the terms *verbal aggression, rudeness, and impoliteness*. Cf. WAHL’s opinion (2009: 2) about terminological problems with the definition of *Aggression* and *Gewalt* in the German scientific discourse. My study aims to give a synchronic account of the use of verbal aggression in Russian and German literature of the 20<sup>th</sup> and 21<sup>st</sup> century. I will discuss excerpts from my dissertation for which I researched the issue comprehensively based on literary texts including, but not limited to, novels. I will deliberate about the factors of the development of verbal aggression in Russian and English literary discourse, its manifestation at all levels of the language, and its role in the poetics of the English and Russian literary texts.

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**‘The cultural conceptualization of emotions across national language varieties: love in European and Brazilian Portuguese’**

Keywords: *emotion, cognition, culture, cultural conceptualization, love*

This study investigates the similarities and divergences regarding the conceptualization of emotions in the two national varieties of Portuguese, namely European Portuguese and Brazilian Portuguese. The starting point is the idea that emotions, despite being grounded in bodily physiological experiences, are conditioned by culture, i.e. emotions have a biological basis, but are socially and culturally constructed. Those studies that explore the role of culture in the conceptualization of emotions have been emphasizing the comparison between different languages (e.g. Niemeier/Dirven 1997, Athanasiadou/Tabakowska 1998, Palmer/Occhi 1999, Kövecses 2000, Foolen et al. 2012). This study offers an innovative contribution in that it focuses on the cultural conceptualizations of emotions in different national varieties within the same language.

Brazilians are stereotyped as more emotionally expressive than other cultures, especially as “warm and very open” people. According to Hofstede’s (2001) measuring model of levels of cultural individualism and collectivism, Portugal and Brazil are both collectivistic societies, but Brazil’s index score on individualism (38) is higher than Portugal’s score (27). Another difference concerns the degree of indulgence or the extent to which people try to control their desires and impulses: Portugal scores 33 on this dimension having therefore a culture of restraint, whereas a relatively high score of 59 indicates that Brazil is an indulgent society.

A corpus-based and multifactorial analysis will be developed as to the usage of romantic and sexual love – expressed by the lexemes amor ‘love’, amar ‘to love’, gostar ‘to like’, paixão ‘passion’, apaixonado ‘in love’, desejo ‘desire’, atração ‘attraction’, coração ‘heart’ – in a corpus of blogs from the two national varieties of Portuguese. Blogs are particularly apt for the study in question because emotions are frequently discussed at a personal-experiential level, and the language is often narrative in structure. An analysis of a 600 examples sample will be conducted, taking into account different components of the love event-frame. This study subscribes to the frameworks of Cognitive Linguistics (e.g. Geeraerts/Cuyckens 2007) and Cultural Linguistics (e.g. Sharifian 2011, 2015), and the analysis is, in part, inspired by work in social psychology on emotions (e.g. Fontaine/Scherer/Soriano 2013).

We will analyze the following conceptual factors that are associated to romantic love: relationship between lovers (harmony, non-harmony), existence of love (searching for, falling in, stopping), cause/stimulus (physical, psychological, moral), initiator (male, female, both), control, intensity, behavioral reactions (physical closeness, intimacy, sex), pleasantness, physiological effects, mutuality, emotional attitudes (e.g. affection, admiration, sacrifice, happiness, marriage). Metaphorical and metonymical conceptualizations of love will be also analyzed, in line with cognitive semantics studies about love such as Kövecses (1986, 1988) and Barcelona (1992). Some features of both the Brazilian and the Portuguese cultures will be analyzed, as they determine different conceptual structures of love and make them specific cultural conceptualizations.

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18:00-18:30 - Room A

### ‘Emotion and offence in law‘

Keywords: *emotion, offence, impoliteness, law*

Amongst the social norms regulated by the Law are social emotions, like anger, rejection, rage, irritation, contempt, envy, hatred, guilt, fear, shame, frustration, humiliation, and suffering. These “social emotions” (Reeck, Ames & Ochsner 2016: 47-63) play an important role in morality and in moral decision-making. Law guarantees and protects the fundamental rights of individuals to honour, privacy and personal image that can be affected by these emotions. Infringement of these fundamental rights poses a serious face-attack to the victim and has emotional consequences for both the offender and the target. When there is a violation of such fundamental rights, the law must establish the circumstances and situations in which the victim may bring a claim for compensation for injury of a moral nature. (Thompson & Alba-Juez eds. 2014).

The theoretical framework of (im)politeness (Spencer-Oatey 2005: 95-119; Culpeper 2011) provides the linguist with a number of linguistic working tools with which to explore how social emotions can lead to actionable offence in law. Goffman (1967) drew attention to the emotional sensitivity of face as well as to the

emotional consequences of face loss. Other more recent applicable concepts for exploring emotion and offence in law are 'affective impoliteness', 'appraisal of behaviour in context', 'activation of impoliteness attitude schemata', and 'activation of impoliteness-related emotion schemata'. (Culpeper 2011: 59-60).

This paper examines the conceptualization and expression of emotion (Foolen 2016) and offence in law protecting fundamental individual rights to honour, privacy, and personal image in German and Spanish laws. Drawing on the premise that different cultures have different social norms and different social values, we raise two research questions:

- Are there any significant differences in the conceptualization and expression of emotion and to which extent do they cause offence in the legal cultures under comparison?

- To what extent are they due to cultural differences in conceptions of face, face attack and face loss?

To this aim we compare and contrast the conceptualisation and expression of emotion and offence in German and Spanish legal cultures on the basis of a corpus comprising German and Spanish legal texts, e.g. the constitutions and laws protecting fundamental individual rights. Sequences of semantic elements will be analysed with Topic Modeling and will be discussed both qualitatively and quantitatively. The results are intended to be a contribution towards a better understanding of the specific socio-cognitive nature and the degree of cultural variation in the area of emotion (Dewaele 2015: 357-370) and offence in law.

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17:30-18:00 – Salón de Actos

#### **'Use of emotive language in computer-mediated communication (on the example of English forums on plastic surgery)'**

Keywords: *emotive language, computer-mediated communication, expressive function*

Computer-mediated communication is an actively developing way of establishing both interpersonal and mass virtual communication with their special relationship between participants, their goals and means of communication. These features and the use of both traditional and innovative technical means, signs and sign systems

led to the appearance of a special net media discourse (blogs, information portals, forums) in the virtual communication space.

The aim of this theoretical and methodological perspective is to distinguish functions of the net discourse: communicative, phatic and emotive.

In the paper we focus on motives of computer-mediated communication: the necessity of individual realization, integration into society and affiliation.

The absence of possibility to use mime, gestures and intonation to express the emotional component of communication determines the inclusion of paralinguistic means of emotion and expressiveness in the net media discourse:

- 1) emoticons;
- 2) graphic expressive means (graphon): (e.g. multiplication - **hmmmm** ...)

In order to carry out this research, several forums on plastic surgery are analyzed to identify relevant conversational markers that are used by those who want to share their plastic surgery experience with participants of the forum. Our research has allowed us to obtain results through the use of linguistic and syntactic analyses on the patients' feedback on plastic surgeries.

We come to the conclusion that emphatic and expressive stylistic devices are used in this type of communication:

1. lexical emphasis (*Yes, I do realize that ...*);
2. metaphor (*No one makes a decision in a vacuum*);
3. antithesis (*In other words, they need to see if the person you **SEEM** to be is really **WHO YOU ARE***);
4. litotes (*It is also not uncommon for surgeons...*)  
(<http://forum.purseblog.com/plastic-surgery-and-cosmetic-procedures>).

Such vivid and expressive stylistic devices contribute to the realization of expressive function in the computer-mediated communication. The choice of stylistic devices depends on the emotional attitude of the author to the object of speech and on the pragmatic focus on the recipient.

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Wednesday, 23<sup>rd</sup> November  
18:00-18:30 - Room B

### **Emotions: Effective persuasive devices in political discourse (France, Spain, and the U.S.)**

*Keywords: Persuasion, Emotions, Political Discourse, Cognitive Science, Rhetoric Strategies*

Emotions evolved not as conscious feelings, linguistically differentiated or otherwise, but as brain states and bodily responses. The brain states and bodily responses are the fundamental facts of an emotion, and the conscious feelings are the frills that have added icing to the emotional cake. (LeDoux 1996: 302) Emotions do not only consist of an agglomeration of different components (semantic parameters, paralinguistic features, and physical reactions), but can also be regarded as scalar indicators of the estimation, evaluation, and acceptance of a given situation or event. Especially for political discourse they represent an important tool in order to influence the reception of a speech as they contain identification patterns to which people can respond. The present paper aims at drawing attention to the question: To what extent do emotions perform a precise persuasive function in political discourse in France, Spain and the U.S.? Lexemes based on emotions can be regarded as a key factor of transmitting and evaluating

information. Recent findings in cognitive neuroscience and cognitive psychology suggest that mirror neurons not only simulate observed emotions (Gallese 2003, Rizzolatti 2008, Tsoory-Shamay et al. 2009), but are also activated when emotional lexemes are used (Rizzolatti et al. 1996, Calvo Merino 2006, Grafton 2009). We will especially look at persuasive strategies based on emotional concepts using existing dichotomies, such as the savior strategy that rhetorical combines the evokedness of fear and confidence as an anchorage point for the audience. By using emotional trigger words, the speaker activates associated frame scenarios (e.g. fight, obstacles, opponent, etc.), and initiates a mental simulation (Gallese & Lakoff 2005, Hauk & Pulvermüller 2004, Steen 2016). As a consequence, the audience (willingly or not) identifies even more with the content of the speech, since the speech is not only aurally perceived, but also emotionally experienced.

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**'Persuasive discourse: research from a sociolinguistic approach'**

Keywords: *English language, business discourse, persuasive strategies, sociolects*

In the 21st century, female speech features must have changed due to sociolinguistic facts. Therefore, the objective of this research is to verify whether these are similar to those found in the 1980s (i.e. using particular vocabulary, euphemisms, etc.) or if they are different, especially in relation to persuasive strategies. The study of persuasion is multidisciplinary and must take into account sociolects. In order to focus on current business persuasive resources, examples will be taken from *Dragon's Den*, a BBC series in which budding entrepreneurs get three minutes to pitch their ideas to five multi-millionaires willing to invest. For comparative purposes, the speakers observed will be both male and female, particularly their monologues. I will measure sociolinguistic variables following a mixed-methodology, where quantitative analysis will lead to a qualitative interpretation of results. We will start differentiating biological from cultural female speech features. Language learning takes place at the same time as we socialize, that is the reason why language uses vary depending on culture "gender" patterns, although linguistic systems are the same for all sexes. Normally societies want to maintain linguistic discriminations, considering them as "natural differences." As boys and girls want to belong to their sex group, they try to use their different communicative strategies—which they will probably keep on using as adults. We should check whether those communicative differences still exist as women and men are treated similarly in families, schools and jobs. It is important to revise contemporary gendered discourse, specifically in the business world, to find out if women continue suggesting and persuading more than men. Until now, female speech features have usually carried negative connotations, as men's language is still considered the "neutral" one. It is not easy to remove linguistic prejudices linked to social roles. Nevertheless, female discourse is not better or worse than male one, it is simply different, and sociolinguistic diversity is enriching.

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### **‘How to portray emotions? An Estonian answer’**

*Keywords: language of emotions, concepts, methodology, integrative approach*

The scholars within different disciplines (e.g biology, philosophy, psychology, semiotics) have made attempts to answer the question of the nature of emotions. The linguists are typically interested in the verbal expressions and/or the verbal descriptions of emotions. In that respect, a useful distinction has been made between the “language of emotions” and “emotion(al) language” (c.h Bednarek 2008 for an overview). The focus of this presentation is the language of emotions in Estonian and what does it reveal about the nature of emotion conceptualisations: what are emotions understood and talked about like by the speakers of Estonian. The question “How to portray emotions?” was first asked by H. Õim (1999). At the same time, approximately, E. Vainik started her studies of the Estonian emotion vocabulary (Vainik 2002, 2004). The further attempts have taken to the directions to describe the structure of the semantic field as a whole, to understand the mechanisms of figurative and somatic emotion descriptions (Vainik 2011), as well as the origins of the literal emotion vocabulary in Estonian (Vainik 2014). In a brand new book (2016), she offers a more integrative answer to the question. 10 different levels of linguistic information of the 19 selected emotion concepts are analysed, briefly reported and succeedingly synthesised into a kind of “portraits” of the emotion words (and respective concepts). The presentation will be dedicated to the description of the structure and the methodological points of the book rather than report results from the particular Estonian words and concepts. Some future possibilities of the linguistic emotion descriptions (such as word associations) will also be discussed.

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**‘Mujer, madre sola y víctima de violencia machista.  
Emociones desde un enfoque interseccional’**

Palabras clave: *Emociones, lenguaje, familia monomarental, madre sola, víctima de violencia machista, interseccionalidad*

Este artículo forma parte de una investigación más amplia que analiza sesenta y seis casos de mujeres víctimas de violencia machista residentes en el País Vasco, España– aunque algunas han tenido que desplazarse a otras regiones huyendo del maltratador – a través de la técnica de la entrevista en profundidad.

Una vez que han logrado romper la relación de pareja con el maltratador y padre de sus hijas e hijos, las mujeres víctimas de violencia machista entrevistadas se ven obligadas a formar hogares monomarentales donde ellas son cabeza de familia y únicas cuidadoras de su prole.

Desde un enfoque interseccional como herramienta esencial que prioriza el análisis de sus emociones a través de su propio discurso mediante relatos contados en primera persona, se ofrecen mayores garantías para que la intervención psicosocial de las mujeres objeto de maltrato sea eficaz. Por ello, en esta comunicación se identifican, describen y analizan, siempre teniendo en cuenta las emociones y el lenguaje utilizado por las propias mujeres entrevistadas, las diferentes situaciones de vulnerabilidad, desigualdad o discriminación a las que se enfrentan estas mujeres que han de compatibilizar su propio proceso de empoderamiento y recuperación integral con el cuidado y manutención en solitario de sus vástagos; víctimas también de la violencia hacia su madre por parte de su progenitor, instrumento utilizado por este para continuar con el maltrato y testigos mudos susceptibles de introyectar la violencia hacia su madre y cuidadora.

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**‘Translating emotions: the interplay between cultural background  
and the language of emotions. A German-Japanese example.’**

Keywords: *language of emotions, intercultural translation, contrastive text linguistic*

Translating literary texts means having to deal with compromises, adjustments, and inaccuracies due to differences and incompatibilities of the involved language systems but also due to the incongruent cultural backgrounds of the source and the target text. While there is a vast amount of literature regarding language system inherent aspects, many cultural aspects of language and their implications for the translation of emotions have been neglected so far.

Based on the analysis of the numerous Japanese translations of Franz Kafka’s novel “The Metamorphosis” (Whitehouse, 2004), I investigate how the cultural background of the translator is reflected in the translation of emotions and how the translators’ personal text interpretations can influence the reader (Nakazawa, 1989). I begin my presentation by discussing the research question in detail (part 1) and outline the reception of Franz Kafka’s work in Japan, which began in a highly emotional time for Japan (part 2). Based on the Japanese translations of his novel “The Metamorphosis” that were published between 1952 and 2001, I use a contrastive text linguistic (Koller, 2001) approach (part 3) to show how the translation of emotions is influenced by the translators’ cultural background as well as their personal emotions regarding the source text (part 4). I conclude by pointing out what these results mean for the lecture of translated texts and especially their interpretation in literature studies (part 5).

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**‘Financial analysts’ recommendations  
as telltale sign of persuasion drivers in the financial markets’**

Keywords: *persuasive language, financial analysts, transdisciplinary action research*

The global financial markets are influenced by rational and irrational factors. In their attempt to guide investors through the volatile and erratic markets and to forecast developments in various industries, financial analysts play a key role. Their opinions influence the share prices around the globe; their recommendations and

assessments are wanted by investors, cited by the press, feared and pushed by the companies; and their texts serve as guidance in financial crisis, market turbulences, or as basis for fund allocation. Despite the huge influence of their recommendations that aim to persuade the investors, both the analysts as writers and the texts themselves are widely underresearched (Whitehouse & Perrin, 2015). Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese), I investigate the cultural, organizational, and individual variety of financial analysts' text production. In my presentation, I focus on how and on when equity analysts use persuasive language in their recommendations for investors (part 1). Based on a qualitative English and a qualitative German sub-corpus (part 2), I use pragmatic text analysis (part 3) to explain what implications these persuasive language elements can have on the investors and on the financial markets (part 4). I conclude by discussing how insights from this research can contribute to a deeper scientific and professional awareness regarding financial analysts' writing and its persuasive aspects (part 5). By doing so, I draw on principles of transdisciplinary action research.

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#### **'Emotion Talk as an Argument in a University Setting'**

**Keywords:** *emotion talk, emotional discourse, global therapeutic culture, Israeli Academia*

The paper explores the emerging mode of argumentation that recruits the elements of emotion talk in the academic context of higher education in Israel. It inquires how the established forms of psychological emotional language are integrated in the daily academic interaction between professors and students, and what impact the argumentation that uses the emotion terms and involves the discussion of emotional states has on the outcome of communication.

The manifestation of emotional language of the global therapeutic culture, where emotions play a central role as the anchors of argumentation and self-reflection, has recently become particularly pronounced in the Israeli academic discursive domain. The presence of the therapeutic emotional culture is evident in the students' articulation of selfhood, interpersonal experience and emotional state that, in their conversations with professors, serve the means of persuasion and underlying rationale for their academic choices, conducts and activities. More specifically, the students' emotions (e.g. indignation at being assigned much reading, worry on the exams, or enjoyment of their classes) figure in the process of learning and shape life inside classrooms. Thus the representation and self-reports of emotions affects the construction of a new type of academic interaction that is different from the traditional academic mode of communication and experience.

The study attempts to reveal which language patterns and modes of verbal behavior construct this kind of discourse. It adopts the communicative pragmatic approach that focuses on speakers' intentions and relies on different layers of context for interpretation of meaning. This method provides a useful analytical tool to

determine discursive mechanisms of unfolding of emotion talk, to trace particular moments that evoke the emotional discourse, and to reveal which persuasive verbal patterns of emotion talk, reflected in either content representation or through conversational dynamics, are incorporated into the process of communication in Academia.

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