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## LIBRO DE RESÚMENES / BOOK OF ABSTRACTS

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# CONFERENCIA PLENARIA



## BILINGÜISMO Y DESIGUALDAD SOCIAL: NOTAS SOBRE EL CAPITAL LINGÜÍSTICO

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### Resumen

Esta ponencia trata la transición a la educación bilingüe en los últimos años como un fenómeno único que incluye los modelos de inmersión en Estados Unidos, los proyectos bilingües en Europa y los programas de integración lingüística a inmigrantes en distintas partes del mundo. Todos estos sistemas tienen como objetivo la mejora de la competencia lingüística en más de un idioma, lo que supone metafóricamente y literalmente una forma de incremento de capital (Bourdieu; Piketty). El capital lingüístico se encuentra desigualmente distribuido en la población, no solo escolar (Lorenzo, Granados, and Ávila; Lorenzo, Granados, and Rico; Lorenzo and Granados). La ponencia analiza el estudio del capital lingüístico como tema global, lo que incluye asuntos como el paisaje bilingüe en sectores urbanos desfavorecidos, la acumulación de capital lingüístico a lo largo de la vida, la relación entre bilingüismo conversacional y académico o las políticas públicas de acceso a centros escolares bilingües. Un aspecto central de la ponencia es que el estudio del bilingüismo y la desigualdad no puede ceñirse a aspectos sociopolíticos sino que debe aportar datos de descripción lingüística. Se presentarán al respecto los resultados de los estudios del autor basados en el análisis de corpus bilingües mediante software especializado como Coh-Metrix y su relación con la lengua y la equidad (Granados et al.; McNamara et al.).

**Palabras clave:** bilingüismo, desigualdad social, capital lingüístico, corpus bilingües

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# PANELES PARALELOS 1



## LITERATURA



### CONTEMPORARY IRISH SHORT STORY WRITERS: EVOLUTION, IDENTITY AND MODERN NARRATIVES

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#### **Abstract**

This paper seeks to explore the contemporary short story narratives of Irish women writers, specifically Wendy Erskine, Claire Keegan and Cathy Sweeny, who provide a fresh and updated portrayal of 21st-century Ireland. Despite their distinct narrative styles, the three of them share themes of identity, gender, and the socio-political structures that shape the lives of their characters. Erskine constructs a broad tapestry of characters, interweaving complex relationships between women, children, mothers, absent husbands, and the shifting dynamics of an evolving society. Likewise, Keegan focuses on the tensions resulting from that changing society, and how communities try to reconcile their pastoral heritage with modern realities. In contrast, Sweeny challenges the reader with stories that question tradition as a sign of identity. Her characters move in an absurd, technological and alienated world. These three women writers converge on three major themes that strengthen their narratives: power and vulnerability, identity and self-realization, and emotional intimacy and communication. Their short stories present an alternative view of Ireland, encompassing rural and urban landscapes, different racial identities, and themes of resistance and subversion. Through this analysis, the study aims to illuminate the evolving literary representation of modern Irish society.

**Key words:** Irish narrative, women writers, contemporary Irish society

# MONSTROUS DESIRES: QUEERNESS AND THE GOTHIC IN *CARMILLA*

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## Abstract

This paper explores the queering of Gothic literature through Sheridan Le Fanu's *Carmilla* (1872), one of the earliest depictions of a female vampire and a pioneering text in what later became known as Lesbian Gothic. By situating *Carmilla* within the context of Victorian anxieties surrounding gender, sexuality, and power structures, this study examines how the *novella* challenges heteronormative frameworks and patriarchal hegemony. Drawing upon queer theory, the paper analyses *Carmilla*'s character as a subversive figure who disrupts the traditional gender binary and male-dominated sexual norms. Her ambiguous identity, polygamous desire, and emotional intensity blur the lines between the monstrous and the human, illustrating broader social fears of the "New Woman" and non-heteronormative relationships. Furthermore, this paper investigates *Carmilla*'s portrayal of homoerotic desire and its impact on subsequent Gothic and horror fiction offering moments of resistance that anticipate later feminist and queer readings.

**Key words:** Gothic literature, Queer Theory, Lesbian Vampires

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**MORAL DISENGAGEMENT AND TRAUMA IN PAULA MEEHAN'S  
"ZEALOT": AN ECOCRITICAL READING**

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**Abstract**

Paula Meehan is an Irish poet and playwright who shows a special sensitivity to nature, history, identity and culture. She has received prestigious awards, and her work has been widely recognised. From a historicist vantage point, the author belongs to the contemporary period, shaped by the cultural revolution initiated by the feminist foremothers whose work is reflected in a canon intent on providing women's voices with more space. "Zealot," a poem from her collection *Painting Rain* (2009), constitutes the corpus of this piece of research. Despite its brevity, it captures a comprehensive perspective on the interactions between the human, the non-human and the more-than-human worlds, and their consequences. When it comes to exclusively human interaction, human beings belong to an ecosystem in which symbiotic relationships amongst the members of human communities ensure the ongoing survival of our species. In this sense, Meehan's poem masterfully reflects how individualism and boundless ambition create a dehumanised ecosystem that fosters moral disengagement. Regarding the connection between the human and the more-than-human worlds, the poem accounts for the way in which human beings can devastate their own ecosystem with an ever-lasting legacy. The formerly mentioned interactions are a clear indication of a multiplicity of scars from the past that conform the trauma in the present and its projection in a dehumanised world.

**Key words:** ecocriticism, Irish literature, contemporary poetry, trauma, moral disengagement

# LINGÜÍSTICA APLICADA



## EVALUATION OF BILINGUAL PROGRAMMES IN SPAIN: DISCURSIVE FUNCTIONS AND ACADEMIC LANGUAGE

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### Abstract

This talk presents the results of the largest study ever carried out in Spain on linguistic learning outcomes in bilingual programmes. The primary objective of this study was to analyse the role of language in the comprehension, assimilation, and subsequent application of academic content in the bilingual classroom. A key premise underlying this study is that examining the relationship between language and content cannot rely solely on assessments of general linguistic competence. Therefore, measuring learners' academic language proficiency is crucial for evaluating the quality and effectiveness of bilingual programs. To this end, the seven Cognitive Discourse Functions (CDF) developed by Dalton-Puffer were adopted as its theoretical framework for the study: “[the CDF are used as] prototypical communicative intentions about cognitive steps that are necessary for dealing with knowledge” (233).

The study gathers results from approximately 4,000 students enrolled in bilingual programs across 100 public and state-subsidized primary and secondary schools. This representative sample provides a comprehensive overview of students' ability to succeed in bilingual education in Spain.

In summary, the data indicate that students demonstrate a strong command of cognitive-discourse functions in listening, speaking, and writing tasks. However, while listening and reading comprehension tasks show generally positive trends in success rates and grades, oral and written production display greater variability in outcomes, particularly in primary education. This highlights the need to focus educational efforts on enhancing discourse cohesion and coherence in both oral and written production, ensuring the consistent development of these cognitive-discursive skills.

**Key words:** bilingual education, assessment, linguistic command, content learning

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## CLIL AND MATERIALS FOR LEARNING: A RUBRIC FOR ANALYSIS

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### Abstract

The development of tools for the analysis and evaluation of teaching materials used in bilingual contexts (CLIL) is still scarce. This paper reflects on the methodological principles that CLIL materials should comply with, with a triple objective: content and language learning and the development of literacy and presents a checklist for the analysis of materials. The development of this checklist has considered the methodological principles for CLIL, especially the so-called “dimensions of literacy support”. The proposed checklist contains the dimensions based on the type of workplan (tasks, activities and academic questions), cognitive discourse functions (CDFs), text genres, communicative language activities (CLAs) and interaction. The scarce tools available to teachers in CLIL contexts to carry out the analysis of materials in these contexts make it necessary to carry out proposals that can be useful in a process that is often laborious, the checklist presented aims to be useful to teachers and contribute to a field, still understudied.

**Key words:** CLIL materials, CLIL methodological principles, CLIL checklists, analysis of CLIL materials, evaluation of bilingual materials

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## **PROCESS SCAFFOLDING IN CLIL: THE ROLE OF ORAL DISCURSIVE STRATEGIES**

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### **Abstract**

Despite the focus on research on the implementation Content and Language Integrated Learning (CLIL) during more than a decade (Coyle et al.), there are areas that need further research. One of these areas is the use of discursive strategies, specially at early ages where students have limited autonomy and a basic or low linguistic competence. This proposal presents an ethnographic research carried out in a CLIL classroom of Primary Education in the region of Andalusia (Spain). From an interactional approach, it focuses on discursive strategies used by students as a form of process scaffolding, which supports not only the learning process but also the academic content to transmit and generate meaning (focus on meaning), the language (focus on form), as well as disciplinary literacies. All this is achieved through what it is called the synergistic network of discursive strategies, in which oral strategies involving the use of the L1 (Lin; Lo) and semiotic strategies show the complex discursive interplay produced in a CLIL classroom. The findings confirm that the use of process scaffolding by means of discursive strategies is imperative in CLIL and it should be taught and trained, being part of pre-service and in-service training programmes.

**Key words:** CLIL, process scaffolding, bilingual education, oral discursive strategies

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# FILOLOGÍA ALEMANA



## LOS *SPRACHDIPLOME* EN LA UNIÓN EUROPEA Y ESTUDIOS AVANZADOS EN ALEMANIA

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### Resumen

La contribución se dirige especialmente a los estudiantes que quieren buscar una formación adicional a su carrera en el espacio europeo. Así que se explicarán las posibilidades de formación avanzada tanto en Alemania con su respectiva exigencia idiomática como pueden ser las diferencias en los certificados de idioma avalados por la Unión Europea y por consiguiente válido en Alemania, las diferencias entre los *Sprachdiplom* de la universidad y las demás certificaciones (Goethe, TELC, etc.) como el pasaporte de las lenguas de la Comunidad Europea. Además, se darán los hipervínculos en cuanto a máquinas de búsqueda de formación y/o trabajo en Alemania y en la Comunidad Europea. Toda esta información está dirigida a nuestros estudiantes para ampliar sus competencias en el Espacio Europeo e incentivar el estudio de idiomas con el objetivo de aumentar la competitividad.

**Palabras clave:** *Sprachdiplom*, Unión Europea, posibilidades de formación avanzada en Alemania



## PANELES PARALELOS 2



### LINGÜÍSTICA TEÓRICA



#### A 'FANTASTIC' STUDY ON AFFIXOIDS: A CORPUS- BASED ANALYSIS ON THE SPLINTER '- TASTIC'

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#### **Abstract**

A blend is a word formed by merging parts of two or more existing words, usually by combining the beginning of one word with the ending of another word. For example, *brunch* is created by merging the initial segment of *breakfast* and the final segment of *lunch*.

This paper mainly focuses on the element which arises from the coinage of blended words: affixoids or splinters. These can be defined as parts of words which have acquired an independent meaning and which are extracted and regularly used in new blends. This paper aims to contribute to the different studies carried out to determine the unclear status of splinters, focusing on the fact that they are highly productive elements. To achieve this purpose, the splinter chosen for analysis is '-tastic'. By means of a corpus of more than 1000 blends and analyzing the different contexts in which they appear, the main structural and semantic properties of these blends have been outlined. This way, it has been possible to confirm or reject the main assumptions made regarding the nature of blends. In addition, the theory of Construction Morphology (Booij) will be used to provide an account for this phenomenon.

**Key words:** affixoid, blending, blends, Construction Morphology, splinter

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# EXPLORING THE CURRENT USAGE OF ENGLISH QUANTIFIERS IN *-FUL*: A CASE OF EMBODIED CONCEPTUALIZATION

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## Abstract

Among lexical quantifiers in English, a particular subset involves derived nouns ending in *-ful*, such as *handful*, *spoonful*, and *mouthful*. These quantifiers are unique in that they originate from phrases headed by nouns denoting body parts and containers and followed by ‘full of’, and have evolved to function as nouns, or noun-like words indicating quantity (see Marchand; Dalton-Puffer and Plag; Barcelona). The suffix *-ful* transforms these base words into quantifiers that specify an amount related to the base noun, such as *a handful of seeds* or *a spoonful of sugar*. However, studies specifically focusing on quantifiers derived from the suffix *-ful* are relatively limited, if not non-existing. Bauer, Lieber and Plag (418-19) include them among suffixes that express quantification and measure, but they confine themselves to stating that the process is highly productive based on the examples retrieved from the BNC. The usage of these nouns in real corpus data is not addressed.

The aim of this study is to examine the development in the current usage of these quantifiers. I will focus on one specific set: body part-based nouns. By examining corpus data, I will explore the development of these quantifiers in current usage in terms of frequency and semantic compatibility between the base nouns and their collocates. Through this analysis, I hope to fill a gap in the existing research on English lexical quantifiers in *-ful* and their evolution and to contribute to a deeper understanding of the role of metonymy in this derivational process.

**Key words:** Derived nouns in *-ful*, metonymy, CONTAINMENT metaphor, embodiment, expressive quantifiers

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**MORPHOLOGICAL SYNCRETISM OR PHONOLOGICAL REDUCTION:  
THE INFLECTIONAL VOWEL OF THE PRESENT INDICATIVE IN LATE  
OLD NORTHUMBRIAN**

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**Abstract**

From among the Old English dialects, Old Northumbrian is of special interest to the historical linguist, as it has shown to be, at least in some respects, more progressive in the direction of Middle English than other dialects.

Variation in the present indicative inflections in the Lindisfarne Gospel gloss (London, British Library, MS Cotton Nero D. iv), the most substantial witness of this dialect, has been acknowledged (Kolbe 107-120; Ross 39; Hogg and Fulk 222). However, although quantitative studies on the variation of the inflectional consonant have been carried out (Cole), that is not the case with the inflectional vowel.

The aim, thus, is to fill that research gap and provide a quantitative-statistical analysis of the distribution of *e/a* spellings in the pres. ind. inflection in the Lindisfarne Gospel gloss, focusing on strong verbs and weak verbs of classes I and II.

As the Middle English pres. ind. inflectional endings show <e> for all grammatical numbers and types of verb, the variation in Old English can be evidence of an ongoing process of analogical levelling and/or extension but also of unstressed vowel reduction, as inflections are vulnerable to phonetic erosion due to the "Germanic Accent Shift" (Lass 105).

**Key words:** Old Northumbrian, present indicative inflection, Lindisfarne Gospel gloss, analogical levelling/extension, unstressed vowel reduction

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# EDUCACIÓN



## ROUND TABLE: THE ROLE OF LANGUAGES IN PRIMARY AND EARLY CHILDHOOD EDUCATION

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### Abstract

In an increasingly interconnected and globalized world, the role of languages in Primary and Early Childhood Education has become more critical than ever. This round table brings together five university educators to explore the multifaceted importance of language learning in the 21<sup>st</sup> century. The discussion will delve into why languages are essential for personal, academic, and professional development, emphasizing their role in fostering cultural understanding and global citizenship. Key topics will include strategies for teaching languages efficiently, with a focus on innovative methodologies and technology integration to meet the needs of diverse learners. The panel will also address how to inspire and sustain student motivation in language learning, highlighting the importance of creating engaging and meaningful learning experiences. Additionally, the discussion will examine the role of assessment in language education, exploring how it can be designed to support learning outcomes while promoting student confidence. Finally, the round table will incorporate student perspectives on bilingual education, reflecting on how they perceive its value for their future careers and personal growth. By combining theoretical insights with practical experiences, this session aims to provide a comprehensive overview of the challenges and opportunities in language education today and inspire educators to rethink their approaches to teaching languages in a rapidly evolving world.

**Key words:** Primary Education, Early Childhood Education, language teaching, methodology

# BIBLIOTECONOMÍA Y DOCUMENTACIÓN



## **METÁΦΡΑΣΙΣ – TRADUCCIÓN: EL LIBRO MANUSCRITO COMO ARMA DIPLOMÁTICA EN BIZANCIO**

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### **Resumen**

En la historia de la cultura escrita europea, tuvo un papel destacado la labor que llevó a cabo la *intelligentsia* bizantina casi desde sus inicios. Si hubo algo que caracterizó al Imperio de Oriente fue el reconocimiento de la validez de todas las lenguas que englobaban sus fronteras. Tanto es así que se da un fenómeno muy interesante, el de la diglosia, especialmente en las provincias asiáticas, las que hoy corresponden a los Estados de Siria, Líbano o Palestina. Asimismo, la situación en el Egipto bizantino y postbizantino presenta unos rasgos especiales en lo que a la producción documental se refiere, donde no es ya la diglosia, sino directamente un bilingüismo entre griego y árabe. En esta comunicación además me centraré en los procesos de *metáphrasis* y traducción que se llevaron a cabo sobre todo en la zona del sureste europeo, con la creación de una nueva lengua, el eslavo, en lo que se ha venido en llamar la construcción de un *Commonwealth* bizantino, término acuñado por D. Obolensky para referirse al área de influencia cultural de Constantinopla y los mecanismos culturales que se pusieron en marcha, en un ejercicio de *soft-power avant la lettre*.

**Palabras clave:** Traducción, Documentación, Bizancio, Libro, Manuscrito

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# FUENTES DOCUMENTALES PARA EL ESTUDIO DE LOS PARLAMENTARIOS DE LA PRIMERA REPÚBLICA ESPAÑOLA (1873-1874) EN LOS ARCHIVOS FRANCESES

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## Resumen

La presente comunicación tiene por objetivo ofrecer un recorrido por las series documentales de los principales archivos franceses, que pueden resultar de interés para el estudio, en perspectiva biográfica o prosopográfica, de los parlamentarios de la primera experiencia republicana española (1873-1874).

Los fondos de los *Archives Nationales* (Pierrefite-sur-Seine), *Centre des Archives Diplomatiques du Ministère de l'Europe et des Affaires Etrangères* (La Courneuve y Nantes), *Archive de la Préfecture de la Police de Paris* (Le Pré-Saint-Gervais) y el *Service Historique de la Défense* (Vincennes), nos permiten estudiar las conexiones existentes entre la Comuna parisina de 1871, la Primera Internacional y el republicanismo federal (Bensimon et al.), los exilios políticos en Francia y su vigilancia policial (Díaz et al.; Díaz and Aprile), siendo el caso más documentado el exilio de la *Numancia* a Orán tras la caída del cantón de Cartagena en 1874 (Moisand).

Finalmente, la correspondencia diplomática y consular, en la que se incluyen varias traducciones de prensa y leyes proclamadas, evidencian el interés y a la par recelo de la III República francesa por su homóloga española.

**Palabras clave:** Documentación, Biografía, Prosopografía, Diputados, Senadores

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# PÓSTERES 1 Y PANELES PARALELOS 3



## PÓSTERES 1: LITERATURA



### A RELIGIOUS ANALYSIS OF JAMES BALDWIN'S *GIOVANNI'S ROOM*

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#### Abstract

Our research project aims to analyse the Protestant and Catholic theological themes presented in James Baldwin's novel *Giovanni's Room*, whose protagonist, David, must face his moral conflicts because of his internalised homophobia. Thus, we establish four main objectives to be accomplished. First, we attempt to find the origins of Christian refusal to homosexuality. Second, we study the importance of the role played by the Holy Spirit in the novel due to its relevance in Pentecostalism, Protestant denomination in which Baldwin was raised as a child. Third, to assess the influence of the Neo-Pelagian heresy of individual salvation regardless of divine grace condemned by the Catholic Church. Fourth, to establish the need of a new literary exegesis based on Christian beliefs, concretely those of the Catholic Church, without preventing other Christian denominations from developing their own forms of interpretation. To encompass these goals, we employ authorised religious texts shared by Catholicism and most Protestant branches, the essays where the author referred to his religious views and the recent letters published by the Catholic Church about the nature of salvation and the employment of literature as a means of academic development. Last, we conclude that Baldwin warns against existential self-sufficiency while promoting abandonment in God's will as Catholic theology defends.

**Key words:** Baldwin, Christianity, literature, theology

**“WE ALL WANT TO CHANGE THE WORLD”:  
THE BEATLES AND ROMANTIC POETRY**

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**Abstract**

The primary purpose of this paper is to investigate the resemblance between the lyrical themes used in many of The Beatles’ songs and the main motifs that characterised English Romantic poetry. Romantic poets such as Wordsworth, Coleridge, Byron and Blake presented ideas and themes in their works that can be found in various lyrics of The Beatles’ repertoire. These motifs have been a useful way to promote social change in both the 18th and 19th centuries and later, in the 1960s. From the perspective of cultural criticism, a series of songs composed by The Beatles will be analysed in relation to a set of Romantic poems, considering the revolutionary socio-historical context in which the works were created. First, a brief biographical and historical account of the artists under study will be provided. Next, an overview of the main common features that the four poets and the musicians shared and expressed in their lives and works will be presented. Finally, a critical comparative analysis of a selection of poems and songs will be carried out. This analysis will be based on common lyrical themes such as nature, childhood, individualism, spirituality, love and revolution.

**Key words:** Romantic poetry, The Beatles, literary motif, pop culture, social change

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**EVOLUTION OF BRITISH SOCIAL THEATER FROM A GENDER  
PERSPECTIVE: A CASE STUDY OF THE WORKS OF SHAW, DELANEY,  
AND BIRCH**

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**Abstract**

This poster undertakes a comparative analysis of three theatrical works to examine the evolution of gender issues and the role of women in different historical periods. The selected plays—*Mrs. Warren’s Profession* (1902), by George Bernard Shaw, *A Taste of Honey* (1962), by Shelagh Delaney, and *Anatomy of a Suicide* (2017), by Alice Birch—serve as focal points for exploring societal transformations in gender, sexuality, and autonomy.

This project highlights the impact of patriarchal structures on women’s lives, emphasizing the historical constraints on their agency. Particular attention is given to mother-daughter relationships as reflections of intergenerational tensions, economic opportunities, and social mobility.

The methodology combines a close textual analysis with feminist, Marxist, and queer criticism, providing a framework to explore character development, dramatic techniques, and social-cultural contexts.

The primary objective is to compare how these works critique and challenge patriarchal norms that shape gender roles and identities, using theatre as a medium for social commentary. This project aims to contribute to the understanding of how theatrical narratives have evolved to reflect changes in cultural paradigms regarding women’s roles, family dynamics, and individual empowerment.

**Key words:** Gender issues, role of women, Bernard Shaw, Shelagh Delaney, Alice Birch

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**LITTLE WOMEN, BY LOUISA MAY ALCOTT: THE CONSEQUENCES OF AN OPPRESSIVE SOCIETY IN FEMALE IDENTITY**

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**Abstract**

The aim of this poster is to provide an analysis of female identity in Louisa May Alcott's *Little Women* (1868), which will be contextualised in the introduction section. My main objective is to examine how in this novel, identity issues are influenced by society's gender conventions of the time. I will focus on Jo's pivotal role as a character who suffers the consequences of defying such societal expectations, as it can be seen in one of her speeches, which will be key for the development of this paper: "I don't believe I shall ever marry. I'm happy as I am, and love my liberty too well to be in a hurry to give it up for any mortal man" (578-579). In addition, I will compare three different perspectives on marriage depicted in the novel as an effect of societal norms. In order to approach them, this study will be based on Simone De Beauvoir's main ideas and the reinterpretation of Julia Kristeva and Judith Butler, applied to the 19<sup>th</sup>-century American society we find in this novel. Finally, I will revise if my main objectives have been achieved in the conclusion of this poster.

**Key words:** *Little Women*, gender roles, feminism, societal expectations, identity crisis

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**WITCHCRAFT IN ELIZABETHAN DRAMA: SHAKESPEARE'S INFLUENCES TO CREATE THE WEIRD SISTERS IN *MACBETH***

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**Abstract**

In this project, the historical and cultural context in which Shakespeare was immersed to create the characters of the Three Weird Sisters in *Macbeth* will be analysed. Particular

attention will be paid to the beliefs in witchcraft prevalent in Elizabethan England and how these influenced their conception. Shakespeare drew inspiration from both popular anxieties and literary sources to shape these enigmatic figures, who challenge not only the characters within the play but also societal conventions regarding gender and authority. The Three Sisters combine prophetic insight with grotesque elements, embodying the social tensions of their time. This study will explore their symbolic significance and ambiguous agency, connecting these findings with a previous analysis that examined the influence of the witches on Macbeth's actions. Finally, the extent to which Shakespeare was influenced by contemporary beliefs in witchcraft, concluding with insights into how these cultural anxieties shaped the literary creation of *Macbeth*, will be assessed.

**Key words:** Elizabethan era, witchcraft, Three Weird Sisters, belief

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## THE NEW WOMAN IN ELIZABETH GASKELL'S MARY BARTON AND ANNE BRONTË'S THE TENANT OF WILDFELL HALL

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### Abstract

The Victorian era was a period of prosperity and development for British female novelists. Many female authors criticized Victorian morals and values throughout literature during this stage. Consequently, many years later, at the end of the 19<sup>th</sup> century,

Sarah Grand described the concept of the *New Woman*. Nevertheless, the representation of this concept goes back to the beginning of the Victorian era, and throughout literature, we can appreciate how some female authors like Elizabeth Gaskell in *Mary Barton* and Anne Brontë in *The Tenant of Wildfell Hall*, both published in 1848, already conceived female characters like Mary Barton in *Mary Barton* and Helen Graham in *The Tenant of Wildfell Hall* which firmly reject imposed Victorian ideals and morals. The following research tries to understand the perspective of female characters in *Mary Barton* and *The Tenant of Wildfell Hall* that embody the traits of the *New Woman* concept and how Elizabeth Gaskell in *Mary Barton* and Anne Brontë in *The Tenant of Wildfell Hall* reflected their frustration against Victorian society's-imposed canons throughout these female characters by challenging social standards.

**Key words:** New Woman, *Mary Barton*, *The Tenant of Wildfell Hall*, Victorian society, gender roles

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## **“LUSUS NATURAE”: A TEXTUAL ANALYSIS OF THE TOPIC OF SELF-FULFILMENT AND EDUCATION IN CHARLOTTE BRONTË’S *VILLETTE***

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### Abstract

The aim of this project is to provide a critical analysis on the theme of self-fulfilment in the novel *Villette* by Charlotte Brontë, and to examine its relation to education. The originality of this research lays on its multidisciplinary approach to the perspective of female education in Victorian society, which comprises the theoretical framework of women's emancipation and the rise of female writing, integrating liberal and feminist perspectives as well as *Villette*'s critical classification as a *Bildungsroman* to complement this sociological approach. Having thus this narrative as object of analysis, and establishing a chronological division of the plot in accordance with the protagonist's self-development, the groundwork of my argument becomes the examination of the relation between education, culture, and self-fulfilment in several characters of *Villette*, and particularly in Lucy Snowe.

**Key words:** Charlotte Brontë, female education, self-fulfilment, liberal individualism, Bildungsroman

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## CLASSICAL MYTHOLOGY REFLECTED IN AMERICAN COMICS

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### Abstract

This poster offers a comparative study meant to elucidate the differences and similarities between five American comic book characters, such as Ghost Rider, Wonder Woman, Beast Boy, Sandman, and Spider-man, with certain characters from classical mythology with whom they share attributes, characteristics, essence or any other aspect. However, before making these comparisons, this project will be contextualized with a brief history of the comic, mentioning its major representatives and also commenting on its evolution in the United States, establishing the evolutionary phases it has undergone up to the present day, paying special attention to the superheroes chosen for the analysis and exposition of this dissertation. When tackling this research, it will be considered different comics of the aforementioned characters in which different multiverses and therefore different versions of them are found. In addition, when it comes to the bibliography, works such as the *Homeric Hymns* (Homer), *Dictionary of Greek and Roman Mythology* (Grimal), and the lecture *Asterix: The Roman World seen from the Comic Strips. Sixty Years of Asterix* by Florentino Florez Fernández in 2021, to name but a few, are key in the theoretical framework of the project.

**Key words:** comics, mythology, comparison, gods, superheroes

## THE BRIDGE BETWEEN TRADITION AND EXPERIMENTATION: RUSSIAN INFLUENCE ON ENGLISH MODERNISM

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### Abstract

This poster aims to explore the possibility that numerous techniques associated with the Modernist period may not be as groundbreaking as they are often depicted in scholar discourses. Instead, it argues that techniques such as stream of consciousness, unreliable narration, and fragmentation, were, in fact, significantly influenced by the works of

prominent 19<sup>th</sup>-century Russian authors. By making these connections, this analysis sheds light on the profound and often underappreciated relationships between key figures of these periods, such as Turgenev and Hemingway, Dostoyevsky and Woolf, and Chekhov and Joyce. Through this contrastive analysis, the poster emphasizes the enduring legacy of Russian literature and its central role in shaping the stylistic and thematic innovations of the Modernist movement.

**Key words:** Modernism, Russian literature, Dostoyevsky, Turgenev, Chekhov

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## TRANSLATING TRANSGRESSION: ANNE CARSON'S RENDERINGS OF SOPHOCLES' *ANTIGONE*

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### Abstract

George Steiner identified Sophocles' *Antigone* as the only “literary text to express all the principal constants of conflict in the condition of man” (231). From Hegel and Heidegger to Butler and Brecht, the play has fascinated countless authors and philosophers and continues to be tirelessly reinterpreted to this day, confirming its status as a classic. This paper seeks to demonstrate how Anne Carson's double translation of the play questions the limits of loyalty when it comes to the translation of works whose literary depth transcends the linguistic sphere, while embodying her conception of translation as a boundless space of possibility which allows for the perpetual renewal of a text's life. Its framework draws both from the theoretical tradition which sees translation as inherently transformative (i.e., Benjamin, Ortega y Gasset, Paz, Heidegger), and from a curated collection of Carson's insightful reflections about the complexity of the translative act from the perspective of a classicist, poet and translator. These ideas are then applied in the comparative analysis of a luminous fragment from *Antigonick* and *Antigone*, to illustrate the delicate interweaving of linguistic and literary aspects and the richness of meanings that become available through new poetic renderings of a timeless work.

**Key words:** Sophocles, *Antigone*, Anne Carson, literary translation

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## **EXPLORING HOMOSEXUALITY IN 20TH-CENTURY THEATRE: A STUDY OF A CAT ON A HOT TIN ROOF (1955) BY TENNESSEE WILLIAMS AND THE CHILDREN'S HOUR (1934) BY LILLIAN HELLMAN**

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## Abstract

This dissertation examines the representation of queer individuals in 20th-century literature, with a particular focus on their portrayal in theatre. To explore the treatment of homosexual identity during this period, the analysis centres on two plays that focus on the presence and impact of queer subjects within both social and private spheres. To provide a comprehensive framework, the study considers historical conceptions of homosexuality from earlier periods and their evolution over time. Emphasis is placed on

the unique capacity of theatre, through its dramatic and mimetic engagement with reality, to offer a distinct and immediate representation of queer identities and experiences.

**Key words:** homosexuality, theatre, queer, 20<sup>th</sup> century

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## JOAN DIDION AND THE WOMEN'S MOVEMENT: A TEXTUAL ANALYSIS

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### Abstract

Throughout the decades of 1960 and 1970, Joan Didion became most well-known for her essays and articles depicting American society, later collected in the books *Slouching Towards Bethlehem* (1968) and *The White Album* (1979). However, despite coinciding with the rise of second-wave feminism in the United States, Didion managed to avoid this central issue throughout her work except for a few writings.

In her essay "Slouching Towards Bethlehem", published in 1967, Didion briefly pointed out some of the issues that women seemed to face in hippie communities. Later on, in the 1972 essay "The Women's Movement", she examined the women's liberation movement and its literature more in depth and described it in negative terms without completely disregarding some of the basic feminist notions.

The aim of this analysis is to delve deeper into Didion's complex relationship with feminism by exercising a close reading of the two essays and looking into some essential, second-wave feminism writings that might have shaped her ideological standpoint, such as Simone de Beauvoir's *The Second Sex* (1949) and Betty Friedan's *The Feminine Mystique* (1963).

**Key words:** feminism, gender roles, women's movement, equality, sexual politics

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# PANEL MULTIDISPLINAR: LINGÜÍSTICA APLICADA, FILOLOGÍA ALEMANA Y DOCUMENTACIÓN Y BIBLIOTECONOMÍA



## LANGUAGE ACQUISITION: IS THERE A RELATIONSHIP BETWEEN EI, THE LEVEL OF PARTICIPATION AND L2A?

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### Abstract

Second Language Acquisition (SLA) has evolved since the 1960s when Contrastive Analysis, rooted in behaviourism and structuralism, dominated the field. While early approaches focused mainly on linguistic aspects, they often excluded psychological and social factors (Saville-Troike). Not until recently did scholars pay conscious attention to emotions in SLA and, if they did, it was with a certain bias toward negative emotions (e.g., anxiety) (Dewaele et al.). Emerging studies now highlight Positive Psychology's role, revealing that emotional dimensions require further exploration (Moskowitz and Dewaele).

This study aims to explore the role of learners' Emotional Intelligence (EI) on SLA. Specifically, it explores how EI influences learners' willingness to participate, possibly modifying their L2 acquisition process. Three key variables will be measured: (i) EI using the Trait Emotional Intelligence Questionnaire (Petrides), (ii) L2 proficiency with the Oxford Quick Placement Test, and (iii) classroom participation through a rubric-based assessment. Participants include three groups of L1 Spanish-L2 English learners aged 16-17 from *Colegio Virgen del Carmen*.

As a work-in-progress, the presentation will outline the research questions, hypotheses, and methodological design. The goal is to invite feedback and discussion to refine the approach and contribute to understanding the emotional dimensions of SLA.

**Key words:** SLA, Emotional Intelligence, proficiency, L2 learners, participation

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## LAS CADENAS DE LA ARMONÍA: LA REPRESIÓN CULTURAL Y LA DUALIDAD DE LA MÚSICA EN *DIE KLAVIERSPIELERIN* DE ELFRIEDE JELINEK

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### Resumen

Este proyecto explora *Die Klavierspielerin*, de Elfriede Jelinek, de forma crítica para examinar la represión cultural, la dinámica de género y la dualidad de la música en la sociedad austriaca de posguerra. La novela ofrece un crudo retrato del daño psicológico que suponen las normas autoritarias de la sociedad, especialmente para las mujeres. A través del personaje de Erika Kohut, Jelinek critica las arraigadas expectativas de conformidad, obediencia y tradicionales roles de género. El doble papel de la música, como símbolo de sofisticación cultural y herramienta de represión, pone de relieve los amplios mecanismos de control inherentes a la cultura austriaca. Al analizar esta dinámica, este estudio pone de relieve la contribución de Jelinek a la literatura feminista y su crítica de los sacrificios que exige el conformismo cultural y social.

**Palabras clave:** Represión cultural, dinámicas de género, dualidad de la música, sociedad austriaca de la postguerra, literatura feminista

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## **AI AS A TRANSLATION TOOL: ITS RELATION WITH DOCUMENTATION**

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### **Abstract**

Some technological features, particularly NLP (Natural Processing Language), ML (Machine Learning) and OCR (Optical Character Recognition) enable machines to read, understand and organize information from documents. These technologies represent a significant advancement in digitization and optimization processes. Information becomes rapidly accessible and, surprisingly, AI can outperform human accuracy by processing

data quickly and in parallel across multiple documents. However, AI lacks subjective judgement, human criteria and having cultural sensitivity while analyzing. Delving into this data utilization, this is enhanced thanks to document management. It involves corpus, bilingual parallel-aligned text corpora and neural networks systems, in between others. Moreover, AI algorithm generates answers, even if there is insufficient basis for them, leading to potentially inadequate outcomes. It is emphasized that MT (Machine Translation) is efficient through the collaborative integration of human knowledge. Besides, it is worthy of recognition that in humanities and social sciences, AI tends to devalue documents as it cannot rationalize it with logical parameters. Overall, AI is helping every commercial sector by streamlining document processing and fostering innovative methodologies with data management. Besides, these require considerable time (for data analysis and experiments), a high cost and maintenance.

**Key words:** Artificial intelligence (AI), document management, Natural Language Processing (NLP), Machine Learning (ML), Machine Translation (MT)

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## PÓSTERES 2 Y PANELES PARALELOS 4



### LITERATURA: PÓSTERES 2 \*

#### THE OLD SOW IS STARVIN', DARLIN': INTERTEXTUAL ECHOES OF IRISH LITERATURE AND HISTORY IN HOZIER'S "RUN" AND "EAT YOUR YOUNG"

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#### Abstract

The Irish singer and songwriter Hozier includes numerous references of Irish literature, culture, and history in his music. In his songs "Run" (*Hozier [Special Edition]*) and "Eat Your Young" (*Unreal Unearth*), he references Irish writers such as James Joyce, Seamus Heaney, and Jonathan Swift in order to allude to current political and social struggles. "Run" is dedicated to his motherland, using a personification of the country following Joyce's description of Ireland in *A Portrait of the Artist as a Young Man* as "the old sow that eats her farrow," that is, the nation eating its own youth. Similarly, "Eat Your Young" is influenced by both Joyce and Swift's satirical essay "A Modest Proposal", in which he suggests that the children of poor families are used as food and clothing. Hozier combines these allusions with Dante's Third Circle of Hell, criticising how gluttony for wealth and power consumes people to the point of being willing to sacrifice their own youth.

**Key words:** Hozier, songwriting, Irish literature, "Run", "Eat Your Young"

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## ECHOES ACROSS TIME: PARALLEL NARRATIVES AND CULTURAL MEMORY IN ADANIA SHIBLI’S *MINOR DETAIL*

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### Abstract

This paper explores Adania Shibli’s novel *Minor Detail* (2016), focusing on how its parallel narratives and repeated motifs ultimately articulate Palestinian cultural memory. Drawing on Marianne Hirsch’s concept of postmemory and studies on cultural memory by Assmann and Erll (in Assmann and Conrad), the article positions Shibli’s novel within the broader discourse on trauma and collective memory. The analysis juxtaposes the two narrative sections of the novel, set in 1949 and in the modern day respectively, emphasizing the interplay between historical erasure and the possibility of recovery.

Motifs repeated across the two narrative sections, such as animals, borders, and maps, are analyzed as narrative tools that illustrate the continuity of violence and the enduring impact of historical trauma. On the other hand, shifts in narrative voice and focalization underscore the novel’s engagement with questions of identity and resistance, while the structural parallelism connects individual experiences to a collective historical consciousness. This study argues that through its use of parallel narratives, *Minor Detail* shows and reclaims silenced histories, transforming them into acts of cultural resistance and resilience.

Ultimately, the paper contributes to shedding light on literature's role in preserving cultural memory against historical erasure and ongoing colonialism.

**Key words:** Cultural memory, parallel narratives, postcolonial literature, Adania Shibli, *Minor Detail*

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## THE SEA AS CONTEMPORARY COLONIAL HERITAGE IN SAMUEL KOLAWOLE'S *THE ROAD TO THE SALT SEA*

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### Abstract

Continuing with the research lines of my Master's Thesis, my proposal aims at analyzing the role of the sea in *The Road to the Salt Sea* (2024), the debut novel written by Samuel Kolawole. The story delves into the dark and illegal journey of a Nigerian migrant, Able God, from Nigeria to 'The Promised Land', Italy, which illustrates a diversity of literal and metaphorical connotations that contribute to the postcolonial vision of the sea. For this reason, my theoretical framework is made up of three areas. Firstly, oceanic studies explore how humans relate to and give meanings to the sea, especially the Mediterranean. Secondly, the concept of "hydrocolonialism" attributes a colonial and imperialist history to the oceanic space. Finally, theory on African migration narratives is considered. My argument illustrates how the sea works as a contemporary colonial archive and heritage materialized in the dangerous illegal journeys of African migrants and refugees that flee from their home countries in pursuit of a better life. Therefore, the sea emerges as a paradoxical site that determines the fate of these people, where the harsh reality of human trade and violence unfolds under the veils of illusion and hopeful promises of freedom.

**Key words:** Oceanic studies, hydrocolonialism, the sea, African migration, Samuel Kolawole

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**#READINGWRAPPED:  
PROMOTION OF LITERATURE THROUGH SOCIAL MEDIA TRENDS**

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**Abstract**

In recent years, social media has played a key role in the development of literature and its consumption. Reader communities have formed around platforms that target them, such as Goodreads or TheStoryGraph, and other social media platforms destined for a broader audience, such as TikTok. BookTok, in particular, is the most important online reader community, with over 40 million videos posted. These spaces have generated a greater interest in contemporary literature and have also called forth a renewed interest in classic literature due to subcultures such as Dark Academia. Authors have also benefitted from an increasingly expanding platform, especially those who have traditionally been excluded from traditional literary canon such as non-Western or LGTBIQ+ authors. However, several criticisms have recently arisen against this social media influence, particularly around the power they hold over the publishing industry and how this may affect mainstream literature moving forward. All of these influences on contemporary young readers can be analysed through examples extracted from the platform itself.

**Key words:** Social media, TikTok, literature, Dark Academia

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**EATING DISORDERS AS A METAPHOR FOR (IM)MOBILITY IN SEFI  
ATTA'S *THE BAD IMMIGRANT***

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**Abstract**

Against the glorification of mobility, under the influence of seminal authors—Deleuze and Guattari or Bhabha—scholars like Glenda R. Carpio urge to provide nuanced insights into the ambivalent nature of human movements. Accordingly, literary critical analysis takes a broader approach highlighting both the inhibiting and transformative effects of migration underpinned by power dynamics, societal structures, and dominant discourses. Building on this growing body of research, this proposal explores the role of food, eating practices, and disorders as narrative devices utilised to represent migrants' conflict of (im)mobility and identity negotiation. More precisely, it examines the figure of the child migrant and her recovery journey from an eating disorder in Sefi Atta's novel *The Bad Immigrant* (2021). As Bashira and her family move from Lagos to New Jersey, she finds herself in an uncomfortable liminal space that, far from fostering a hybrid transnational identity, threatens to engulf her in a debilitating, if not fatal, impasse, embodied in her anorexia. Blending contributions from migrant studies, food studies and care ethics, this proposal ultimately argues that food is a powerful semiotic system through which power dynamics and hegemonic cultural scripts are traced, reinforced and challenged.

**Key words:** Food, migrant literature, *The Bad Immigrant*, mobility, eating disorder

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**THE COMMUNITY OF LOVERS IN PUEBLO INDIAN NARRATIVES:  
INTIMACY, SECRECY AND DISRUPTION IN LESLIE MARMON SILKO'S  
*YELLOW WOMAN***

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**Abstract**

This essay explores how Silko's narrative challenges the traditional notions of community attached to Pueblo Indian cultures. Through the lenses of secrecy and intimacy, she uses

storytelling to depict the weblike, non-linear patterns of Pueblo narratives. Drawing on Maurice Blanchot's concept of the unavowable community (1984) and Jean-Luc Nancy's reflections on the inoperative community (1991), it is argued that the story's portrayal of the relationship between the unnamed narrator and the enigmatic lover destabilizes established frameworks of kinship and collective identity in Pueblo culture.

The story's central theme, a mysterious connection between a married woman and a stranger, introduces secrecy as a force that fractures communal norms while opening the possibility for a different, fragile form of community. The narrator's hesitancy between myth and reality, as she imagines herself as the legendary Yellow Woman, highlights how desire disrupts traditional roles and obligations. In this context, love becomes an act of resistance to communal transparency, where intimacy is defined not by shared belonging but by a refusal of avowal.

Ultimately, the essay opens a broader conversation about how Silko's short story interrogates the limits of community, exposing the tensions between collective identity, the balance of power, personal desire, and the secrets that tie communal bonds.

**Key words:** community, secrecy, Pueblo, Indian narrative, short story

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# “IT’S NOT LIKE THIS WITH OTHER PEOPLE”: AN EXPLORATION OF SHAME AND DEPENDENCY IN SALLY ROONEY’S *NORMAL PEOPLE*

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## Abstract

The object of analysis in this study is the nature of the romantic attachment between the protagonists, Marianne and Connell, in Sally Rooney’s *Normal People*. The aim is to explore what shapes their relationship dynamics. Therefore, this research examines how, even if their bond is unstable, the attraction to each other never ceases to pull them together in a desire to seek conventional normalcy.

Following the theoretical framework of affect theory, this study identifies that relation as one of cruel optimism, since the characters’ tendency to return to their fragile attachment in search of lasting reciprocity acts as an obstacle to their own thriving. Moreover, it will be argued that this insecure bond triggers a deep feeling of shame among the protagonists that has a direct impact on their self-esteem.

My main hypothesis is that Marianne and Connell are dependent on a relationship that is based on self-destruction, for it is forced into silence as both struggle to fit societal conventions. This causes the pair to develop feelings of shame and inferiority due to different economic backgrounds, a desire for peer acceptance and a sense of undesirability.

**Key words:** affect theory, cruel optimism, shame, dependency, societal conventions

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## HOME IS WHERE YOUR HEART IS: DWELLING AND BELONGING IN NATALIE RICE'S *SCORCH*

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### Abstract

Natalie Rice is a Canadian ecopoet concerned with the complex connection between human action and the natural environment of her bioregion. To date, she has published three books of poetry, including *26 Visions of Light* (2020), *Scorch* (2023), and *Nightjar* (2025). Inspired by a season of devastating wildfires in the Okanagan Valley, which is part of her birthplace, *Scorch* depicts the impact of anthropogenic action on the more-than-human world and the consequences of this natural disaster in a place she calls home. This paper argues that Rice remains both emotionally and intellectually alert to how humans respond to and interact with the nonhuman world, as well as to the mutually constitutive entanglements between our species and the world we are part of. Her poetry is a record of both the awe-inspiring presence of the nonhuman and her emotional response to a fragile world that is constantly threatened by human action. An ecocritical approach and place-based environmental ethics will be applied to the analysis of two poems from this collection, "Heatwave" and "A New Language." Central to our analysis is a detailed examination of the lyrical language deployed to capture the vulnerable state of the valley and the mundane things that lead the poet to realise the magnitude of biodiversity loss in a region devastated by human-induced wildfires.

**Key words:** ecopoetry, (sense of) place, home, fire, loss

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## **DISGUISED IDENTITIES: TRANSPARENCY AND LANGUAGE IN CONTEMPORARY FICTION IN ENGLISH**

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### **Abstract**

This work aims to analyse the disguise in contemporary fiction in English as a fundamental element both to reveal the opposition between transparency and opacity and to alter identity. Highsmith's *The Talented Mr. Ripley*, Auster's *The New York Trilogy*, and Nguyen's *The Sympathizer* will be analysed under the light of Transparency Studies, drawing from Alloa, Birchall and Koivisto, as well as other authors such as Derrida, in order to reveal the close relation between transparency, language, and identity. In this sense, it will examine the protagonist's use of disguise, whose identity is ultimately altered, either by the transformation of appearance and/or behaviour or by the adoption of other name/s, showing how malleable and conflictive is and how its boundaries are blurring. In this context, language plays a key role as tool for revealing but also for hiding aspects of identity: opacity evokes concealment, masquerade, and falsity while transparency suggests lucidity, truth, and authenticity. Nonetheless, the boundaries between the categories of authenticity and falsity are fluid and blurred. All in all, this research seeks to highlight the significance of the element of the disguise which, although

widely analysed in the theatre and medieval and Renaissance literary tradition, it has been scarcely explored in the contemporary English fiction.

**Key words:** Disguise, Transparency, Identity, Language, Contemporary fiction in English

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## **FEMALE OBJECTIFICATION AND SUBJUGATION THROUGH THE JUSTIFICATION OF 'BIOLOGICAL DESTINY' IN *THE HANDMAID'S TALE* BY MARGARET ATWOOD**

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### Abstract

This project aims to analyse Margaret Atwood's *The Handmaid's Tale* from a feminist perspective, exploring how the hetero-patriarchal system uses biology to justify the domination of the female body. Through the notions of gender and sexuality we will address the causes that lead the female body to be subjugated and objectified under legitimised binarist discourses of power. For this we will use notions such as Judith Butler's "performativity" and Simone de Beauvoir's "The Other." It is specifically through the protagonist, Offred, that the abuse and enslavement of the body, as well as the annulment of identity, and thus the loss of her humanity, will become evident. The deprivation and control of the body is achieved both through discourse and through domestication, imparted through methods of surveillance and severe punishments that strengthen acceptance and complicity in Gilead's new order, and which are explained under Foucauldian theory, presenting the new regime as a way of salvation from a

previously corrupt world. In this respect, it is relevant to point out the question between freedom and security, through a deterministic and religious discourse that relegates women to an insignificant value in which they only make sense in their relationship with men.

**Key words:** body, biology, gender, sexuality, subjugation

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## **ORDER AND REBELLION: SOCIAL CONTROL AND RESISTANCE IN *THE HUNGER GAMES***

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### Abstract

This paper takes *The Hunger Games* (2008), by Suzanne Collins, as a critical lens to examine societal structures, focusing on the themes of social stratification, surveillance, community, and resistance. Drawing on dystopian theory by Gregory Claeys, Michel Foucault's framework of surveillance and punishment, and Maurice Blanchot's concept of the "community of lovers," the study highlights the mechanisms of control and rebellion in the novel, as well as the communitarian dynamics. The analysis demonstrates how the Capitol applies oppression through surveillance based on Bentham's Panopticon, socio-economic disparities, and the ritualized violence of the Hunger Games. Katniss Everdeen's journey exemplifies the potential for defiance within oppressive systems, where her bond with Peeta becomes a "community of lovers," serving as both a personal sanctuary and a revolutionary force. This study argues that dystopian literature critiques contemporary societal inequalities and warns about the consequences of unlimited and isolated power and technological control. By employing an interdisciplinary approach and close reading methodology, the dissertation analyses how *The Hunger Games* uses its narrative to inspire reflection on human agency and the possibility of societal transformation. The findings reinforce the relevance of dystopian fiction as a tool for understanding and challenging modern socio-political dynamics, positioning *The Hunger Games* as an essential text in young adult literature that advocates for resilience and collective action.

**Key words:** Dystopian literature, surveillance, torture, resistance, *The Hunger Games*

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# LINGÜÍSTICA TEÓRICA



## THE USE OF LIGHT VERBS IN SPANISH RESULTATIVE CONSTRUCTIONS: A COLLOSTRUCTIONAL ANALYSIS

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### Abstract

This study examines the use of five light verbs (LVs) *dejar*, *hacer(se)*, *poner(se)*, *quedar(se)*, and *volver(se)* in “pseudo-copulative constructions of change” (e.g. *se puso nerviosa/o*, “she/he became nervous”). While not classified as true resultative constructions (Masullo and Demonte Barreto; Mateu; Rodríguez Arrizabalaga), they are a valuable linguistic tool for expressing change of state in Spanish. Within the framework of Cognitive Linguistics, LVs are assumed to contribute semantically to the construction, although it is not always transparent to native speakers (Brugman). This study aims, therefore, to determine how these different LVs contribute to the representation of the change of state event.

Data were extracted from Sketch Engine’s enTenTen subcorpora of American and European Spanish and analyzed using collostructional methods (Gries and Stefanowitsch; Stefanowitsch and Gries, “Collostructions: Investigating the interaction of words and constructions” and “Covarying collexemes”). First, a collexeme analysis was applied to reveal the degree of association between each LV and the construction. Secondly, a covarying collexeme analysis was conducted to identify patterns of association between the LVs and the resultative phrase. The lexical semantics associated with the resultative phrase may serve as an indicator of event construal enabled by the LV. Findings will contribute to the understanding of the lexico-grammatical encoding of resultativity in Spanish.

**Key words:** resultative construction, collostructional analysis, light verbs

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## COLLOSTRUCTIONAL ANALYSIS OF THE QUALIA STRUCTURE IN COMPOSITIONAL COSPECIFICATION OF THE CLASS OF 'BREAK VERBS': A CORPUS-BASED STUDY

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### Abstract

This paper follows a lexico-semantic and syntactic approach and applies a corpus-based methodology in order to examine the collostructional argument selection process of the class of 'break verbs' (Levin 241) and their argument structure realization. We apply Pustejovsky's lexico-semantic theory of qualia structure to explore the phenomenon of compositional cospecification in this collostructional argument selection process. We carry out a corpus analysis to retrieve and analyse the data. Particularly, we use the Sketch Engine software to extract the sample of the analysed collostructions from the English Web 2021 (enTenTen21) corpus, the largest English corpus available in the software. Employing the Concordance function of the software, we search for the data by using the advanced CQL tool to filter out the partially-filled collostructional structures. Then we carry out a relative frequency analysis of the KWIC results by focusing on the number of hits per million tokens. In total we examined 17 million+ examples. The preliminary results show that different syntactic alternations in which the set of 'break verbs' and their nominal participants are combined can correlate with particular qualia patterns in compositional analysis.

**Key words:** Collostructional argument selection process, Qualia structure, Compositional cospecification, Break verbs, Syntactic alternations

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## **A CONSTRUCTIONAL ANALYSIS OF THE ENGLISH BENEFACTIVE CONSTRUCTION**

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### **Abstract**

This study draws attention towards Goldberg's (1995) account of the English benefactive construction ("X intends Y to receive Z"), regarded as an extension of the ditransitive construction, which is presented as an example of constructional polysemy by the author. However, the position I take here is that data show significant differences between these two constructions in terms of their linguistic behaviours, which leads me to consider them as two separate constructions (in consonance with Guerrero Medina). This project has three main aims: (i) to analyse the frequency of successful vs. intended transfer across different verb tenses (past simple, *will* + infinitive, *couldn't* + infinitive); (ii) to identify whether animate or inanimate subjects are more common in benefactive constructions, and if inanimate subjects are present, analyse whether their usage involves metaphorical or metonymic extensions; (iii) to identify which collexemes are strongly associated with the benefactive construction. To achieve these objectives, I compiled a corpus using Sketch Engine for the 10 most frequent verbs following Levin's (1993) verb classes. Concerning the expected results, the past simple is likely to co-occur with successful transfer, as it denotes completion. Besides, animate subjects are expected to be more frequent, as benefactive constructions typically involve a volitional agent. Finally, as regards the main differences between the double object construction and the *for*-alternance, the former is primarily employed when the beneficiary is focalized whereas the latter is used when the emphasis lies on the act of intended transfer from the agent to the beneficiary.

**Key words:** Benefactive construction, prepositional alternation, collexemes, successful transfer, intended transfer

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# EDUCACIÓN



## EXPLORING PRE-SERVICE PRIMARY TEACHERS' KNOWLEDGE AND BEHAVIOURAL INTENTION TO USE ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: A QUANTITATIVE STUDY

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### Abstract

Artificial Intelligence (AI), now omnipresent in our lives, has had a major impact in a wide range of fields, including education. In the context of English as a Foreign Language, AI has contributed to creating tools that have profoundly enhanced students' learning experiences. In this sense, the Unified Theory of Acceptance and Use of Technology and the Technological Pedagogical and Content Knowledge framework have been widely used to explore the factors that may influence teachers' intention to use technology in their classrooms. Considering this, this quantitative study explores Spanish pre-service English teachers' perceptions and behavioural intention to use AI in their teaching. Findings demonstrate that pre-service teachers show positive attitudes towards the possibilities of AI for education and foreign language learning. Moreover, men are more in agreement with the external factors influencing the adoption of AI, while women show a higher level of agreement about the internal factors when integrating it in the classroom. Still further, participants generally show a strong intention to use AI in their future teaching. Ultimately, this study explores the potential of AI for language learning and teaching to encourage teachers to use it and contribute to the development of this field of study.

**Key words:** Artificial Intelligence, Artificial Intelligence-Assisted Language Learning, English as a Foreign Language, Unified Theory of Acceptance and Use of Technology, Technological Pedagogical and Content Knowledge

## INVESTIGATING MOROCCAN EFL LEARNERS' PERCEPTIONS OF AUTOMATED WRITING EVALUATION (AWE) TOOLS

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### Abstract

Automated Writing Evaluation (AWE) tools have emerged as potential pedagogical aids, leveraging technology to support students' writing. Despite their growing presence, research on students' perceptions of AWE in higher education remains limited. This study examines the autonomous use of AWE tools by Moroccan English as a Foreign Language (EFL) students. To explore their perceptions, researchers administered a closed-ended

questionnaire to 61 EFL students collecting quantitative data on students' independent use of AWE tools, motivations for adoption or avoidance, usage patterns, and overall satisfaction. Statistical analysis revealed that most students view AWE feedback favorably, recognizing its benefits in vocabulary, spelling, and punctuation. These findings align with previous studies highlighting the effectiveness of AWE tools in enhancing writing skills (Rahimi et al.; Wang et al.). Additionally, insights from non-users highlight potential barriers to adoption. The findings suggest that integrating AWE tools into writing instruction whether as formal classroom resources or supplemental aids could improve students' writing proficiency. The study also emphasizes the importance of instructional strategies that help students interpret AWE feedback, while developing critical thinking and self-editing skills, as emphasized in recent literature (Li et al.).

**Key words:** writing skills, AWE, feedback, perceptions, EFL students

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## IMPACTO DE LESSON STUDY EN LA FORMACIÓN DOCENTE

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## Abstract

El presente estudio analiza el impacto de la metodología *Lesson Study* (LS) (Akiba et al.; Dudley; Wood and Cajkler) en la formación inicial del profesorado en Rennes, Francia, examinando la colaboración, la reflexión y la mejora continua de la enseñanza. A través de un enfoque mixto, se recopilieron datos mediante cuestionarios y análisis de debates en grupos de docentes en servicio que han realizado un ciclo de LS durante su período de prácticas en el INSPÉ de Bretagne. Los resultados indican que esta metodología de ingeniería cooperativa (*Lesson Study*) favorece el trabajo colaborativo, el desarrollo profesional y la implementación de estrategias inclusivas, permitiendo a los docentes adaptar sus prácticas a contextos educativos dinámicos y diversos. Además, aumenta la conciencia pedagógica y la capacidad de evaluar el impacto de las estrategias didácticas en el aprendizaje del alumnado. Sin embargo, la gestión del tiempo emergió como una barrera clave para su implementación efectiva. A pesar de esta limitación, la metodología LS se posiciona como una herramienta valiosa en la formación docente, fomentando una enseñanza más reflexiva y centrada en el aprendizaje del estudiante.

**Palabras clave:** *Lesson Study*, formación docente, trabajo cooperativo

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## CULTURAL MOTIVATION: A COMPARATIVE STUDY OF ITALIAN AS A SECOND LANGUAGE LEARNERS

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## Abstract

Language and culture are deeply connected (Byram). Cultural motivation plays a significant role in second language learning (Gómez-Parra and Salinas-Ranero). Learners who are culturally motivated seek to engage with the traditions, history, and social aspects of the target language. In contrast, others approach language learning with external goals, such as academic requirements. This study compares students of Italian as a second language who are culturally motivated with those who are extrinsically motivated. Participants responded to a questionnaire validated through a Delphi process, and the data was analyzed using Atlas.ti. The results highlight key differences in motivation and engagement between these two groups. Specifically, culturally motivated learners demonstrated higher levels of intrinsic interest in Italian culture, more frequent engagement with authentic materials, and greater persistence in language learning. Extrinsically motivated learners, while goal-oriented, showed less integration of cultural aspects in their learning process. These findings suggest that fostering cultural motivation could enhance the depth and sustainability of second language learning.

**Key words:** intercultural education, language learning, motivation, culture, media

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## **BILINGUAL EDUCATION: A PATHWAY TO UNDERSTANDING AND ACCEPTING OTHERNESS**

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### **Abstract**

Conducted within a large-scale research project 'Future of Bilingual Education' (FoBE - PID2021-127031OB-I00), which investigates students' perspectives on the expected usefulness of bilingual education (BE), this study explores the anticipated impact of bilingual education on the intercultural competence (IC) of students in their final year of Spanish Baccalaureate (2<sup>o</sup> Bachillerato). According to Byram's model of intercultural communicative competence, the relationship with otherness is a crucial aspect in the formation of the 'intercultural speaker'. The main goal of this study is to determine whether learners enrolled in BE programs expect to develop a deeper awareness of cultural diversity, increased empathy, and a more positive attitude toward cooperation with people from different cultural backgrounds as a result of their bilingual education. This quantitative study employs a validated, close-ended questionnaire designed within the FoBE project (Gómez-Parra and Espejo-Mohedano), focusing on empathy, adaptation to diverse contexts, and acceptance of the other. Statistical analyses were conducted to assess the extent to which bilingual learners anticipate stronger intercultural awareness and a more fully developed intercultural identity. The results obtained are expected to contribute to the ongoing debate on the effectiveness of BE and inform initiatives aimed at enhancing BE and promoting IC.

**Key words:** bilingual education, intercultural competence, Spanish Baccalaureate

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