



UCAM

UNIVERSIDAD CATÓLICA
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An abstract graphic design featuring a large, stylized letter 'A' in the center, surrounded by various words and symbols. The words include 'ZARZAS', 'UCAM', 'UNIVERSIDAD CATÓLICA DE MURCIA', 'II CONGRESO INTERNACIONAL', 'LINGÜÍSTICA, LITERATURA Y ESTUDIOS CULTURALES EN LENGUAS MODERNAS', and 'CONTEXTO DE ENSEÑANZA-APRENDIZAJE'. There are also drawings of insects like bees and flies, and other symbols like a leaf and a flower. The background is a textured, light gray color.

UCAM
UNIVERSIDAD CATÓLICA
DE MURCIA

II CONGRESO INTERNACIONAL
LINGÜÍSTICA, LITERATURA Y ESTUDIOS
CULTURALES EN LENGUAS MODERNAS
CONTEXTO DE ENSEÑANZA-APRENDIZAJE

10 y 11 de septiembre de 2014
Universidad Católica San Antonio de Murcia

ZARZAS

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PROGRAMA

Horas	Miércoles/Wednesday 10/09/2014 PANEL 1 Pabellón 5, aula 1 Building 5, room 1	Miércoles/Wednesday 10/09/2014 PANEL 2 Pabellón 5, aula 2 Building 5, room 2
9,00	INAUGURACIÓN Y ACREDITACIÓN/OPENING SESSION AND REGISTRATION	
9,30	Aldo Fresnada Ortiz - El género del debate como método para el ASL en relación con la Hipótesis del Output	Berta Guerrero Almagro - La poesía hispanoamericana en la adquisición del español, un puente rítmico e intercultural
10,00	M ^a Teresa Martínez García - Processing Verbal Inflection in Native and Non-Native Spanish	Francisco Javier Sánchez-Verdejo Pérez - El vampiro: simbiosis y superación de los conceptos de dualidad y mitología
10,30	PAUSA CAFÉ/COFFEE BREAK	
11,00	Ana Cristina Chirilă Șerban - Learning about Illocutionary Value Transfer in Translation	Antonio Miralles Pérez - Mowgli's Story in Rudyard Kipling's The Jungle Book (1894): A children's classic for Spanish teachers of English for Primary Education pupils
11,30	Ariel Sorensen - Doing Language Classroom Observations Right	Souhila Boukhilifa - A Holistic Approach to Enhance Students' Linguistic and Cultural Competences in an English Literature Classroom
12,00	Laura Torres Zúñiga y Carmen Aguilera Carnero - Teaching Pragmatics through sitcoms	Nabila Naimi - Creating an Affective Literature Learning Environment: Suggestive Strategies for a Warming Literature Classroom
12,30	CONFERENCIANTE PLENARIO/PLENARY SPEAKER – José Carlos Perifián Pascual: Automatic term extraction for the development of domain-specific lexica SALA CAPITULAR – EDIFICIO DEL MONASTERIO / MONASTERY	
	COMIDA/LUNCH	
15,00	Mario Cortés Monroy y Catalina Jaramillo Garcés - L'acquisition d'une langue étrangère comme un moyen pour développer le processus cognitif de l'inférence	Margarita Navarro Pérez - Television Comedy as the Ideal Tool for the Teaching of English Culture
15,30	Paula Cifuentes Pérez - Las competencias del grado en Traducción e Interpretación: la visión de los egresados	M ^a Isabel Escalona Fernández - Teaching Linguistics from literary texts (language contact situations)
16,00	Purificación Meseguer Cutillas - Acercando la profesión al alumno: selección de materiales para el aula de traducción	Isabel María García Conesa y Antonio Daniel Juan Rubio - El uso de la literatura infantil para enseñar habilidades sociales a los niños



16,30		PAUSA CAFÉ/COFFEE BREAK	
17,00	CONFERENCIANTE PLENARIO - Antonio Ballesteros González: 'A style of scrupulous meanness': una aproximación pedagógica a la enseñanza de 'The Dead', de James Joyce, en el aula universitaria	SALA CAPITULAR – EDIFICIO DEL MONASTERIO / MONASTERY	
18,00	Ana Andújar Soto, Beatriz Cortina Pérez y María Tormel Abellán - Análisis de las metodologías para la enseñanza del inglés desde la perspectiva del infante	Antonio José de Vicente Yagüe Jara e Isabel María Nieto Castoñón - Enseñanza y aprendizaje del francés como lengua extranjera a través de la práctica metódica de la traducción. Ejemplos de un ejercicio práctico de traducción de un texto literario: "L'innocence protégée du Ciel" (Soirées de mélancoïie, 1777) de Loaisel de Tréogat	
18,30	Thomas Schmidt y Gema Alcaraz Mármol - Un estudio cualitativo sobre la importancia de aprender segundas lenguas según la valoración de jóvenes españoles.	Clara López Salinas - Taller de dobleje para la adquisición del acento, la entonación y el ritmo de una LE	
Horas	Jueves/Thursday 11/09/2014	Jueves/Thursday 11/09/2014	
	PANEL 1	PANEL 2	
	Pabellón 5, aula 1	Pabellón 5, aula 2	
	Building 5, room 1	Building 5, room 2	
9,30	Jorge Soto Almela - Actividades de mediación en el aula de Inglés comercial	Ana Sevilla Pavón - Examining Collective Authorship in Collaborative Writing Tasks through Digital Storytelling	
10,00	Giuseppe Trovato - Nuevas perspectivas sobre el desarrollo de la competencia mediadora como complemento de la competencia lingüística y comunicativa en el marco de la enseñanza del español como LE/L2	Alicia San Mateo Valdehito - Una herramienta imprescindible en el desarrollo de la expresión escrita del estudiante de L2: CorrectMe, un nuevo corrector ortográfico y gramatical de español basado en análisis estadísticos	
10,30	PAUSA CAFÉ/COFFEE BREAK		
11,00	Andrés Canga Alonso - Productive Vocabulary Knowledge of Spanish Secondary School Students in CLIL and Non-CLIL Instruction	Justyna Leśniewska - Prefabricated language and the use of articles in L2 English	
11,30	Nausica Marcos Miguel - Vocabulary Research: Theory Meets the Textbook	Junya Morita - Morphological Study and its Implications for Language Education	

12,00	François Pichette - L2 Vocabulary Acquisition from a Writing Task: Cued vs. Free Recall	José Manuel Giménez García - Lingüística, Cultura, Español coloquial: tres eran tres las hijas de un corpus de conversaciones	
12,30	CONFERENCIANTE PLENARIO - James Milton: Investigating the dimensions of vocabulary knowledge: using category generation tasks to measure productive vocabulary knowledge	SALA CAPITULAR – EDIFICIO DEL MONASTERIO / MONASTERY	
COMIDA/LUNCH			
15,00	Thomas Schmidt, Raquel Galán Sabater y Ángela Almela Sánchez-La Fuente - Analysis of the systematization of the English tempus system according to Reichenbach and its application in teaching English as a foreign language	Clara Pallejá López - ¿Rectificación o marketing? El reciente giro de la factoría Disney hacia los valores femeninos políticamente correctos	
15,30	Carmen Miranda y Belén Moreno Fernández - Effects of error correction and reformulation on noticing and uptake in individual and collaborative writing conditions	Ricardo Marín Ruiz - Politics and the English Language de G. Orwell y su proyección actual en el lenguaje de la crónica política en la prensa en Lengua inglesa: algunas aplicaciones didácticas	
16,00	Imelda Brady - Fostering L2 Motivation in the EFL Classroom: My L2 selves and I	Pavel Reich - Exploring the Potential of Integrating George Orwell's Language Theories into English Courses Designed for Students of Political Science	
16,30	PAUSA CAFÉ/COFFEE BREAK		
17h00	Raquel Galán Sabater - Evaluation of didactic materials: tools for the assessment of secondary education textbooks regarding teaching writing	José Manuel Corroído Ródenas - Three Tales of Sherlock Holmes: How to Use Them to Teach English to Intermediate and Upper-Intermediate Students	
17h30	Vicente Beltrán Palanques - Teaching and assessing learners' pragmatic competence in the instructed setting: A focus on apology moves	Ángel Galdón Rodríguez - Bilingual Letter Interchange Between Educational Centres in the United States of America and Spain: an Experience	
18h00	M ^a Belén Moreno Fernández - Multiple Intelligences in the English Foreign Language Classroom	Pablo Ruano San Segundo - A Corpus-Based Approach to Teaching Discourse Presentation Strategies: A Case Study	
18h30	Maria Mondéjar Fuster y Katarzyna Anna Nowak - Propuesta didáctica para la enseñanza del léxico en la prensa femenina	Marí Cruz Palomares Marín y Andrés Montaner Bueno - Presencia del mito de Eros y Psique en la narración maravillosa. Análisis comparativo de versiones procedentes de diferentes culturas de <i>La Bella y el Bestia</i>	
19h00	Aqim Ismail Ilyas - Tutoring versus Lecturing in Blended Studies: Hindrances & Solutions	Beatriz Marañón Sánchez - El papel de la traducción audiovisual en la enseñanza del inglés conversacional	

MSS to explore L2 learning motivation in third level students in the Region of Murcia, this presentation posits the ways that L2 practitioners can foster student motivation in the EFL classroom. The possibilities of use of positive mental imagery as proposed by Dörnyei & Chan (2013) is discussed as well as the motivational variable of international posture (Yashima, 2000, 2002) and imagined English speaking target communities (Kanno & Norton, 2003) in the development of EFL learner identities. This latter variable presents a less restricted alternative to the traditional concept of the integrative motive (e.g Gardner, 1985), and facilitates a more flexible and globalised approach to English speaking cultures and matters of identity for learners (and teachers) of English as a L2.

Productive Vocabulary Knowledge of Spanish Secondary School Students in CLIL and non-CLIL Instruction

Andrés Canga Alonso
Universidad de La Rioja

One of the key factors of L2 learning is the number of words learners know (Nation 2001; Daffler, van Hout and Treffers-Daller 2003, Morris and Cobb 2004, Milton 2009). In recent decades CLIL programmes (Daltou-Puffer 2007, 2008; Coyle, Hood and Marsh 2010; Ruiz de Zarobe, Gallardo del Puerto and Sierra 2011) have struggled to improve students' lexical and pragmatic competences by teaching a content subject through English. However due to the novelty of these programmes in Spain, there is a paucity of research regarding the productive vocabulary size of learners involved in Content and Language Integrated Learning (CLIL) programmes and traditional non-CLIL instruction at the end of Spanish compulsory education. In the light of this lack of research, the present paper aims at investigating: (i) the productive vocabulary knowledge of 101 10th grade (4th ESO) EFL Spanish students from two secondary schools located in the north of Spain in two different types of instruction CLIL and non-CLIL, and (ii) relate participants' productive vocabulary size to their ability to understand written and spoken discourse in English (Laufer 1992; Adolphs and Schmitt 2004). We used the parallel version (version A+ version C) of the Productive Vocabulary Levels Test (PVLTL) (Laufer and Nation 1995, 1999) as the instrument to measure students' productive vocabulary knowledge. Our results reveal that (i) our CLIL sample obtained significantly better results than their non-CLIL partners, and (ii) our students' productive vocabulary size is below 1,000 words, which implies that both groups of students may find it difficult to understand spoken and written discourse in English.

Learning about Illocutionary Value Transfer in Translation

Ana Cristina Chirilă Șerban
Stefan cel Mare University of Suceava

At the core of this presentation stands the thesis that learning about languages, and, mostly, learning about "languages in use" is, inevitably, investigating the various practices of translation. Among these practices, Drama Translation stands out as a particularly useful field of analysis for *active discourse*, in a comparative approach. In this particular sub-domain, the object of translation is not the word itself but a complex semiotic system (a polyphonic macro-unit of communication, called

performance) integrating the dramatic text as a signifying unit. Due to the semiotic co-functionality of theatre communication, dramatic dialogue is described by a fundamental *deictic orientation* and a *performative, proaiectic* aspect, in the sense that words build up dramatic action. As Elam (1980: 157) notices, the speech event is, in its own right, the chief form of interaction in the drama, while dramatic discourse is a "network of complementary and conflicting illocutions and perlocutions" (1980: 159).

Moreover, while demonstrating the specific mimetic traits of created oral discourse (non-oral spoken discourse), dramatic dialogue presents conversational features which prove challenging in the exercise of translation. To prove the case, we investigate strategies and techniques involved in transferring speech acts from one play to another. We relate to versions of *A Streetcar Named Desire* and *The Glass Menagerie*, by Tennessee Williams, a playwright who combined naturalist and expressionist techniques in an approach described as "poetic realism". In the corpus, expressive writing techniques confer a high degree of spontaneity and naturalness to character discourse, requiring an activation of various translational strategies in order to achieve pragmatic equivalence.

Translation, in this perspective, is shown to be more than linguistic correspondence: it becomes the process whereby functional equivalence is to be achieved by a relevant rendering of the illocutionary value of source text utterances, thus, relating to a complex transfer of conversational mechanisms. The process involves:

- the danger of inappropriate perceptions of the source speech act value (the case of some ritualistic performatives or indirect acts taken for direct acts: "What do you know?");
 - the challenge of rendering and compensating for source language structural variety (the case of direct syntactic exclamatory structures or that of performatives in English, requiring rendering by indirect structures in other languages);
 - the inevitable entrophy in rendering cultural presuppositions while preserving illocutionary force in utterances ("All quiet on the Potomac?").
- Going beyond elusive prescriptive approaches, such as the theory of "performativity" (Bassnett, 1991, 2011) in drama translation, we relate theatre translation to principles of *pragmatic and relevant equivalence*, thus proving the case of a dynamic communicative approach to literary translation, in general.

Las competencias del Grado en Traducción e Interpretación: la visión de los egresados

Paula Cifuentes Pérez
Universidad de Murcia

Según lo establecido en los Reales Decretos 861/2010 y 534/2013 de 12 de julio, los títulos de Grado y de Máster deben renovar su acreditación por parte de la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA). Una de las cuestiones que emerge dentro de este marco es la necesidad de revisar, reestructurar y reformular las competencias generales y específicas del título de cara a su próxima modificación una vez que los títulos se acrediten. El presente trabajo se propone arrojar luz sobre qué competencias generales y específicas del Grado en Traducción e Interpretación (TeI) de la Universidad de Murcia se adquirieron a lo largo de los cuatro años del plan de estudios. Con tal fin en mente se ha llevado a cabo una encuesta online en la que egresados de