Extended Abstracts
Editors
Dr. Milagros Torrado Cespón, Universidad Internacional de La Rioja.
Dr. José María Díaz Lage, Universidad Internacional de La Rioja.


Coordinators
J. Lachlan Mackenzie
María de los Ángeles Gómez González
Elsa González Álvarez
Susana Doval Suárez
Secretaries
Noemí Pereira Ares
Cristina Lastres López
Other Members
Milagros Torrado Cespón
José María Díaz Lage
Santiago Resúa Muñiz

This work was supported by

IWoDA’16 has been organised within the framework of the following research project and ERC Consolidator Grant.
- The Construction of Discourse as Social Interaction (Ref. FFI2013-40517-P), Principal Investigator: María de los Ángeles Gómez González. SCIMITAR.
- Consolidación e estruturación 2015 "Discurso e identidade D&I" (Ref. GRC GI-1924), Coordinator: Laura Lojo Rodríguez. DISCOURSE & IDENTITY

Preface

This volume is divided into two main parts. The first part consists of the plenary speakers’ abstracts and biographical notes. The second part contains the extended abstracts of the presenters.

On behalf of the Organizing Committee of IWoDA’16, we would like to take this opportunity to express our sincere gratitude to all authors for providing their valuable work.

Dr. Milagros Torrado Cespón

Dr. José María Díaz Lage
# Table of contents

**Plenary Speakers** .................................................................................................................. 1

*How to express evaluation without stance: Informational persuasion on the web*, Douglas Biber ................................................................................................................................. 2

*On the borrowing of English discourse markers into Texas German and Texas Spanish*, Hans Boas ................................................................................................................................. 4

*Evaluation and subjectivity in the round: From lexis to discourse*, Maite Taboada .................. 6

*Thematic parentheticals and discourse competence*, Mike Hannay, VU University Amsterdam; María de los Ángeles Gómez González, University of Santiago de Compostela. 8

**Extended abstracts** .................................................................................................................. 13

*Discourse relations across discourse genres: Degrees of overtness in argumentative and narrative texts*, Anita Fetzer, University of Augsburg ...................................................................................... 14

*Adverbials and discourse markers. A case study of time / contrast homographic language units*, Anna Kisiel, KU Leuven ...................................................................................................... 18

*Reversible DM sequences and the functional structure of the clause periphery*, Arne Lohmann, Heinrich-Heine-University Düsseldorf; and Christian Koops, University of New Mexico ................................................................................................................................. 24

*Some updates in the Coruña Corpus: new samples, new concepts*, Begoña Crespo, Isabel Moskowich, Leida Maria Monaco, Luis Puente-Castelo, University of A Coruña .................. 27

*Not Just Pumping Iron: Face in Exercise Discourse*, Boris Yelin, Purdue University ............ 31

*The relative power of negativity: the influence of language intensity on perceived strength*, Dr. Christine Liebrecht, Tilburg University; Dr. Lettica Hustinx, Radboud University Nijmegen; Prof. Dr. Margot van Mulken, Radboud University Nijmegen ................................................................................................................................. 34

*Algerian Arabic and French Code switching as a linguistic strategy in Algerian Manga*, Dalila Belhassena, University of Science and Technology Mohamed Boudiaf (USTO-MB) 39

*Constructing the image of Venice and the use of discourse markers in websites and digital travel guidebooks in English*, Daniela Cesiri, “Ca’ Foscari” University of Venice ................................................................. 42

*More than laughs: evaluation and opinion building in humorous Presidential discourse from Reagan to Obama*, David Ferrer-Revull, National Distance Education University of Spain 45

*From narrative style to language structure: Inter- and intra-typological variation in the expression of motion*, Wojciech Lewandowski, University of Copenhagen .............................................................................. 48

*Women identities in the cover of Cosmopolitan: A systemic-functional approach to multimodal analysis*, María Aloy Mayo, University of Valencia .............................................................................. 51

*Creating and evaluating a polarity-balanced corpus for Basque sentiment analysis*, Jon Alkorta, Koldo Gojenola, Mikel Iruskieta, IXA Group, University of the Basque Country .. 54

*The herbal tea promotional text in English and Spanish: the role of evaluation in engaging with customers’ emotions*, María Pérez Blanco, Complutense University of Madrid; Marlén Izquierdo, University of the Basque Country ...................................................................................... 59

*Tracing the development of intercultural competence in telecollaborative discourse: An analysis of evaluative language in email exchanges*, Margarita Vinagre, Universidad Autónoma de Madrid; Avelino Corral, Universidad Autónoma de Madrid .......... 63
Interactivity in educational TV shows for children: an exploratory study, Francesca Coccetta, Ca’ Foscari University of Venice

The construction of authoritative voice in science dissemination discourse in English: readers’ perception of explicit citation vs implicit attribution, Izaskun Elorza, University of Salamanca

Appraisal and literary analysis: a feasible synergy?, Joaquín Primo-Pacheco, University of Valencia

Contrastive annotation of interpersonal discourse markers in English and Spanish journalistic texts, Julia Lavid, Lara Moratón, Complutense University of Madrid

Discourse analysis of the translation into Russian of the Croatian children’s classic ‘The Strange Adventures of Hlapich the Apprentice’, Katarina Aladrović Slovaček, University of Zagreb

Emotion and appraisal processes in language: How are they related?, Laura Alba-Juez, National Distance Education University of Spain

Do discourse markers reflect TV relationships in Anglophone cultures? A case study of American English, Magdaléna Bilá, Alena Kačmárová, Prešov University

Empathy vs. engagement: a storyworld possible selves approach to narrative discourse. M. Ángeles Martínez, Complutense University of Madrid

Communication strategy use by Spanish speakers of English in formal and informal speech, Margot van Mulken, Radboud University; Mirjam Ernestus, Radboud University; Huib Kouwenhoven, Quintiq

“Mhm, ... okay so u:h, maybe we should start with this topic” – Conversation starts in English as a Lingua Franca (ELF) Skype talks, Marie-Louise Brunner, Saarland University; Stefan Diemer, Saarland University

Exploiting Discourse Variety in New Textual Genres for Automatic Document Planning, Marta Vicente, University of Alicante

Discourse markers of enunciative responsibility in Portuguese stand-up comedy, Milana Morozova, NOVA University of Lisbon

Explicit and implicit citation practices in the Spanish press: constructing authority in the dissemination of science, Miriam Pérez-Veneros, University of Salamanca

How figurative language may hamper communication between experts and lay people: the use of the words source and sink in IPCC’s 5th Assessment Report, Pierre Lejeune, University of Lisbon

The role of metonymic character depictions in the organization of picture books intended for 0-9 year-old children. A multimodal approach, A. Jesús Moya-Guijarro, José María González-Lanza and Mª Jesús Pinar Sanz, University of Castilla-La Mancha

Re-articulating critical awareness about racism in public discourse: changing one’s mind on the Black Pete debates in the Netherlands, Jan Zienkowski, Institute for Culture and Society / University of Navarra

A Corpus-Based Analysis of Charles Dickens’s Use of Reporting Verbs, Pablo Ruano, Universidad de Extremadura

The Construction of Parenthood in Vlogs and Blogs, Carmen Santamaría-García, University of Alcalá
The analysis of ultranationalist discourse in *This Is England*, J. Rubén Valdés Miyares, University of Oviedo .................................................................................................................. 131

Delineating the subjectivity of coherence-error intuitions: an application of Rhetorical Structure Theory to identify coherence errors in an English learner corpus, Sophia Skoufaki, University of Essex .................................................................................................................. 135

The beasts: zoomorphism in the selected Indian cartoons on the Bangladeshi Liberation Struggle 1971, Tiyasha Sengupta, ISK, Syddansk University ...................................................... 140

Turn-initial na ‘that’ in Mandarin conversation, Ying Yang, University of California, Los Angeles .................................................................................................................. 144
Interactivity in educational TV shows for children: an exploratory study, Francesca Coccetta, Ca’ Foscari University of Venice

Educational TV shows for children are designed with educational and prosocial purposes in mind and in their production producers draw on Sociocultural Theory which, *inter alia*, holds that children’s learning is primarily dialogical and co-constructed through the interaction with an adult (Wertsch, 1991). These shows follow a similar format where TV characters have to deal with a problem and encourage the viewers to actively engage in its solution. Research (e.g. Kirkorian, Wartella, & Anderson, 2008; Tizard & Hughes, 2008) has demonstrated that preschoolers benefit from these shows because the presentation of problem-solving situations and the direct interaction between the TV characters and the viewers stimulate the development of the latters’ basic skills in literacy and mathematics as well as their social skills.

In the field of education, educational TV shows have been studied extensively as exemplified by Fisch (2004), and research has contributed to the improvement of existing as well as future TV series from a pedagogical perspective (Fisch, 2005). On the contrary, they seem to have attracted scant attention among discourse analysts. Yet, these shows need to be studied from a discourse analysis perspective, particularly a multimodal one (Jones, 2013), to better understand how they function. Given their great impact on children, it is important for researchers in the field of education and in that of multimodal discourse analysis to join forces to help TV producers make educational TV shows even more effective.

The present study adopts a multimodal approach to the analysis of educational TV shows for children to shed some light on the discourse characteristics of this genre. In particular, it investigates their discourse structure, the nature of interaction between the TV characters and the viewers, and the role of the various semiotic resources used in the episodes (e.g. language, gaze, gestures, actions and sound) in the creation of their meaning. Considering the exploratory nature of the study and the fact that in educational TV shows all episodes follow a similar format, the analysis focuses on one
single episode of three famous shows among children, namely *Mickey Mouse Clubhouse, Jake and the Never Land Pirates* and *Dora the Explorer*.

The analysis adopts and adapts theoretical frameworks and analytical approaches taken from discourse analysis traditions modelled on Halliday’s theory of language: 1) Sinclair and Coulthard’s (1975) model of classroom interaction; 2) Kress and van Leeuwen’s (2006) framework for visual analysis; and 3) Baldry and Thibault’s (2006) tools for multimedia analysis. Their integration will contribute to a better understanding of the *Educational TV Show for Children* genre as exemplified in the three episodes selected for the study.

Given their educational goals, it is reasonable to assume that these shows conform to the typical structure of classroom interaction as described by Sinclair and Coulthard (1975). In the 1970s, they analysed the organization of classroom discourse in English primary schools and from their data it emerged that classroom discourse was characterised by the high frequency of exchanges consisting of the following moves: (teacher’s) initiation ^ (pupil’s) response ^ (teacher’s) follow-up. The study revealed a teacher-centred classroom setting where pupils had no opportunity to initiate an exchange. This type of interaction is somewhat similar to the one-way communication flow that characterises educational TV shows. What needs to be investigated is the extent to which they conform to Sinclair and Coulthard’s (1975) model.

Considering the multimodal nature of educational TV shows, their analysis needs to go beyond language and take into account all the semiotic resources these shows rely upon as well as the way in which they are combined to address children and enable the TV characters to interact with them thus enhancing their learning. The analysis presented in this study draws on Kress and van Leeuwen’s (2006) grammar of visual design and Baldry and Thibault’s (2006) tools, which have been successfully applied to the analysis of a wide variety of multimedia discourse genres, including animations (see Coccetta, 2012 for an example).

This study represents a first step towards the understanding of how discourse, and interactivity in particular, is constructed in educational TV shows for children. For children, the discourse constructed in these shows forms an important site within which
their learning is enhanced. Therefore, further discourse-oriented studies should be carried out to complement the extensive research that has already been carried out in the field of education.

References


Coccetta, F. (2012). Climate change websites and web film annotation: Applying web tools and techniques developed in the Living Knowledge Project. In M. Cambria, C. Arizzi, & F. Coccetta (Eds.), Web genres and web tools. With contributions from The Living Knowledge Project (pp. 295-320). Como-Pavia: IBIS.


