Abstracts

JORNADAS DE FILOLOGÍAS INGLESA Y ALEMANA

LIBRO DE RESÚMENES

In Memoriam
Prof. Juan de Dios
Torralbo Caballero

Atlas Nocturna de Gómez Losada
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UNIVERSIDAD D CÓRDOBA

FACULTAD DE FILOSOFÍA Y LETRAS

JORNADAS
FILOLOGÍAS INGLESA Y ALEMANA

Organiza:
Departamento de
Filologías inglesa y
alemana de la Universidad
de Córdoba

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PANEL DE LITERATURA
(9.30-11.00 · Aula Magna)

Homenaje al Prof. Juan de Dios Torralbo Caballero

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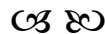
The Right to Speak Our Minds: Aphra Behn, the First Professional Female Writer in England

Profa. Pilar Botías Domínguez
Universidad de Córdoba
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Aphra Behn, a woman who lived in the second part of the seventeenth century, was a playwright, writer of fiction, poet, translator, and a spy for Charles II. This talk aims to provide an overview of the 'novelty' in Aphra Behn's writing for she is part of the origins of the English novel. She spoke her mind on issues such as patriarchy, sexuality, or pleasure. She questioned current conventions and provided her own perspective, a female one. This introduction to Aphra Behn is inspired by the work of Professor Juan de Dios Torralbo Caballero who was passionate about this author and who taught her writing with profound fervour. His several publications also contribute to Aphra Behn's recognition as a major figure in English literature and how she paved the way for the inclusion of women as equals in the literary world. As Virginia Woolf puts it in *A Room of One's Own*: ''All women together ought to let flowers fall upon the tomb of Aphra Behn, for it was she who earned them the right to speak their minds''.

Sexual Knowledge and Fallen Women in the Novels of Jane Austen and Henry James

Profa. María Valero Redondo
Universidad de Córdoba
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The aim of this paper is to examine the subtle portrayal of implicit sexuality in some of the novels of Jane Austen and Henry James, focusing on the archetype of the sexually knowledgeable and potentially subversive young woman. The analysis draws on J. Hillis

Miller's statement that in James's novels "the sex act is the unspeakable, the unpresentable" (2005: 126), which can also be applied to Jane Austen's novels, where sex always appears as a kind of blankness. Hence, through a detailed analysis of characters such as Lydia Bennet and Mary Crawford in Austen's *Pride and Prejudice* and *Mansfield Park*, together with Nanda Brookeham in James's *The Awkward Age*, the paper shows how these authors include sexual innuendoes, allusions, and symbolism within their narratives to expose and subvert the implicit social norms of propriety and sexual ignorance expected of young unmarried women in both the Regency period and the English fin the siècle. The paper concludes that these subversives and fallen women, often marginalized, are essential in advancing the narrative towards successful courtship and marriage, highlighting the essential role of the fallen woman in challenging and ultimately fulfilling the traditional courtship and marriage pattern in their narratives.

A Novel by Valera: Occasion and Promise of Comparative Literature

Prof. Julián Jiménez Heffernan
Universidad de Córdoba

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Episode 18 of James Joyce's *Ulysses* features Molly Bloom as a modern Penelope, at bed, reminiscent, sensual, turning over lost hopes, revisiting frustrations. This final episode is full of obscure topical references to Gibraltar and Dublin, the two geographical sites that marked her life. The first set of references captures the stirring atmosphere of turn-of-the-century Andalusia. One allusion in particular to "a novel by Valera" immediately catches our attention. Surprisingly, the editorial industry of Joycean scholarship has done little to clarify it. Valera is cursorily identified as "Juan Valera Y [sic] Alcalá Galiano (1824-1905), a Spanish novelist , poet, scholar, politician and novelist" (Don Gifford, *Ulysses Annotated*, 1988; Jeri Johnson, *Ulysses*; the 1922 Text, Oxford UP, 1998), but nothing is said about the novel. In this paper, I want to argue that the novel—the last novel evoked inside a novel, Ulysses, which is admittedly the novel—is *Pepita Jiménez* (1874), translated into English as early as 1886 (P.F. Collier & Son, New York). The prospect that Joyce may have read this translation is therefore not completely negligible. Taking this possibility as a starting hypothesis, the task of comparative literature is to explore its rationale, congruence, and reach.

PANEL DE LINGÜÍSTICA APLICADA

(9:30-11.00 · Aula XII)

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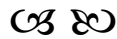
The Dynamism of Being Bilingual: Investigating the Syntax-Discourse Interface in L1 Spanish-L2 English Adult Bilinguals

Profa. Teresa Quesada Calvo de Mora
Universidad de Córdoba

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Two key concerns in Second Language Acquisition (SLA) are (i) how adult bilinguals acquire their L2, and (ii) how their two languages coexist and interact in a bidirectional manner: L1⟶L2 and L2⟶L1, being the latter known as attrition (Schmid, 2010; Schmid & Köpke, 2017). Interestingly, such interaction seems to be more problematic when dealing with phenomena that involve two interfaces (Román & Gómez-Gómez, 2022). More specifically, the integration of syntactic and discursive information with referential expressions (REs) is a problematic area for bilinguals (Sorace, 2011).

An ideal testing ground to investigate L1/L2 interaction is the production and processing of REs like null/overt pronominal subjects and repeated noun phrases (RNPs). In null-subject languages like Spanish, null pronouns are the privileged topic-continuity markers, irrespective of their syntactic configuration (1a), whereas overt pronouns would be pragmatically redundant. In non-null subject languages like English, topic-continuity is marked via overt pronouns in all syntactic configurations, though null pronouns are allowed in coordination only (1b) (Quesada & Lozano, 2020). Thus, an interesting question is whether L1 Spanish-L2 English bilinguals' long exposure to the L2 would imply (i) native-like competence of REs in their L2; but (ii) modification of their L1 by tolerating pragmatically redundant overt pronouns in topic-continuity (i.e., #Ella in (1a)).

(1)   a.Lucía$_i$ interrumpió a Pedro$_j$ durante la reunión Ø$_i$ y discutió enérgicamente. Ø$_i$/#Ella$_i$ no estaba de acuerdo con su idea.

b. Lucy$_i$ interrupted Peter$_j$ during the meeting and Ø$_i$ argued strongly. She$_i$ did not agree with his idea.

In this presentation, we focus on two studies investigating the production and processing of REs in L1 Spanish-L2 English adult bilinguals using corpus-based and experimental (i.e., self-paced reading task) methods. We show that the acquisition of REs in L1 Spanish-L2 English bilinguals is developmental since bilinguals start producing redundant REs in their L2 (i.e., more explicit REs than required), but native-like competence is achieved at very-advanced levels. Crucially, long exposure to their L2 English also entails changes in the processing of REs in their L1 Spanish. In particular,

there is no difference in the processing of null and over pronouns in sentences like (1a), where shorter reading times for null pronouns are expected.

These results provide a valuable contribution to the field of SLA since we show that native-like competence at the syntax-discourse interface is achievable (despite being a problematic area in language acquisition). Interestingly, L2 native-like competence also implies changes in the L1, which contributes to the well-known phenomenon of attrition. This ultimately reflects that there is no single term or state to define a bilingual; instead, bilingualism entails a dynamic and changing process.

Materials Development for CLIL: Key Considerations

Profa. Cynthia Pimentel Velázquez
Universidad de Córdoba
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The importance of materials for CLIL has been highlighted by several authors (Mehisto et al., 2008), as a fundamental element in the classroom, therefore, it is of special relevance to reflect on the methodological principles that should be taken into account for their elaboration and development since in CLIL contexts such materials should ensure the learning of language, content and literacy. This talk reflects on these basic principles, especially the inclusion of cognitive discourse functions (Dalton-Puffer, 2013) and textual genres in the materials, and presents a rubric that can be useful for secondary education teachers for the development or adaptation of their teaching materials.

The Language of Adventure Tourism and the DicoAdventure Project: Some Findings and Future Work

Profa. Isabel Durán Muñoz
Profa. Eva Lucía Jiménez Navarro
Universidad de Córdoba
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The main goal of the DicoAdventure project (UCO-1380857F) was the design and development of a flexible and comprehensive bilingual e-resource (English, Spanish), named DicoAdventure (http://olst.ling.umontreal.ca/dicoadventure/), which facilitates the acquisition of specialised knowledge based on semantic frames in a user-friendly and intuitive way.

Its results bring benefits to different fields: on the one hand, it provides satisfactory results around the terminology of adventure tourism, since there is neither integrated nor contrastive research related to the study of this terminology. On the other hand, this research helps the terminological field in two aspects mainly: with a novel methodological proposal for the study of the terminology of this specialised domain in the two working languages (English-Spanish) and with the terminological resource DicoAdventure itself, whose macro and microstructure can serve as an example for future resources in this or other specialised fields.

In this presentation, we depict the main output of the project: the DicoAdventure resource, along with some other relevant findings about different linguistic aspects, as well as some future work that will enrich and complement the goals achieved at this stage.

¿Existen problemas de igualdad e inclusión en los programas de enseñanza bilingüe?

Prof. Víctor Pavón Vázquez
Universidad de Córdoba
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En los últimos años han aparecido voces críticas alertando de la posibilidad de que los programas de enseñanza bilingüe produzcan diferencias entre el alumnado, favoreciendo a los que se encuentran mejor preparados y dejando de lado a los que no lo están. Frente esta corriente de opinión, otros expertos niegan que las diferencias en el aprendizaje estén causadas o se vean incrementadas por este tipo de programas. Ante esta disparidad de opiniones, a menudo enfrentadas en el ámbito de la investigación educativa, y con el objeto valorar de forma más certera el alcance de estos posibles problemas, creemos que puede ser muy útil contar con el conocimiento de primera mano de los profesores que imparten docencia en este tipo de programas. Con este fin, se analizaron las respuestas de 376 profesores de todas las regiones monolingües de España para conocer su percepción sobre si los programas bilingües fomentan la segregación y la desatención de los alumnos desfavorecidos. Los resultados de este análisis muestran que existen claras diferencias en las percepciones de los profesores, pero al mismo tiempo indican que estos poseen una clara conciencia de las medidas que deben tomarse para evitar que surjan estos posibles problemas.

PANEL DE FILOLOGÍA ALEMANA

(9.30-10.30 · Aula X)

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Aprender a través de la literatura: la importancia cultural en la enseñanza de idiomas

Profa. Ricarda Hirte
Universidad de Córdoba
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Cuando se estudia un idioma, se realiza además un estudio cultural, es decir mientras se aprende el idioma uno se sumerge en un espacio cultural. De este modo se puede decir que la adquisición idiomática es *Kulturarbeit* (trabajo cultural). Entonces se plantea la siguiente pregunta: ¿Por qué en los cursos de idiomas se excluyen textos literarios, que a su vez son el espejo de una cultura? La literatura enseña costumbres y tradiciones; acerca la historia que está atada a este idioma; narra el pensamiento de este grupo de hablantes y mucho más. La literatura incentiva a veces revoluciones, como hizo Büchner, pero sin conocer el *Zeitgeist* no se puede entender su obra; ella también puede dar el primer paso para nuevos géneros como la literatura fantástica, que comenzó E.T.A. Hoffmann con su *Schauerroman*. La literatura es como el crisol donde se concentra todo lo que caracteriza a un idioma y sus hablantes, y es un continuo cambio y crecimiento.

A través de ejemplos de distintos géneros y épocas que abordan tanto Goethe como Büchner, Hoffmann y Kafka se pretende demostrar la importancia de estos textos para despertar el interés del estudio idiomático.

La declinación en la lengua alemana: ¿bestia negra o espejismo?

Prof. Kurt Rüdinger
Universidad de Córdoba
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"Deutsche Sprache – schwere Sprache!" – "¡Qué difícil es el alemán!" – semejantes veredictos suelen basarse sobre todo en la percepción de un fenómeno casi desaparecido en otros idiomas modernos occidentales (español, inglés, francés, etc.): la dichosa declinación del grupo nominal. Parece que la mera mención del término "declinación" provoca náuseas en cualquiera que la tiene que enseñar/estudiar, despertando en su caso traumáticos recuerdos de clases de latín y/o griego a nivel de

instituto. ¿Pero realmente es tan gran cosa, como nos insinúan *unisono* gramáticas y gramátic@s, tanto en el ámbito nativo como en el de alemán como lengua extranjera?

Intentaremos poner algo de orden en este complejo aparentemente monstruoso e indomable. A través de algunos ejemplos paradigmáticos pretendemos trazar un acceso más fácil y coherente a la descripción y aplicación de dicho fenómeno.

CONFERENCIA PLENARIA

(11.00-12.00 - Aula Magna)

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'Having the Spanyard our comon ennemie': Muslims & Spanish Catholics in Early Modern English Drama

Prof. Jesús López-Peláez Casellas
Universidad de Jaén

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All through the early modern period Tudor and Stuart England became increasingly involved in various kinds of processes intending to create and foster an (English) identity. This identity was predicated in opposition to two kinds of enemies: external foes and enemies within, and they were opposed because of differences that –today- we identify as mostly religious, political and ethnic. Inevitably, the mechanism devised to establish the boundaries separating 'us' from 'them' eventually produced and alienated not one but various Others, which made their way into different cultural artefacts of the period, like poems, plays, travel narratives, sermons and emblems. This lecture will focus on two simultaneously external and domestic enemies of a special relevance and visibility in early modern England: the (Spanish) Catholic and the Muslim Others. To that end, three plays will be examined in some depth, trying to uncover their links with these processes and with these two enemies, at home and abroad, namely: Thomas Dekker et al's *Lust's Dominion* (ca. 1598-1600), William Shakespeare's *Othello* (ca. 1603), and William Rowley's *All's Lost by Lust* (ca. 1633). These works will be examined in their ethnic, political, and religious dimension in order to show the various ways in which early modern England built an identity that was largely based on exclusion and prejudice.

Keywords: Early modern ethnicity, Catholicism, Islam, drama, *Othello*, *Lust's Dominion*, *All's Lost by Lust*

PANELES PARALELOS 2

PANEL DE EDUCACIÓN (12.30-14.00 · Aula Magna)

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Round Table: The Relevance of Language Education in Teacher Training Programmes

Profa. María Elena Gómez Parra
Profa. Cristina María Gámez Fernández
Profa. María del Carmen Ramos Ordóñez
Profa. Lourdes García Marín
Universidad de Córdoba

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In today's increasingly interconnected world, strong language education is no longer an optional perk for teacher training programs, but a fundamental necessity. Beyond equipping teachers with the ability to effectively instruct language skills, it fosters invaluable qualities that benefit both them and their students. Firstly, language education broadens teachers' own perspectives, exposing them to different cultures, communication styles, and ways of thinking. This fosters empathy and intercultural sensitivity, crucial for creating inclusive classrooms that celebrate diversity. Secondly, navigating the complexities of another language hones critical thinking and problem-solving skills, valuable tools for analysing learning styles and devising individualized approaches. Additionally, language learning promotes effective communication, a skill vital for educators in conveying clear instructions, building rapport with students and families, and fostering collaborative learning environments. Ultimately, prioritizing language education in teacher training programs does not only cultivate competent language instructors, but also versatile, adaptable, and interculturally aware educators who empower all students to succeed in a globalized world. This round table will encompass the following contributions:

- Prof. María Elena Gómez Parra: Bilingual education programmes
- Prof. Cristina María Gámez Fernández: Intercultural growth and foreign language teaching and learning
- Prof. María del Carmen Ramos Ordóñez: The role of learning spaces for the promotion of languages
- Prof. Lourdes García Marín: Foreign language teaching in the AI era

PANEL DE LINGÜÍSTICA TEÓRICA Y APLICADA
(12.30-14.00 · Aula 2)

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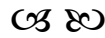
Revisiting -er Suffixation in Present-Day English: Towards a Lexico-Semantic Typology of Non-Prototypical Cases

Profa. Macarena Palma Gutiérrez
Profa. Pilar Guerrero Medina
Universidad de Córdoba

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Linguists such as Quirk et al. (1985: 1150) seem to ignore the existence of non-agentive -er nominals and they refer to the suffix -er as agentive. Although -er can be regarded as the default affix for deriving novel agentive formations (see Bauer, Lieber & Plag 2013: 232), non-agentive deverbal -er nominalizations are indeed very productive in present-day English. This paper explores the connections between middle formation and non-agentive -er nominalizations, illustrating how the different semantic types that middle structures instantiate in Heyvaert's (2003: 154-158) typology of prototypical and non-prototypical middles (i.e., facility-, quality, feasibility-, destiny- and result-oriented middles can be systematically found among the non-agentive -er nominals in our corpus. In the cognitive-functional analysis we present in this paper, we attempt to demonstrate how agentive -er nominals relate to prototypical active structures in which the subject is agentive, whereas non-agentive -er nominals relate to actor-defocusing alternations like the active/middle alternation. Building upon previous work of ours (Guerrero Medina & Palma Gutiérrez, 2023), the discussion in this paper will be based on the analysis of +2800 examples based on 30 deverbal formations retrieved from the enTenTen 20 corpus in Sketch Engine.

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Adverbial -ing Clauses in Charles Dickens' *Great Expectations*: Thematic Structure and Textual Values

María del Valle Ramos Ortiz
1º Doble Máster en Educación Secundaria y Estudios Ingleses Avanzados
Universidad de Córdoba

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In this presentation I will concentrate on adverbial participle clauses, with a special focus on so-called "supplementive clauses". Supplementive clauses are a subtype of adverbial participle and verbless clauses without a subordinator which do not signal any specific logical relationship. In Dickens' Great Expectations, there are many instances of this type of non-finite clause appearing both in initial and final position (e.g. Having the reason that I had, for being suspicious, I even suspected this poor actor//The son became part of the family, residing in the house you are acquainted with.). The aim of this project is twofold: to study the thematic structure of adverbial -ing clauses in terms of markedness (i.e. appearing in initial position) and unmarkedness (i.e. occurring at the end of the sentence) and to examine the textual units from which the theme of the adverbial -ing clauses is recovered. In order to achieve these objectives, a one-hundred-example corpus taken from Great Expectations has been compiled. Applying Quirk et al.'s (1985), Halliday's (2014), Popa's (2008) and Downing's (2015) assumptions as regards information structure and thematic structure, I have observed that unmarked thematic structure is the predominant tendency in the novel and that the themes are mainly retrieved from the main clause; additionally, I will discuss a small percentage of examples that show ambiguity (e.g. I had seen the damp lying on the outside of my little window (…)).

References

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Exploring Speech Perception of Spanish Dialect Variation

Profa. María del Saz Caracuel
Universidad de Córdoba

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In this presentation, we will address how we tested the Perceptual Assimilation Model to account for cross- dialect speech perception, by examining the discrimination and categorization of Western Andalusian Spanish aspiration and affrication by Chilean Spanish listeners. In both variants, aspiration displays different surface forms (pre-aspiration in Chile; post-aspiration in Western Andalusian Spanish), while affrication is similar on the surface, but comes from different processes. Results seem to support the notion that the specific characteristics of the varieties of a language influence the perception of speech of other varieties of the same. In the case of similar allophones between both varieties, these are identified as belonging to the same category, while in the case of different expressions of the same underlying phoneme, the results are variable and invite further exploration of this topic. Acoustic analyses comparing productions in both variants are also provided, as well as goodness ratings. These preliminary results call for future lines of research that can also address the sociological component of these phenomena, as well as their role in the perception of cross-dialect speech.

PANELES PARALELOS 3

PANEL DE LINGÜÍSTICA TEÓRICA Y APLICADA (16.00-17.30 · Aula Magna)

Alumnado

 C3 80

Active and Innovative Methodologies as a Tool to Increase Motivation in Learning English as a Foreign Language in Secondary School

Carmen Salinas Borrego
Doble Grado en Estudios Ingleses y Educación Primaria
Universidad de Córdoba

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This research addresses the issue of the low level of English language proficiency among the Spanish youth, focusing on those who are in secondary school. In response to this problem, the present research proposes a learning situation substantiated on active and innovative methodologies.

Firstly, the causes of this situation are examined in detail, using studies related to the acquisition of English as a second language as a guide. Motivation is identified as one of the main reasons for the deficient academic achievement of English as a foreign language in secondary school. For this reason, motivation becomes the main focus of the research, and consequently, active and innovative methodologies are investigated since they are designed to stimulate students' interest. Given the recognised effectiveness of gamification, this methodology is adopted as the basis for the creation of the proposed learning situation. As a result of this research and in an attempt to contribute to the problem described, a specific learning situation is developed for teaching English in secondary education, incorporating gamification as a central methodology.

El uso de ChatGPT en el aula para la corrección de textos

Elisa Villaseñor Moreno
Máster en Estudios Ingleses Avanzados
Universidad de Córdoba

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With the appearance of technologies and Artificial Intelligence, educational capabilities are growing and evolving daily. Artificial Intelligence in higher education (AIEd) has surged ahead with great force, greatly impacting different sectors like language learning, testing, and pedagogy. This paper shows an investigation aimed at identifying the usefulness of ChatGPT in the classroom for correcting English written language and analysing the efficiency, effectiveness, and satisfaction of students toward language learning with this AI tool. A cohort of 50 participants was brought together to write an essay and use ChatGPT as an assistant for professors and students to check students' language mistakes. Analysis of qualitative and quantitative data derived from two distinct questionnaires indicate that students perceived ChatGPT as useful, claiming it presented ease of use, it was easy to learn, and they were satisfied with this AI tool for learning. Moreover, most participants affirmed AI will have an impact on their future careers. The application demonstrated that ChatGPT is an effective aid for educational purposes, not only does it assist teachers and professors in the correction of written language errors, but also students to empower them in error identification, thereby contributing to fostering machine learning.

Learning Fricative and Affricate Consonants Using the Method "Jolly Phonics" in Primary Education

Alicia Afán de Rivera Romero
5º Doble Grado en Estudios Ingleses y Educación Primaria
Universidad de Córdoba

CR 80

When it comes to the acquisition of second languages such as English, learning the sounds and their pronunciation is an aspect that is sometimes neglected in the teaching-learning process in bilingual Primary Schools of Spain. As a consequence, the aim of this project is to learn consonants such as fricatives and affricates using the synthetic method Jolly Phonics in Primary Education. Being a multisensory approach, Jolly Phonics could help children to improve the learning of the pronunciation of these consonants, overcoming some of the difficulties that Spanish encounters when differentiating them. Furthermore, phonological awareness could improve, strengthening the ability to correlate those phonemes to their graphemes and apply the sounds to larger units. For doing so, an adaptation of Jolly Phonics will be made to use what belongs to these two groups of English consonants (fricatives and affricates). In other words, even if materials

and strategies from the method are used, they are selected and adapted to the groups of consonants and sounds (/f, v, s, z, h, ʃ, ʒ, ð, θ/ and /dʒ, tʃ/) that this project is interested in.

Traducción biosanitaria, lenguaje médico y medicina gráfica: un modelo de ficha terminológica multimodal para la adquisición de conocimiento especializado (alemán-inglés-español)

Paula Torres López
Grado en Traducción e Interpretación
Máster en Traducción Médico-Sanitaria (*Universitat Jaume I*)
Universidad de Córdoba
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Esta investigación, enmarcada bajo el proyecto OncoTrad, pretende establecer una sinergia entre la terminología, la medicina gráfica y la traducción biosanitaria en el ámbito oncológico. En primer lugar, se aborda la historia de la medicina gráfica: cómo surgió, sus principales autores, los géneros textuales que la componen y cómo puede constituirse como un medio de adquisición del conocimiento especializado. A continuación, se estudia la relación entre la traducción biosanitaria y la terminología y cómo influye en el proceso de traducción. Asimismo, se analizan las características del lenguaje médico desde una perspectiva trilingüe: alemán, inglés y español. Con el fin de presentar un recurso útil para el proceso de traducción, recopilaremos un corpus textual sobre los tratamientos oncológicos y sus efectos secundarios y seleccionaremos los términos más relevantes. Finalmente, se presenta un modelo de ficha terminológica multimodal que aporta los términos en tres lenguas, sus variantes, contextos, una adaptación del término y una representación gráfica.

Los efectos del aprendizaje cooperativo en un aula bilingüe (AICLE) de primaria sobre la motivación de los alumnos

Lucía Córdoba García
Doble Grado en Estudios Ingleses y Educación Primaria
Universidad de Córdoba
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Las investigaciones en general apuntan los efectos positivos que presentan tanto la metodología del aprendizaje cooperativo como el aprendizaje integrado de contenidos y lenguas extranjeras (AICLE) sobre la motivación del alumnado tanto de Educación Primaria como Secundaria. Asimismo, la metodología del aprendizaje cooperativo puede llegar a contrarrestar las posibles desventajas que presenta el enfoque AICLE en clases con un gran número de alumnos y con gran heterogeneidad lingüística. A partir

de estas premisas, se propone un proyecto de innovación diseñado para llevarse a cabo en un aula de Primaria en un centro educativo de Córdoba cuyo objetivo será aumentar la motivación del alumnado por medio de la utilización del aprendizaje cooperativo y del enfoque AICLE.

Prototypical Features of the Spanish Resultative Construction

Isabel Jiménez Sáez
1º Doctorado en Lenguas y Culturas
Universidad de Córdoba

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The syntactic and semantic variation of the resultative construction has been a major focus of research in Construction Grammar. Goldberg and Jackendoff (2004) gave an account of the variety of forms and interpretations of the English resultative construction; however, not all the subconstructions of Goldberg and Jackendoff's family of English resultatives have parallels in Romance languages. Due to this lack of correspondence, the Spanish resultative construction has been completely ignored in the literature, where it was considered a "pseudo-resultative" pattern, not fully equivalent to its English counterparts, or its existence has been completely denied. Recent studies, such as those by Rodríguez Arrizabalaga (1999, 2014, 2016, 2022) or Enghels and Lauwers (2020), have identified idiosyncratic features of the Spanish resultative construction with no resemblance in English. The aim of this paper is to examine the prototypical syntactic and semantic traits of the Spanish resultative construction and to provide a preliminary classification of the family of Spanish resultative patterns, following the notions of "prototype effects" (Taylor, 1995) and "family-resemblance" (Wittgenstein, 1958). In order to arrive at fine-grained nuanced descriptions of the three elements of this construction, i.e. the subject, the object and the result-goal, I employ the analytical method of Boas' (2003) frame semantic approach to Construction Grammar to a sample of Spanish resultatives extracted from the Spanish Web corpus 2018 (esTenTen18) of Sketch Engine.

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PANEL DE LITERATURA (16.00-17.30 · Aula IX)

Alumnado

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Beauty and The Beast in the 21ˢᵗ Century: An Intertextual Study of Sarah J. Maas' *A Court Of Thorns And Roses* As A Feminist Retelling Of Villeneuve's Classic Fairy Tale

Patricia García Santos
2º Doble Máster en Educación Secundaria y Estudios Ingleses Avanzados
Universidad de Córdoba

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Since the mid-twentieth century, intertextuality gained such a relevance in contemporary fiction that it may be considered as a defining practice in the literary movement of Postmodernism. Postmodern literature established as common practice a form of self-conscious relation between one text and another, hence leaving room for new interpretations and additional meaning to be considered. Such relationship relied upon a literary history that identified specific works and authors as part of a 'canon' or a 'tradition', which postmodernism targeted for critical reconsideration or reinterpretation. Under this light, a tradition consisting of rereading and rewriting stories from the past seems to have emerged, thus creating intertexts that are relevant in the present. This paper aims to explore this intertextual connection in American author Sarah J. Maas's *A Court of Thorns and Roses* (2015), a retelling of the fairy tale *Beauty and the Beast*, with the intention of discussing the fictional and symbolic elements introduced by Maas in the female protagonist Feyre that lead to reconsider the gender roles in Villeneuve's 1740 Beauty. These elements to be considered will mainly focus on the depiction of the protagonist female characters of the texts so as to assess the rereading's feminist interpretation of the original, since several centuries have passed since the publication of the first text.

The Island, the Sea and the Encounter with the Other in J. M. Coetzee's Foe and Karen Jennings's *An Island*

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The aim of this paper is to analyse the roles played by the island and the sea in the encounter with the other depicted in two South African novels: J. M. Coetzee's Foe (1986) and Karen Jennings's *An Island* (2020). For this purpose, the theoretical framework comprises three main areas of study. Firstly, it draws upon spatial theory with regard to social relations, postcolonialism, and the literal and metaphorical connotations associated with the island and the sea. Secondly, as the central theme of these stories is the encounter between Susan Barton and Friday – in Foe – and Samuel and the man – in *An Island* –, theory on the encounter with the other is crucial. Finally, it adopts an intertextual approach, pointing to two texts that help examine the targets of study: William Shakespeare's *The Tempest* (1611) and Daniel *Defoe's Robinson Crusoe* (1719). My argument shows how the meanings of space are determined by the encounter with the other. While the island works as a confined, claustrophobic space where a struggle for domination and power takes place, the sea emerges as a paradoxical site of life and death intimately associated with the other, whose fluidity allows for the articulation of the unspeakable.

'Non Serviam': The Epic of the Antihero in *Paradise Lost* and *Ulysses*

Laura Rey González
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Universidad de Córdoba

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Responding to the Homeric epic in creative ways, John Milton's *Paradise Lost* and James Joyce's *Ulysses* – the two great epics in the history of the English language – constitute new and revolutionary works. This paper argues that both epics embody an act of defiance of the previous literary tradition and seeks to demonstrate how these works challenged notions of debt and ownership implied by the concept of 'original creator'. It also intends to draw parallelisms between the two writers and the main characters in their stories, who also subverted pre-established conventions, questioning authority and impositions. To this end, the paper first reflects on how critics like Harold Bloom, Ezra Pound and Roland Barthes conceptualise such critical notions as literary tradition, inheritance, and influence. Then, it examines in detail the innovativeness of *Paradise Lost* and *Ulysses*, in dialogue with and comparison to the previous works that inspired

them. The relationship between authorship and authority is called into question through a reflection on the attribution of such influential works to Homer and God, figures whose existence is highly debated to this day. Through the study of *Paradise Lost* and *Ulysses*, the essay ultimately aims to show that literary tradition and the canon are not constraints on creativity, but rather entities subject to constant growth and renewal.

PANELES PARALELOS 4

PANEL DE EDUCACIÓN (17.30-19.00 · Aula Magna)
Alumnado

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Cooperative Learning in the Bilingual Class: An Inclusive Approach to Develop Students' Autonomy

Clara Ruiz Roldán
Doble Grado en Educación Primaria y Estudios Ingleses
Prof. IES Luis Carrillo de Sotomayor (Baena)
Universidad de Córdoba

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The present study represents an introductory exploration within educational research, undertaken as part of the requirements for the Bachelor's Degree in Primary Education. Its primary aim was to examine the benefits and challenges associated with the implementation of cooperative learning strategies in a bilingual Natural Sciences classroom. The theoretical framework encompasses discussions on cooperative learning, inclusive pedagogy in response to diversity, and bilingual education through Content and Language Integrated Learning (CLIL). The study was conducted over a five-week period at an Andalusian Primary School actively engaged in CLIL practices, involving a sample of fifty fourth-grade students and a teacher specializing in bilingual education. Various cooperative learning strategies, coupled with diverse group dynamics aimed at fostering group cohesion, were implemented. The findings suggest several positive outcomes, including potential enhancements in linguistic proficiency in both English and Spanish, improved content assimilation, increased student autonomy facilitated by peer assistance, heightened motivation among students with diverse learning needs due to enhanced class participation, and the cultivation of social values through dialogue and active listening. Conversely, challenges were noted, such as the reported lack of teacher training in cooperative learning methodologies and teachers' concerns about maintaining classroom management, as well as students' difficulties in adapting to different roles within cooperative group settings.

Keywords: Cooperative learning, inclusion, diversity, bilingual education, CLIL

Analysis of the Cultural Dimension in a Primary EFL Textbook: The Case of *Kid's Box* Level 6 Pupil's Book

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Edward T. Hall (1976) developed the famous iceberg culture model, distinguishing between surface culture and deep culture, in which he separated the visible cultural elements such as monuments, food or tourist destinations and those invisible cultural elements such as gestures, customs and ways of acting. Moreover, culture and language learning are two interrelated elements that learners must acquire and internalise during their education (Byram 1997; Kramsch, 1998). It is therefore crucial that teachers know how to convey cultural knowledge in depth to their students. Based on this notion, Gómez Rodríguez (2015) further commented on surface and deep culture when analysing EFL textbooks. He emphasised that deep culture can be more specifically described as contentious, heterogeneous and transformative whereas surface culture becomes congratulatory, homogeneous and static upon investigating the elemental role of culture and language learning. The aim of this presentation is to analyse the presence of surface and deep cultural elements in the Primary EFL textbook *Kid's Box* Level 6 Pupil's Book (Updated English for Spanish Speakers Second Edition). In this case study, the scarce amount of deep cultural elements will be shown, which as Gómez Rodríguez (2015) demonstrates, hinders students' development of Byram's intercultural communicative competence (ICC).

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The Influence of Cultural Motivation in Language Learning

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 CB ᗡO

While certain students find motivation to learn a second language for the purpose of communication and language acquisition (Dörnyei & Ushioda, 2011), this inclination is not universally consistent. A significant number of learners are driven to engage with a new language because they are primarily captivated by the associated culture (Kramsch, 2012). Students that are mainly motivated by the culture linked to a language can be referred to as "culturally motivated learners", a new term in the literature (Gómez & Salinas, 2023). These individuals are intrigued or fascinated by the culture and, consequently, strive to learn the language to deepen their understanding of the traditions, history, media, and aesthetics of that culture. This appears to be the case for Japanese as a second language students, whose primary motivation for studying the language is to comprehend Japanese culture and its influential media resources, such as manga or anime (Seaton & Yamamura, 2015). The students that participated in this study are part of the "Proyecto Watashi", which offers online Japanese courses as well as its own didactic materials. The instrument used for this study was validated by a Delphi process and encompasses both demographic data of the students and their motivation and purpose for studying Japanese. The results, analysed with Atlas.ti, suggest that a majority of students in this language program are culturally motivated, and consequently, they tend to sustain their studies for longer periods of time than those who are not motivated by culture. Results encourage to investigate this phenomenon across different cultures and age groups, aiming to verify that the progression of this exploration is not solely one-way (i.e., from language to culture) but rather two-way (i.e., also from culture to language).

Pluriliteracies Teaching for Learning: Una revisión del concepto y de su potencial para en Educación Primaria

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La educación contemporánea debe adaptarse a las sociedades globalizadas y multiculturales de la actualidad. Considerando esto, esta comunicación examina el potencial del enfoque Pluriliteracies Teaching for Learning, el cual, a través del aprendizaje profundo y de múltiples formas de alfabetización, busca desarrollar en el alumnado la capacidad de comprender y transmitir el conocimiento que se va

adquiriendo mediante el uso de lenguaje específico de una disciplina no lingüística a través una lengua extranjera.

PANEL DE LITERATURA
(17.30-19.00 · Patio de Historia del Arte)
Pósteres

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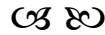
Pseudo-Epiphany in James Joyce's "The Dead" and Katherine Mansfield's "Bliss"

Marta Aguza Berral
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This paper delves into the realm of Modernist literature, attempting to explore the pivotal concept of epiphany as portrayal of profound personal revelations. Focusing on James Joyce's "The Dead" and Katherine Mansfield's "Bliss", celebrated for their revealing moments of clarity and transformation, this study aims to uncover a paradoxical aspect challenging the traditional understanding of epiphany. It explores the notion of the 'pseudo-epiphany', characterized by a lack of genuine revelation. The structure of the paper is delineated as follows: Firstly, establishing the theoretical framework by exploring the classical concept of epiphany. This foundational section serves as a basis for understanding deviations and contradictions associated with the pseudo-epiphany. Subsequently, an analysis of "Bliss" and "The Dead" is presented, dissecting moments that imply epiphany and scrutinizing characters, structures and motifs shaping these moments. The paper will reveal the intricate nuances giving rise to the pseudo-epiphany, supported by critical sources exploring epiphany in Modernist literature, such as Dominic Head. Ultimately, this exploration contributes to a deeper comprehension of human consciousness and self-discovery within the Modernist tradition, challenging conventional notions of epiphany and urging readers to contemplate elusive moments of clarity leading to the concept of the pseudo-epiphany.

Analysis of the Function of Female Characters in *Bildungsromane*

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The aim of this paper is to examine the function of female characters in the formation journey of male protagonists in *Bildungsromane*. For this purpose, I will adopt a

Structuralist approach to focus on the role of the characters in the plot and the relationships between them.

In order to analyse this, I have chosen three main texts. The first one is *Great Expectations* by Charles Dickens, studying the influence of Estella in Pip's life. The second one is *A Portrait of the Artist as a Young Man* by James Joyce, examining the function that the female characters throughout Stephen's journey to maturity fulfil, especially the girl he falls in love with. The third one is *The Catcher in the Rye* by J. D. Salinger, considering Holden's love interest, the women he meets on his trip and his sister Phoebe.

Women's Agency in *Jasoda* (2017) by Kiran Nagarkar

María del Carmen Arjona Alcalá
Máster en Estudios Ingleses Avanzados
Universidad de Córdoba
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This proposal aims to provide a comprehensive analysis of Kiran Nagarkar's novel *Jasoda* (2017) by focusing on its female main character's agency amidst socio-economic and gender dynamics, shedding light on broader issues such as empowerment and social justice. Thus, I will explore Jasoda's ability to confront life's challenges in a remote Indian village, Kantagiri, devoid of basic provisions such as potable water and food and her subsequent life decisions to move to Mumbai and return to Kantagiri. To this end, first I will investigate the vulnerability that Jasoda experiences on a daily basis, which encompasses her lack of access to basic resources, medical care and social services. Second, I will examine the social disparities represented among different social groups and castes within the community, with a focus on women's agency in their particular contexts. Thirdly, I will scrutinize the portrayal of female characters as animalized, since they are represented as docile creatures subject to spousal control, thereby highlighting prevailing gender inequalities in the novel. Lastly, I will compare Jasoda's agency in contrast to future generations of women's agentic power, emphasizing self-control and determination to shape their own lives.

Study on the Concept of Community. Analysis in Tolkien's *The Lord of the Rings*

Gloria Cerrato Casado
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The objective of this project is to analyse J. R. R. Tolkien's novel *The Lord of the Rings* (1954-1955) across its three volumes: *The Fellowship of the Ring*, *The Two Towers*, and *The Return of the King*. This analysis will be approached through the lens of the concept of community as proposed by theorists Roberto Esposito, Jean-Luc Nancy, and Maurice Blanchot. Therefore, the theoretical framework includes these authors' most important works in terms of community: *Communitas: The Origin and Destiny of Community* by Esposito; *The Inoperative Community* by Nancy; and *The Unavowable Community* by Blanchot.

To accomplish this, a thorough examination of the various communities within Tolkien's fictional world will be conducted. The focus will be on highlighting the most significant communities and elucidating their points of convergence or divergence with the chosen theoretical framework. The investigation will delve into how members of each community interact with one another and with other communities, shedding light on their transition from individualism to communal living. Additionally, the distinctive characteristics of each community will be explored. Hence, the topics addressed will be those of isolation, death, sacrifice and love, together with a study on traditional and immanent communities, elective communities, communities of lovers and the absence of community.

The Dynamics of Female Sacrifice in George Eliot's *Scenes of Clerical Life*

Teresa García-Salcedo
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Universidad de Córdoba

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To this day, George Eliot's contribution to the "woman question" is still under debate. However, assessing Eliot's fiction from the angle of twenty-first-century feminist standards would not only be disappointing, but also misguided. Accordingly, twenty-first-century approaches to Eliot's fiction have led to new analytical perspectives refuting previous suspicious readings that sought to expose and condemn Eliot's alleged political and anti-feminist conservatism. For example, New Historicist and Feminist criticism has acknowledged Eliot's commitment to realistic representation and reconsidered her writing against the historical backdrop of Victorian England. Taking this as a premise, this paper examines the dynamics of female sacrifice in Eliot's first novel, *Scenes of Clerical Life*, considering the different driving forces behind its writing. More precisely, the aim of this study is to offer a new critical perspective on Eliot's least studied work through the lens of sacrificial and gender studies, taking a multidimensional approach that combines historical and ideological context, as well as textual analysis. Based on the narrative texts, a comprehensive study is carried out to explore how Victorian morals and Eliot's ambivalent ideology permeate her fiction through different narrative devices. The resulting hermeneutic multiplicity demonstrates that Eliot can be regarded as a feminine writer with feminist elements which should not be underestimated.

"Forbidden Fruit a flavor has": An Exploration of Dickinson's Sexuality Through Symbolism in her Poetry

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The object of analysis in this paper is a selection of poems by Emily Dickinson ambiguously addressed to her several objects of love, both men and women, focusing on their imagery. The aim is to decipher how that specific imagery works and expresses what the poet might have felt towards a certain romantic dynamic. Therefore, it seeks to investigate if there is a difference in the way Dickinson felt about men and women in an either romantic or erotic sense, or, on the contrary, if she had similar feelings irrespectively of her supposed lover's sex.

Following the theoretical framework of gender studies, this paper also identifies how feminine sexuality has been subtly expressed in Dickinson's love poetry. In this respect, it will be argued that the American poet also adopted the obscured and coded language women writers had been forced to use for centuries in order to escape both the patriarchal and internal forms of censorship.

My main argument is that Dickinson used different symbolism to address men and women in her poetry. Consequently, I will argue that the use of different imagery implies that she felt differently towards both sexes.

Keywords: love poetry, erotic poetry, symbolism, gender identity, sexuality.

Ghostly Presences: Victorian Gender Politics and (Anti)feminism in Three Short Supernatural Stories from *Tales of the Seen and the Unseen* by Margaret Oliphant

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C୫ ଅଠ

Margaret Oliphant's (1828-1897) works are situated in an ambiguous, grey area, showcasing the complex debates surrounding the "woman question" in the Victorian age. Despite being sometimes dismissed as antifeminist, Oliphant used supernatural

stories as a "safe" medium to subtly explore matters related to space, financial independence, and professional prospects for women while undermining previous assumptions about her viewpoints. This paper aims to examine Oliphant's ghost stories as a suitable medium for analysing the complex issues pertaining to the "woman question". Specifically, we will identify points of resistance against the hegemonic sociocultural norms that imposed certain behaviours and positions to women so as to reassess the traditional notion that Oliphant's works are conservative and antifeminist. This analysis will focus on three short stories from *Tales of the Seen and the Unseen*— *The Open Door* (1882), *Old Lady Mary* (1884), and *The Library Window* (1896)—through a new historicist approach with a gender perspective, which provides a historical and cultural context on the situation of women, and considers questions such as antifeminism, the private/public spheres, domesticity, agency, and emancipation.

Keywords: the woman question, antifeminism, ghosts, agency, gender roles

Are They Human? Analysis of Characters in *The Remains of the Day* and *Klara and the Sun*. A Marxist Approach

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In this project, the main objective is to carry out an in-depth analysis of different characters and defining elements in Kazuo Ishiguro's narrative, focusing specifically on the manifestation or absence of human characteristics in the protagonists of a narrow corpus of texts. The literary works chosen for the analysis are *Klara and the Sun* and *The Remains of the Day*.

A Marxist approach is adopted in order to examine the theme of humanness in a way that is not only rather unusual when approaching Ishiguro's work, but also compatible with the general objectives of the analysis. Concepts such as "class struggle", "commodification" and "capitalism" form the conceptual framework, offering a lens through which to deliberate on the differences and similarities between the two selected works. Furthermore, the narrative techniques employed by Ishiguro will be examined too, revealing the subtle methods by which he crafts the effects that define his literary creations. The juxtaposition of characters and thematic currents becomes a focal point, fostering a deeper understanding of the intricate interplay between Ishiguro's narrative choices and the socioeconomic and ideological contexts that shape his narrative.

Communication as a Veil: Community, Language and Death in Virginia Woolf's *The Waves*

Alicia Molina Amador
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Universidad de Córdoba
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The focus of my contribution is the exploration of how communication acts as a veil in Virginia Woolf's *The Waves* (1931). My paper will explore the interrelation between community, language, and death in the novel, which serves to illustrate the community depicted as one characterized by exposure, finitude and an unusual communication defined by interruption. The motif of the veil is central in this paper as it symbolizes an impediment to communication and, therefore, to the conventional community. In the community of *The Waves* an absolute communication is not plausible, because some experiences escape the realm of communication, such as death, which is another central

motif in the novel, working as the exposure of the finitude constituting this kind of community. This paper aims to demonstrate how this peculiar communication contributes to the singularity of the community portrayed in the novel. The theoretical framework primarily draws upon the approaches to community by theorists and critics such as Nancy Jean Luc, Maurice Blanchot or J. Hillis Miller, so as to identify the community depicted as one that departs from the conventional; one in which there is not communion, but communication and not individualities, but singularities.

The Construction of "the Uncanny" and "the Abject" in Edgar Allan Poe

María Teresa Rodríguez Corral
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Universidad de Córdoba
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Edgar Allan Poe, a master of Gothic and macabre literature, delves into the realm of "the uncanny" and "the abject" in his horror stories, crafting tales that explore the unsettling and the grotesque. The uncanny in Poe's works emerges through his use of psychological terror, tapping into the fears and the anxieties embedded in the human psyche. The aim of this research is to analyze how these concepts are depicted in "Ligeia", "The Fall of the House of Usher" and "William Wilson". The study will be based on Sigmund Freud's "The Uncanny" and Julia Kristeva's *Powers of Horror: An Essay on Abjection* to analyze these themes in depth and explore them adequately. These theories will also be contrasted throughout the perspective of other authors like Ernst Jentsch and Barbara Creed to analyze them from a broader point of view. Subsequently, two sections will be included to discuss other themes like the doppelgänger and the grotesque. The

application of these theoretical concepts will be demonstrated through the analysis of the selected stories by Poe, illustrating how he skilfully employs these tools to create an atmosphere of horror and navigate the blurred boundaries between the reality and the supernatural.

The Quixotic Heroine in 19th-Century English Literature: Jane Austen's Novels

Isabel Clara Rodríguez Cruces
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In this paper, the evolution of the quixotic heroine in the 19th century English novel will be explored. The study will mainly examine Jane Austen's novels *Northanger Abbey, Sense and Sensibility* and *Emma*, which serve as a refinement of the quixotic narrative tradition, initiated by Charlotte Lennox and later culminated by George Eliot. We find in the nineteenth-century literature an indirect Cervantine imprint compared with the previous century, when it was more visible. I will draw on Miriam Borham Puyal's framework of three concentric circles of quixotism—literary, ideological, and displaced quixotism (2015:16-17)—to analyse the progressive evolution of the quixotic heroine in Austen's novels. In *Northanger Abbey*, Austen echoes Lennox's archetype of the female quixote, presenting an imaginative heroine deeply influenced by her readings of gothic romances who eventually overcomes her literary delusions and confronts reality. In her subsequent novels, Austen reformulates this quixotic formula, introducing heroines whose innate idealism is not the product of excessive reading, but rather the misreading of human nature. Hence, the aim of this paper is to underline Austen's role in the evolution of the quixotic heroine, showing how her heroines paved the way for the female Bildungsroman, later perfected by George Eliot.

The Literary Representation of Social Class and Its Influence on Community and Identity in Sally Rooney's *Normal People*

Raquel Touset Barcala
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 প্ত ৪০

Some literary topics seem to belong to a certain period, others seem to be universal. When thinking about social class, we may find frequent literary representations in the literatures of the 18th or 19th centuries, while it seems to have been replaced by or merged with others such as ethnic or cultural identity in the representation of social

differences. Yet, this concept is still central to the representation of social identities in contemporary Irish literature, as perceived in Sally Rooney's *Normal People* (2018). In this regard, this research aims to appreciate the way class influences the main characters' interactions with three communities – family, friends, and lovers –, and consequently, how it has an impact on their identities. To do that, the Celtic Tiger and Post-Celtic Tiger years of Irish contemporary history will be explained to understand the historical background of the novel. Later, some information regarding the author and the novel will be provided in order to become familiar with its plot. As the research focuses on class and community, both concepts will be also discussed. Having applied these notions to the analysis of some passages, one may contemplate or comprehend Connell's desire to hide his relationship with Marianne from his friends, or some miscommunications between the lovers.

PANEL DE CREATIVIDAD
(19.15-20.15 · Salón de Actos)

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INTERPRETACIÓN MUSICAL

El Prof. Dr. Antonio Jesús Tinedo Rodríguez presentará una versión musicada adaptada e interpretada por Loreena McKennitt de "The Lady of Shalott", balada del poeta inglés Alfred Tennyson. Como en sus otros poemas, "The Lady of Shalott" se centra en el Rey Arturo y está basado en fuentes medievales. En este caso, se trata de un texto alineado con la obra científica de Juande y su vindicación por la presencia de las mujeres en la literatura y en los espacios creativos. El poema de Tennyson, abordado desde una perspectiva feminista, aboga precisamente por la deconstrucción del patriarcado en el ámbito creativo. La dama representa a las mujeres oprimidas en un confinamiento forzado que encarcela su dimensión creativa a su propio mundo interno, sin posibilidad de expresión emocional o creativa.

LECTURAS LITERARIAS (I)

Jesús López Berzosa, Graduado en Traducción e Interpretación y Estudios Ingleses por la Universidad de Córdoba, dedica gran parte de su tiempo a la escritura y cuenta con algunos reconocimientos en distintos certámenes literarios, como el accésit en la Categoría Junior del XVI Certamen de Vida Universitaria de la UCO. Recientemente ha publicado su primera novela, que lleva por título *El sacrificio de Hécate*, de la que leerá un fragmento.

Lucía Ruiz Buendía, estudiante del Grado de Estudios Ingleses, es una gran apasionada de la lengua y la literatura anglosajonas. Tras haber pasado su adolescencia leyendo historias de romance y juveniles, se lanzó a escribir pequeños relatos de la vida cotidiana. Cuando descubrió el thriller de misterio, empezó a mezclar ambos géneros en microhistorias que se quedaban para ella. En cuanto a su escritura, la han calificado siempre de meticulosa, detallista y muy especializada en los giros. Ha publicado su primer libro, *Asfixia*, el primero de la saga *El Aquelarre*, del que leerá un fragmento.

SONATA EN SOL MAYOR NO. 27 DE FRANZ JOSEPH HAYDN

Leonce Benedict Hirte desarrolla sus estudios musicales con los instrumentos de piano y clarinete. Ha participado en diversas audiciones tanto en Argentina como en España. Desde 2021 es estudiante del Conservatorio Profesional de Música "Maestro Chicano Muñoz" de Lucena, donde está completando su formación profesional con el instrumento de piano. Con motivo de estas jornadas tan especiales, nos deleitará con una interpretación de la *Sonata en sol mayor no. 27* para piano de Franz Joseph Haydn.

LECTURAS LITERARIAS (II)

María Rodríguez Martínez es escritora y alumna de primer curso del Grado en Traducción e Interpretación por francés en la Universidad de Córdoba. Comenzó a escribir historias a los diez años y a interesarse por los idiomas por esa misma época, lo que dio como resultado innúmeras horas y páginas gastadas intentando combinar ambas pasiones, hasta el día de hoy. Para estas jornadas ha compuesto un poema bilingüe titulado "Watering Down".

Dina Mohamed Lahcham es estudiante de primer curso del Doble Grado de Traducción e Interpretación y Filología Hispánica. Sus dos pasiones principales son la filosofía y la literatura. Le encanta pensar, reflexionar y escribir. Asimismo, es una apasionada de la lectura y disfruta muchísimo aprendiendo cada día que pasa en la Facultad. Para su lectura ha escogido textos literarios escritos por mujeres, haciendo así un guiño a los intereses investigadores de Juande.

REPRESENTACIÓN TEATRAL

El Aula de Teatro Rafael Álvarez "El Brujo" de la Universidad de Córdoba representará un fragmento de *Pedro y el Capitán*, obra de Mario Benedetti.

Sinopsis

Dos hombres, dos seres de carne y hueso, ambos con zonas de vulnerabilidad y resistencia; una batalla entre un torturador y un torturado. *Pedro y el Capitán* es un tenso diálogo entre víctima y verdugo que se desarrolla en una sala de interrogatorios. Pedro es un hombre que usa su silencio casi como un escudo y su negativa casi como un arma, un hombre que prefiere la muerte a la traición. Benedetti presenta en esta obra un testimonio de la crueldad como una indagación dramática en la psicología de un torturador; un intento de explicación de una de las más brutales manifestaciones de la violencia engendrada por los regímenes políticos represivos.

Reparto

Pedro: Enrique Ortega Cabello
Capitán: Cristóbal Rodríguez Villalba
Soldados: Pablo Aranda Varo y Enrique Ramos Fernández

Equipo técnico

Dirección: Francisco Javier Morales Calero
Ayudante de dirección: Rosa Muñoz Cantero
Fotografía y cartelería: Lucas Álvarez Rubio
Maquillaje y caracterización: María Jesús Ruiz Redondo
Iluminación, sonido y escenografía: Elena del Águila Gómez y Blanca Aranda López