

RESEARCH PROFILES

The following information will help you choose a supervisor for your MA thesis

Dr. MAURICIO D. AGUILERA LINDE

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research

Minority/Diaspora studies
Memory Studies/Autobiographies
US drama and short fiction
Anglo-Indian Literature

RECENT AND / OR RELEVANT PUBLICATIONS

“Saroyan and the Dream of Success: The American Vaudeville as a Political Weapon”
American Drama, 11, 2002: 18-37;

“Saroyan’s Lonely Fruitcakes, and other Goofs: Strategies of Resistance to the Culture of Abundance,” *Journal of the Short Story in English. Cahiers de la Nouvelle*, 52. (2009): 151-166.

“Hemingway and Gender: Biography revisited”. *Atlantis. Journal of the Spanish Association of Anglo-American Studies*, 27, 2 (200): 15-26

“The Wilderness is Interior: Williams’ Strategies of Resistance”. *Tennessee Williams Annual Review* 11 (2010): 41-52.

“Spaceships and Vampires: Sexual Dissidence in Tennessee Williams’s “The Knightly Quest” *Atlantis. Journal of the Spanish Association of Anglo-American Studies* 34.2 (December 2012): 67-83.

“Saroyan’s Travel Memories: Contesting National Identities for Armenian-Americans during the Great Depression” *Zeitschrift für Anglistik und Amerikanistik*, De Gruyter 64. (2016): 415-429 . DOI: <https://doi.org/10.1515/zaa-2016-0038>).

“Zoo in Madrid?: Hope and Betrayal in the Spanish Civil War”. *Complutense Journal of English Studies* 25 (2017): 147-158.

OTHER

He has edited a volume of *Selected Stories* by celebrated Oriya poet, playwright, fiction writer JP Das (Har-Anand: New Delhi, 2012), and two anthologies of the short fiction of Gopinath Mohanty (*Dark Loneliness*, and *Ubiquitous Ants and Voracious Goats*), both of them

published by Grassroots (Bhubaneswar, Orissa 2012). Forthcoming is a new edition with a critical study of Gopinath Mohanty's fiction entitled *Between Worlds. Eleven Stories*. (New Delhi: Thomson Books, 2018). A chapter on Hemingway's reportage of the Spanish Civil War appeared in *Writers of the Spanish Civil War. The Testimony of their Auto/Biographies*. Ed. Celia Wallhead (Bern: Peter Lang, 2011), pp. 137-8). Another chapter on the reportorial method of Martha Gellhorn's dispatches of the Spanish conflict appeared in the second volume *More Writers of the Spanish Civil War. Experience Put to Use* (Bern: Peter Lang, 2018, 286-316).

His current research interests are centered upon diaspora and memory, more specifically the immigration stories of the 1930s and 1940s, and the disjunctions of memory frames ("unhomely moments" and clashes between the pedagogical and the performative) in transnational literature. I also supervise postcolonial literature (more specifically Anglo-Indian literature) and/or diasporic writers' autobiographies and fiction.

MA theses under my supervision over the last years (some examples).

2014:

McCarthy Newball. "*All the Pretty Horses: A Western Narrative of the Reversed American Dream.*" (Sobresaliente 9).

Vereliz Santana: "Rewriting the American Dream: Migration, Memory and Double Narrativity in Junot Diaz's "Negocios" And "Invierno"" (Notable 7).

2015:

- M^a Inma Correa Flores: "Myth-Making, Melodrama and Showbiz: from Beluah Annan to Roxie Hart". (Mat. Honor).

- Jorge Jiménez Rodríguez: 'Remembering the War in J. D. Salinger's "For Esmé – with Love and Squalor"' (Mat. Honor).

2016:

Jairo Adrián Hernández: "Changing Places: A Journey from the Cold West to the Tropical East through Khushwant Singh's Short Fiction" (Notable 8)

2018:

1. José Llarena Rodríguez: "Beware the Hostile Fag': Reading Mart Crowley's *The Boys in the Band* as a Challenge to Hegemonic Masculinity". (Mat. Honor).

2. Nayra Rodríguez Hernández: "Dreaming of Iran: Locating Identities through the Autobiographical Work of Iranian Refugees living in The United States" (Sobresaliente 9).

PhD theses supervised

1. The other Tennessee Williams: A postmodern study of identity and abjection in his short fiction. Laura Torres Zúñiga

[Granada] : Editorial de la Universidad de Granada, 2011. ISBN 978-84-694-4451-1
Sobresaliente Cum Laude

2. (Re)constructing an imagined Indian community: Myth, tradition and subversions in R. K. Narayan's short fiction. A postcolonial reading.

Cruz María López Bonilla
Sobresaliente Cum Laude

Dr. JOSÉ L. ARCO-TIRADO

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research:

- Bilingual Education Effectiveness in the Educational System: Design, Implementation and Evaluation (e.g., Primary, Secondary, and Tertiary)
- English as a Medium of Instruction in Higher Education.
- Evidence-based practices and programs in Bilingual, Plurilingual and Multilingual Education (e.g., counterfactual impact evaluations, systematic reviews, narrative reviews, meta-analysis)

RECENT AND / OR RELEVANT PUBLICATIONS

Contero, C., Zayas, F., and Arco-Tirado, J. L. (2018). Addressing CLIL University Teachers' needs. Reflections upon specific methodological training. *Porta Linguarum*, 121-135. Retrieved from http://www.ugr.es/~portalin/articulos/PL_monograph3_2018/8_Addressing%20CLIL%2

Arco-Tirado, J. L., Fernández-Martín, F. D., Ramos-García, A. M., Littvay, L., Villoria, J., and Naranjo, J. A. (2018). A Counterfactual Impact Evaluation of a Bilingual Program on Students' Grade Point Average at a Spanish University. *Evaluation and Program Planning*, 68, 81-89. <https://doi.org/10.1016/j.evalprogplan.2018.02.013>

Arco, J. L. & Fernández, F. D. (2016). Skills Learning Through a Bilingual Mentors Program in Higher Education. *International Journal of Bilingual Education and Bilingualism*. doi: [10.1080/13670050.2016.1228601](https://doi.org/10.1080/13670050.2016.1228601)

Dr. MARGARITA CARRETERO GONZÁLEZ

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research

Ecocriticism: Interdisciplinary study of literature, culture, and nature.
Ecofeminism
Literary explorations of philosophical posthumanism

RECENT AND / OR RELEVANT PUBLICATIONS

- Cultural Representations of Other-than-Human Nature*. Eds. Margarita Carretero González and José Marchena Domínguez. Trans. Pamela Blanchard Faber. Cádiz: Editorial UCA, 2019.
- “Looking at the Vegetarian Body: Narrative points of view and blind spots in Han Kang’s *The Vegetarian*”. *Through a Vegan Studies Lens. Textual Ethics and Lived Activism*. Ed. Laura Wright. Reno & Las Vegas: University of Nevada Press, 165-179.
- Frankenstein o el moderno Prometeo. El Texto de 1818*. Edition and translation by Margarita Carretero González. Granada: Comares, 2018.
- “Un nuevo plato en las humanidades ambientales: los estudios veganos”. *Humanidades ambientales. Pensamiento, arte y relatos para el siglo de la gran prueba*. Eds. José Albelda, José María Parreño and José Manuel Marrero Henríquez. Madrid: Catarata, 2018.
- Representaciones culturales de la naturaleza alter-humana: Aproximaciones desde la ecocrítica y los estudios filosóficos y sociales*. Eds. Margarita Carretero González and José Marchena Domínguez. Cádiz: Editorial UCA, 2018.
- “The Posthuman that could have been: Mary Shelley’s Creature”. *Relations: Beyond Anthropocentrism* 4.1 (2016): 53-64.
- “Tolkien after Tolkien: Medieval and Medievalist Intertexts in Peter Jackson’s *The Lord of the Rings*. *Fantasy and Science Fiction Medievalisms. From Isaac Asimov to A Game of Thrones*. Ed. Helen Young. Amherst, New York: Cambria Press, 2015: 35-56.
- “Los diarios de Alfoxden y Grasmere: ¿Ejemplos de la posición epistemológica privilegiada de Dorothy Wordsworth frente al entorno natural?” *Odisea* 15 (2014): 29-38.
- “Another Cassandra’s Cry”: Mary Wollstonecraft’s ‘Universal Benevolence’ as Ecofeminist Praxis”. *Feminismo/s* 22 (*Ecofeminismo/s: Mujeres y Naturaleza*) (2013): 225-249.
- “Floating Down Beyond Camelot: The Lady of Shalott and the Audio-Visual Imagination”. *Onto Another’s Skin. Selected Essays in Honour of María Luisa Dañobeitia*. Eds. Mauricio D. Aguilera Linde, María José de la Torre Moreno, Laura Torres Zúñiga. Granada: Universidad de Granada, 2011: 243-254.
- “The Other Wordsworth: A Female Gaze on the Natural World”. *Ecological Criticism for our Times. Literature, Nature and Critical Inquiry*. Eds. Murali Sivaramakrishnan & Ujjwal Jana. New Delhi: Authorspress, 2011: 123-137.
- “Ecofeminismo y análisis literario”. *Ecocríticas: Literatura y Medio Ambiente*. Eds. Carmen Flys Junquera, José Manuel Marrero Henríquez and Julia Barella Vigal. Madrid & Frankfurt: Iberoamericana / Vervuert, 2010: 177-189

- “Sons of Adam, Daughters of Eve, and Children of Aslan: An Environmentalist Approach to *The Chronicles of Narnia*”. *C.S. Lewis: Life, Works, and Legacy (Vol. 2: Fantastist, Mythmaker and Poet)* Ed. Bruce L. Edwards. Westport, (Conn.) and London: Praeger Publishers, 2007: 93-113.
- “I Am Nature’s Bride: Orlando and the Marriage of Nature and Culture”. *In-Between: Essays and Studies in Literary Criticism*. Vol. 14, no. 2 (2005): 259-268.
- “When Nature Responds to Evil Practices: a Warning from the Ents of J.R.R. Tolkien’s Middle-earth”. *Truth, Evil and Reconciliation*. Ed. Margaret Sönsen Breen. Amsterdam & New York: Rodopi, 2004: 149-165.
- “El ecologismo reaccionario de José María Pereda en *Peñas Arriba*”. *IXQUIC: Revista Hispánica Internacional de Análisis y Creación*: 2 (2000): 96-112.
- “Into the Wardrobe and out of a Hobbit-hole: an ecocritical approach to C.S. Lewis and J.R.R. Tolkien”. *Studii de Limbi si Literatură moderne*: 1 (1999): 197-207.

OTHER

More detailed information about my teaching and research experience can be found at <http://sites.google.com/site/margaritacarreterogonzalez/>. In connection with the research line above mentioned, I would like to highlight the following merits:

Vice-President of the European Association for the Study of Literature, Culture, and Environment.

Fellow of the Oxford Centre for Animal Ethics

Scholar of the Animals & Society Institute

Consultant Editor of the *Journal of Animal Ethics*

Advisory Board Member of the journal *Ecozon@*

Member of the *Environmental Humanities International Research Group*.

Member of *GIECO (Grupo de Investigación en Ecocrítica)*.

Member of the *European Association for the Study of Literature, Culture and the Environment*.

Researcher in the I+D+i Research Project: *Humanidades ambientales. Estrategias para la empatía ecológica y la transición hacia sociedades sostenibles (Relatos para el cambio)*.

Advisory Board Member of the *European Association for the Study of Literature, Culture and the Environment* (2008-2012).

Managing co-editor of EASLCE’s journal *Ecozon@: European Journal of Literature, Culture and Environment*. (2010-2014)

Member of the organising committee of the *3rd International Conference of the European Association for the Study of Literature, Culture and the Environment*. Alcalá de Henares, 16th-19th October, 2008.

Member of the scientific committee of the *5th International Conference of the European Association for the Study of Literature, Culture and the Environment*. La Laguna (Tenerife), 27th-30th June, 2012.

Director of the course *Greening the classroom: Literature and the Environment*. Centro de Formación Continua de la Universidad de Granada, 7th-2nd March 2002.

Supervisor of the following Ph.Ds.

Orphans in Society: A Comparative Study of Gender Differences in Selected Works of Children's Literature (1876-1911), by Taymaa Kheir Bek. 30th October 2017

Re-reading The Lord of the Rings: Masculinities in J.R.R. Tolkien's Novel and Peter Jackson's Film Adaptation, by Beatriz Domínguez Ruíz. 28th January 2016.

La rebelión nace en el bosque: una lectura ecocrítica de la narrativa de Alan Sillitoe, by Rafael Ruiz Pleguezuelos. 28th January 2011.

Supervisor of the following TTTs / TFM's:

2019. "Our Monsters, Our Fears: An Ecofeminist Reading of Emily Brontë's *Wuthering Heights*", by María Isabel Romero Pérez.

2019. "A Critical Ecofeminist Analysis of Male and Female Interactions with Other-than-Human Nature as Seen in Two Characters of Margaret Atwood's *The Edible Woman*", by Belén Molero Aguilera.

2017. "Environmental Justice in *The Hunger Games* saga", by Cristina Ruiz Sánchez.

2016. "'The Land is One': An Analysis of the Anthropocentric and Biocentric Worldviews in George R.R. Martin's *A Song of Ice and Fire*", by Katsiaryna Nahornava.

2015. "Transhuman and Posthuman Elements in Cyberpunk: William Gibson's *Neuromancer*", by Adrià Martínez Fernández.

2015. "Between the Pen and the Trench: A Comparative Dissertation on Trauma in J.R.R. Tolkien's and Ernest Hemingway's Writings", by Alejandro Rodríguez Reboredo. (Co-supervised with Dr. Mauricio D. Aguilera Linde).

2014. "A Link between Worlds: Tolkien's concepts of Primary and Secondary Worlds in Ernes Cline's *Ready Player One*", by Miguel Rodríguez Rodríguez.

2014. "Who Watches the Watchmen?: Dystopia, Mythology and Heroism in Alan Moore and Dave Gibbons' *Watchmen*", by Pedro López de la Osa Clemente-Moreno.

2014. "An escape from reality: the fantastic element in Kurt Vonnegut's *Slaughterhouse-5*", by Gema Suárez Herrera

2013. “The emancipation of the corpse bride: The evolution of the gothic-bride motif from the buried-in-life Miss Havisham, to the innocent vampire Lady of the House of Love and the naïve Burtonian Corpse Bride”, by Magdalena Robles León.

2012. “From the hearth to the TV Screen: The many faces of Snow White’s wicked stepmother”, by María Zaira Pérez Ruiz.

2012. “Verbal irony and humour in sitcoms: *Daria* and *The Big Bang Theory*”, by Bianca Duma.

2010. “The Linguistics of the Fantastic”, by José Mora Carbajo.

2009. “The darker worlds of Neil Gaiman’s *Coraline*: Myth, dreams and film”, by V. Alberto Valdivieso Vico.

2006. “Approaching masculinity in J.R.R. Tolkien’s *The Lord of the Rings*”, by Beatriz Domínguez Ruiz.

2005. “Una visión ecocrítica de *The Loneliness of the Long-Distance Runner*”, by Rafael Ruiz Pleguezuelos.

2003. “El héroe y la relación con su entorno en la literatura inglesa: de la Edad Media al siglo XVIII”, by Silvia Arroyo Malagón.

2000. “La fantasía y los cuentos de hadas: una visión ecocrítica de *The Chronicles of Narnia*, de C.S. Lewis”, by Mónica Muñoz Camino.

Dr. MARÍA JOSÉ DE LA TORRE MORENO

Profesora Titular de Universidad

Research:

Women’s studies – Great Britain – to 1500 – Literature and Society
Contemporary fiction – Great Britain – Criticism and Interpretation

RECENT AND / OR RELEVANT PUBLICATIONS

- “Through the mists of ancient time”: una aproximación a las mujeres anglosajonas desde el paganismo germánico al cristianismo temprano”, en M. Aguilera *et al.*, *Into Another’s Skin*, Granada (2012): Universidad de Granada, 3-18.
- “El valor político de la función de la reina Wealhtheow como *peace-weaver*: poder ritual, logocentrismo y diplomacia” en M. Carretero *et*

al., *De habitaciones propias y espacios conquistados*. Granada, 2006: Universidad de Granada, 159-170.

- “La invisibilidad del cuerpo femenino en *Beowulf*: transferencias metonímicas y simbólicas del poder femenino orientadas a su ocultación y demonización”, en *Cuerpos de Mujer. Miradas y representaciones*. Granada, 2007: Universidad de Granada, 73-90.
- “La demonización de la reina Thryth como *freoðuwebbe*: la trasgresión de sus funciones de género” en J.L. Mtnez-Dueñas *et al. Towards an Understanding of the English Language: Past, Present and Future*. Granada, 2005: Universidad de Granada, 383-392.
- "Beyond Empowerment through Faith: Inversions and Contradictions in Narnia" en M. Carretero & E. Hidalgo, (eds.), *Behind the Veil of Familiarity. C. S. Lewis (1898-1998)*. Oxford, Nueva York, Berlín (2001): Peter Lang. 251-272.
- “Relishing The Difference: Some Visions of the East as Smitten With the West in Contemporary Fiction.” *BAS (British-Irish and American Studies)*, (2000)6: 14-21.
- “Narrativa y crítica en el teatro: *The Writing Game* y la situación de la novela contemporánea entre realismo, modernismo y posmodernismo”, *The Grove. Working Papers on English Studies*. (2000) 7: 191-208.

OTHER

Research stays:

- Cambridge University,
- University of California (Berkeley),
- University of Birmingham,
- Université Paris XIII.

Supervision of PhD dissertation *Virginia Woolf and Her World: Unmasking the Presence of Carnival in the Novels of Virginia Woolf*, submitted by Isabel Andrés Cuevas. European Doctorate. Grade awarded: SOBRESALIENTE CUM LAUDE.

Advisory Board Member of *Odisea, Journal of English Studies*.

Researcher in European Project “Transnational Women’s Literature”, funded by CEU (Central European University, Budapest), Swarthmore College (Pennsylvania, EEUU), and “Marie Curie Program”.

Co-supervisor of ESR (Joint PhD Supervision with Bologna University) in “Project GRACE, Horizon 2010 (Marie Curie Program)”.

2011-2016: Supervision of several MA Dissertations on Anglo-Saxon poetry and women; on women’s power and guilt in medieval Arthurian poems, and on Early Modern women poets. Grades awarded ranging 8-9,5 (out of 10).

Dr. MERCEDES DÍAZ DUEÑAS

Profesora Contratada Doctora

Sexenios CNEAI: 1

Research

- Contemporary Canadian Fiction
- Communitarian Theory
- Comparative Literature
- Discourse Analysis

RECENT AND / OR RELEVANT PUBLICATIONS

Díaz Dueñas, Mercedes. “The postmodern twist in Yann Martel’s *Life of Pi*” in Gascueña Gahete, Javier & Paula Martín Salván. *Figures of Belatedness: Postmodernist Fiction in English*. Córdoba: Servicio de Publicaciones de la Universidad de Córdoba, 2006. Pages 247-258. ISBN 84-7801-811-5.

Díaz Dueñas, Mercedes. “El uso irónico de la imagen de Europa en *Wilderness Tips* de Margaret Atwood” in Carretero González, Margarita, María Elena Rodríguez Martín & Gerardo Rodríguez Salas (eds.) *De habitaciones propias y otros espacios conquistados: Estudios sobre mujeres y literatura en lengua inglesa en homenaje a Blanca López Román*. Granada: Editorial Universidad de Granada, 2006. Pages 133-144. ISBN 84-338-3946-2.

Díaz Dueñas, Mercedes. “Immigration in Canadian contemporary fiction: Dealing with memory and distance” in Martínez-Cabeza, Miguel Ángel, Neil McLaren & Luis Quereda Rodríguez-Navarro (eds.) *Estudios en honor de Rafael Fente Gómez*. Granada: Editorial Universidad de Granada, 2007. Pages 463-474. ISBN 978-84-338-4575-7.

Díaz Dueñas, Mercedes. “The Role of Literature in the Shaping of Canada’s multicultural autoimage”. *Canadaria (Revista Canaria de Estudios Canadienses)* 3. Verano 2007. La Laguna: El Productor S.L. ISSN: 1887-4657, 64-72.

Díaz Dueñas, Mercedes. “Characterization through nationality in the works of contemporary Canadian writers” in Linde López, Ángeles, Juan Santana Lario, Celia Wallhead Salway (eds.) *Studies in Honour of Neil McLaren, A Man for all Seasons*. Granada: Editorial Universidad de Granada, 2008. Pages 279-287. ISBN 978-84-338-4882-6.

Díaz Dueñas, Mercedes. “La huella de la guerra en la narrativa anglo-canadiense contemporánea”. *Canadaria (Revista Canaria de Estudios Canadienses)*. 4. Primavera 2008. La Laguna: El Productor S.L. ISSN: 1887-4657. 43-52.

Díaz Dueñas, Mercedes. “Representations of war in Canadian fiction (by Atwood, Michaels, Ondaatje and Urquhart)” in Torres Zuñiga, Laura & Isabel María Andrés

Cuevas (eds.) *Constructing Good and Evil*. Oxford: Inter-Disciplinary Press, 2011. Pages 145-152. ISBN 978-1-904710-46-2.

Díaz Dueñas, Mercedes. “Correspondencias entre Samuel Richardson y Richard B. Wright: La novela epistolar entonces y ahora” in Mauricio D. Aguilera Linde, M^a José de la Torre Moreno, Laura Torres Zúñiga (eds.) *Homenaje M^a Luisa Dañobeitia*. Granada: Editorial Universidad de Granada, 2012. Pages 73-84. ISBN 978-84-338-5367-7.

Díaz Dueñas, Mercedes. “Douglas Coupland’s Generation X and its Spanish counterparts” in *Made in Canada, Read in Spain*: Versita, 2013.

Díaz Dueñas, Mercedes. “Immortality and Immunity in Margaret Atwood’s futuristic dystopias” in Martín Salván, Paula, Gerardo Rodríguez Salas & Julián Jiménez Heffernan (eds.) *Community in Twentieth-Century Fiction*. Palgrave Macmillan, 2013.

Díaz Dueñas, Mercedes. “The Secret of Robertson Davies’ *Cornish* Trilogies” in Martín Salván, Paula, Gerardo Rodríguez Salas & Julián Jiménez Heffernan (eds.) *Community in Twentieth-Century Fiction*. Palgrave Macmillan, 2013.

Díaz Dueñas, Mercedes. “Elitism, Classism and Cosmopolitanism: The Configuration of Community in D.H. Lawrence’s *The Rainbow* and *Women in Love*” in Gerardo Rodríguez-Sala, Paula Martín Salván & María J. López (eds.) *New Perspectives on Community and the Modernist Subject: Finite, Singular, Exposed*. Nueva York: Routledge, 2018. ISBN 978-0-8153-6962-2 (hbk), 978-1-351-25186-0 (ebk)

Díaz Dueñas, Mercedes. “Understanding the Secrets in Alice Munro’s “Corrie” through Speech, Writing and Thought Presentation Analysis”, in Soria Crivillés, Belén & Miguel Ángel Martínez-Cabeza Lombardo (eds.) 2019.

OTHER

I+D Research Projects: “Community and Immunity in the Contemporary Novel in English” (FFI2009-13244, 2010-2012); “Individual and Community in the English Novel” (FFI2012-36765, 2013-2015); “Secrecy and community in contemporary narrative in English” (FFI2016-75589-P)

Dr. ANA DÍAZ NEGRILLO

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research:

English morphosyntax
Learner corpus-based SLA

RECENT AND / OR RELEVANT PUBLICATIONS

- Lozano, Cristóbal, & Ana Díaz-Negrillo (forthcoming). Using learner corpus methods in L2 acquisition research: the morpheme order studies revisited with Interlanguage Annotation. *RESLA*.
- Díaz-Negrillo, Ana (forthcoming). Derivational Networks in Spanish. In Alexandra Bagasheva, Livia Körtvélyessy, Pavol Štekauer, & Salvador Valera (Eds.), *Cross-linguistic Research into Derivational Networks*. Berlin: De Gruyter.
- Lozano, Cristóbal, Ana Díaz-Negrillo, & Marcus Callies (forthcoming). Designing and compiling a learner corpus of written and spoken narratives. In Christiane Bongartz, & Jacopo Torregrossa (Eds.), *What's in a Narrative? Variation in Story-Telling at the Interface Between Language and Literacy*. Frankfurt/Main: Peter Lang.
- Díaz-Negrillo, Ana (2017). On the identification of competition in English derivational morphemes. The case of *-dom*, *-hood* and *-ship*. In Juan Santana & Salvador Valera (Eds.), *Competing Patterns in English Affixation* (pp. 119-161). Frankfurt/Main: Peter Lang.
- Díaz-Negrillo, Ana (2014). Subject-relatedness in *-ly* premodifying adverbs. *English Studies* 95: 459-474.
- Díaz-Negrillo, Ana (2014). Neoclassical compounds and final combining forms in English. *Linguistik Online* 68: 3-20.
- Díaz-Negrillo, Ana, & Francisco Javier Díaz-Pérez (2014) (Eds.) *Trends in Corpus Specialisation*. Frankfurt/Main: Peter Lang.
- Díaz-Negrillo, Ana, Nicolas Ballier, & Paul Thompson (2013) (Eds.) *Automatic Treatment and Analysis of Learner Corpus Data*. Amsterdam & Philadelphia: John Benjamins.
- Štekauer Pavol, Ana Díaz-Negrillo, & Salvador Valera. 2011. Meaning predictability and conversion. *Folia Linguistica* 45: 165-197.
- Díaz Negrillo, Ana. 2009. *EARS: A User's Manual*. Munich: Lincom.
- Díaz Negrillo, Ana, & Jesús Fernández Domínguez (2006). Error tagging systems for learner corpora. *RESLA* 19: 83-102.

OTHER:

Participation in the following research projects:

- R+D Project with reference HUM2007-60107FILO
- R+D Project with reference P07HUM-03028
- R+D Project with reference P07HUM-3041
- R+D Project with reference FF12012-3075
- R+D Project with reference FFI2016-75106

Research stays:

- 2005 (3 months) Lancaster University (UK)
- 2009 (3 months) University of Tübingen (Germany)
- 2013 (6 months) University of Edinburgh (UK).

Reviewing work:

- Journals: Word Structure, International Journal of Learner Corpus research, Folia Linguistica, CALICO.
- Edited books: John Benjamins, Cambridge University Press.
- Conferences: Societas Linguistica Europaea, International Conference of Learner Corpus Research.

Supervised dissertations:

16 MA Dissertations

1 PhD Dissertation (jointly with Dr. Cristóbal Lozano).

Dr. ÁNGEL FELICES LAGO

Catedrático de Universidad

Sexenios CNEAI: 4

Research:

Terminology and Knowledge Engineering

In the last decades, both terminology and terminography have been enriched by collaboration with knowledge engineering. If terminological research has been crucial to the understanding of the processes involved in the production and standardisation of specialised lexica, knowledge engineering has been particularly useful for the design and creation of machine-readable models for formalising world knowledge and emulating human reasoning. This line of research concentrates on the role of terminological work in the construction of domain-specific ontologies and the representation of specialist knowledge.

Applied Linguistics to Professional and Specific Discourses

This line of research offers a multi-perspective approach to the study of professional, domain-specific discourses. While it mainly draws on the tenets of genre theory and discourse semantics, it also nurtures from the theoretical and empirical foundations of applied linguistics, cognitive linguistics, corpus linguistics and ontological engineering.

RECENT AND / OR RELEVANT PUBLICATIONS

Felices Lago, Ángel; Cortés de los Ríos, M^a Enriqueta (2009): “A cognitive-axiological approach to print eco-advertisements in *The Economist*: the energy sector under scrutiny”, *Revista de Lingüística y Lenguas Aplicadas*, 4/2009, pp. 59-78.

Felices Lago, Ángel (2010): “Teaching and Research in Business English: a descriptive approach to the Spanish context”, *Professional English in the European Context: The EHEA Challenge*. Ángeles Linde López & Rosalía Crespo Jiménez (eds.). Linguistic Insights (Studies in Language and Communication), vol. 109. Berna: Peter Lang, pp. 81-102.

Hewitt, Elaine; Felices Lago, Ángel (2010): “Academic style and format of doctoral theses: The case of the disappearing discussion chapter”, *Ibérica. Journal of the European Association of Languages for Specific Purposes*. Vol. 19 (Spring 2010), pp. 119-140.

Felices Lago, Ángel (2010): “Axiological Analysis of Entries in a Spanish Law Dictionary and their English Equivalents”, *Researching Language and the Law: Textual Features and Translation*

- Issues*. Davide Simone Giannoni & Celina Frade (eds.). Linguistic Insights (Studies in Language and Communication), vol. 121. Berna: Peter Lang, pp. 179-198.
- Felices Lago, Ángel; Ureña Gómez-Moreno, Pedro; Alameda Hernández, Ángela (2011): “FunGramKB y la adquisición terminológica”, *Anglogermánica Online 2011*, vol. 8. Perrián Pascual, Carlos and González Vergara, Carlos (eds.), pp. 66-86.
- Felices Lago, Ángel; Fernández Lloret, Diana (2012): *New Applications of Genre Analysis to Technical Manuals: The Perspective of Bhatian and Lassen Model*. Lewiston, New York: Edwin Mellen.
- Felices Lago, Ángel; Ureña Gómez-Moreno, Pedro (2012): “Fundamentos metodológicos de la creación subontológica en FunGramKB”, *Onomázein*, 26, (2012/2), pp. 49-67.
- Felices Lago, Ángel; Cortés de los Ríos, M^a Enriqueta; Marín Rubiales, Amalia (2012): “The configuration of a philosophical parameter in the subontology #ENTITY of FunGramKB: The case of axiology”, *LSP Journal: Language for special purposes, professional communication, knowledge management and cognition*, Vol.3, No.1, pp. 51-60.
- Felices Lago, Ángel; Cortés de los Ríos, M^a Enriqueta (2014): “The implementation of the axiological parameter in a verbal subontology for natural language processing”, *Evaluation in Context*. Geoff Thompson & Laura Alba-Juez (eds.). (Pragmatics and Beyond New Series, vol 242). Amsterdam: John Benjamins, pp. 117-136.
- Felices Lago, Ángel; Ureña Gómez-Moreno, Pedro (2014): “FunGramKB Term Extractor: a key instrument for building a satellite ontology based on a specialized corpus”, *Language processing and grammars: The role of functionally oriented computational models (SLCS)*, (Studies in Language Series). Brian Nolan & Carlos Perrián-Pascual (eds.). Amsterdam: John Benjamins, pp. 251-269. ISBN: 978-90-272-5915-8
- Felices Lago, Ángel (2015): “Foundational considerations for the development of the *Globalcrimeterm* subontology: A research project based on FunGramKB”, *Onomázein*, 31, (2015/1), pp. 127-144.
- Felices Lago, Ángel; Ruiz López, Cecilia; Corral Hernández, Ana (2015): *Español para el comercio mundial del siglo XXI*. Madrid: Edinumen.
- Felices Lago, Ángel (2016): “The Process of Constructing Ontological Meaning Based on Criminal Law Verbs”, *Círculo de Lingüística Aplicada a la Comunicación*, 65/2016, pp. 109-148.
- Felices Lago, Ángel (2016): “Tourism websites in English as a source for the autonomous learning of specialized terminology: A CALL application”, *Ibérica*, 31, 109-126.

OTHER:

- 1) Leading researcher in the R+D Project entitled: *Creation of a terminological subontology in a multilingual context (English, Italian, Spanish) on criminal law: international cooperation against terrorism and organized crime based on FunGram Knowledge Base*. (FFI2010-15983) Financing Institution: Spanish Ministry of Science and Innovation, 2011-2013. Number of researchers: 12. Participating institutions: Universidad de Granada (Coordinator); Universidad Politécnica de Valencia; Universidad Católica de San Antonio (Murcia); Universidad de Almería; Universidad de Córdoba; Universidad Alfonso X El Sabio (Madrid); C.U. Villanueva (Madrid), Università degli Studi di Bergamo, Università degli Studi di Trieste (Italia).
- 2) Researcher in the R+D Project entitled: *Desarrollo de un laboratorio virtual para el procesamiento computacional del lenguaje natural desde un paradigma funcional* (FFI2014-53788-C3-1-P) Financing Institution: Spanish Ministry of Economy and Competitiveness, 2015-2017. Number of researchers: 18. Participating institutions: UNED [Spanish Open University] (Coordinator), Universidad de Granada,

Universidad Politécnica de Valencia, Universidad de la Laguna, Universidad Autónoma de Madrid, Universidad de La Rioja, Henrich Heine University, Düsseldorf.3)

- 3) Member of scientific / editorial board or reviewer of Journals such as *Ibérica*, *Onomázein*, *Annual Review of Cognitive Linguistics*, *Mediterranean Studies*, *Odisea*, *Cizy Jazyky* (Brno, Czech Republic), *Materiales para la enseñanza multicultural* (Spanish Embassy in Washington, DC), etc.
- 4) Inducted as a *Fellow* of the Mediterranean Studies Association in Lüneburg (Germany) May 28, 2008.
- 5) Director of 1 doctoral dissertation (2000) and 12 Master`s theses. He is currently supervising 2 doctoral dissertations.
- 6) Visiting Scholar at the University of Delaware (5 months). Teaching and Research Assistant at Colgate University, Hamilton (New York) (9 months).

Dr. RAQUEL FERNÁNDEZ FUERTES

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

- Bilingual language acquisition
- Formal analyses
- Comparative grammar
- Languages in contact

RECENT AND/OR RELEVANT PUBLICATIONS

- Fernández Fuertes, R. & J.M. Liceras. 2018. Bilingualism as a first language: language dominance and crosslinguistic influence. In A. Cuza & P. Guijarro (eds.) *Language Acquisition and Contact in the Iberian Peninsula*. Mouton de Gruyter (Studies on Language Acquisition series).
- Liceras, J.M. & R. Fernández Fuertes. 2018. Subject omission/production in child bilingual English and child Bilingual Spanish: the view from linguistic theory. *Probus* 29.
- Fernández Fuertes, R. & E. Álvarez de la Fuente. 2017. The acquisition of Spanish and English as two first languages through the analysis of natural interpreting in bilingual children. *Revista Española de Lingüística Aplicada/ Spanish Journal of Applied Linguistics* 31(1).
- Fernández Fuertes, R., E. Álvarez de la Fuente & S. Mujcinovic. 2016. The acquisition of grammatical gender in L1 bilingual Spanish. In A. Alba de la Fuente et al. (eds.) *Language acquisition beyond parameters*. (237-279). John Benjamins.

- Licerias, J.M., R. Fernández Fuertes & R. Klassen. 2016. Language dominance and language nativeness: the view from English-Spanish code-switching. In R.E. Guzzardo Tamargo et al. (eds.) *Spanish-English codeswitching in the Caribbean and the US*. (107-138). John Benjamins.
- Fernández Fuertes, J.M. Licerias & A. Alba de la Fuente. 2016. Beyond the subject DP versus the subject pronoun divide in agreement switches. In C. Tortora et al. (eds.) *Romance Linguistics 2013: Selected papers from the 43rd Linguistic Symposium on Romance Languages (LSRL), New York, 17-19 April, 2013*, [Romance Languages and Linguistic Theory, 9]. (79-98). John Benjamins.
- Yuan, Q. & R. Fernández Fuertes. 2016. An analysis of interlinguistic influence from Chinese into English in direct object realization in Chinese-English bilingual children. *ES. Revista de Filología Inglesa* 37, 33-55.
- Sánchez Calderón, S. & R. Fernández Fuertes. 2016. Dativisable or non-dativisable? That's the question. Ditransitive constructions in L1 English Acquisition. *Xjenza Online - Journal of the Malta Chamber of Scientists* 4(1), 44-57.
- Álvarez de la Fuente, E. & R. Fernández Fuertes. 2015. Translation universals in the oral production of Bilingual children. *Translation and Translanguaging in Multilingual Contexts* 1(1), 49-79.
- Álvarez de la Fuente, E. & R. Fernández Fuertes. 2015. A methodological approach to the analysis of natural interpreting: bilingual acquisition data and the CHAT/CLAN tool. In M.T. Sánchez Nieto (ed.) *Corpus-based translation and interpreting studies: from description to application*. (77-104). Frank & Timme.
- Licerias, J.M., R. Fernández Fuertes & A. Alba de la Fuente. 2012. Subject and copula omission in the English grammar of English-Spanish bilinguals: on the locus and directionality of interlinguistic influence. *First Language* 32(1-2), 88-115.
- Licerias, J.M., R. Fernández Fuertes, A. Alba de la Fuente, G. Boudreau & E. Acevedo. 2012. Interlinguistic influence in simultaneous bilingualism: core syntax phenomena and lexical transparency. In S. Ferre et al. (eds.) *Selected proceedings of the Romance Turn IV Workshop on the acquisition of Romance languages*. (214-239). Cambridge Scholars Publishing.
- Álvarez de la Fuente, E. & R. Fernández Fuertes. 2012. How two English/Spanish bilingual children translate: in search of bilingual competence through natural interpretation. In M.A. Jiménez Ivars & M.J. Blasco Mayor (eds.) *Interpreting Brian Harris: recent developments in translatology*. (95-115). Peter Lang.
- Álvarez de la Fuente, E. & R. Fernández Fuertes. 2012. In search for the initial translator in translation and bilingualism studies. In M.A. Jiménez Ivars & M.J. Blasco Mayor (eds.) *Interpreting Brian Harris: recent developments in translatology*. (11-49). Peter Lang.
- Ingram, D., J.M. Licerias, R. Fernández Fuertes & V. Dubasik. 2011. Early phonological Acquisition in a set of English-Spanish bilingual twins. In C. Sanz & R.P. Leow (eds.) *Implicit and explicit conditions, processes, and knowledge in SLA and bilingualism*. (195-206). Georgetown University Press.
- Fernández Fuertes, R. & J.M. Licerias. 2010. Copula omission in the English developing grammar of English/Spanish bilingual children. *International Journal of Bilingual Education and Bilingualism* 13(5), 525-551.
- Desrochers, A., J.M. Licerias, R. Fernández-Fuertes & G.L. Thompson. 2010. Subjective frequency norms for 330 Spanish simple and compound words. *Behavior Research Methods* 42(1), 109-117.
- Licerias, J.M., R. Fernández Fuertes, A. Alba de la Fuente & M. Tercedor. 2010. lexically-based interlinguistic influence at the syntax-semantic interface: copula

omission in the English grammar of English-Spanish bilinguals. In C. Borgonovo et al. (eds.) *Selected Proceedings of the 12th Hispanic Linguistics Symposium*. (183-193). Cascadilla Press.

OTHER:

PhD thesis supervision: 2 (1 co-directed) and 6 in progress

MA thesis supervision: 25 (11 co-directed)

Student research supervision: 6

Postdoctoral fellows: 1

Recent research periods abroad: University of Leiden (Netherlands, 2016, 5 weeks);

University of Florida (USA, 2017, 5 weeks); University of Ottawa (Canada, 2017, 13 weeks)

Recent research projects:

- *Aspectos de la dimensión internacional del contacto de lenguas: diagnósticos de la competencia lingüística bilingüe inglés-español* [Ref. VA009P17]. Junta de Castilla y León, Consejería de Educación, y fondos FEDER. PI: Raquel Fernández Fuertes.
- *Minority and majority languages in Canada and Spain: English, French and Spanish as first, second and heritage languages* [10-CEA-A]. International Council for Canadian Studies and Department of Foreign Affairs [International Education and Youth Division]. PI: Raquel Fernández Fuertes.
- *Elaboración y análisis de un corpus de datos de adquisición del inglés y del español como L1 y L2 de niños y adultos: aprendizaje formal, naturaleza del input y factor edad* [HUM2007-62213]. Ministerio de Ciencia y Tecnología. PI: Raquel Fernández Fuertes.
- *Variación, complejidad y experiencia lingüística en la adquisición de lenguas y el bilingüismo: más allá de la división entre sintaxis e interfaces* [FFI2012-35058]. Ministerio de Economía y Competitividad. PI: Aurora Bel.

Research group director: UVALAL (*University of Valladolid Language Acquisition Lab*), recognized research group (since 2005).

FerFuLice corpus (Fernández Fuertes & Licerias 2009): longitudinal spontaneous production of a set of English-Spanish bilingual twins in Spain (age range: 1;01-6;11) transcribed in CHAT format and fully available in CHILDES (MacWhinney 2000, <http://childes.talkbank.org/access/Biling/FerFuLice.html>)

Dr. MIRIAM FERNÁNDEZ SANTIAGO

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

Critical Theory (Deconstruction, Posthuman Studies), (Inter)Cultural Studies, Literary Criticism, North American Literature (19th and 20th century), Postcolonial Studies, Disability Studies.

RECENT AND / OR RELEVANT PUBLICATIONS

- *The (I)logics of Postmodern Humor. With Illustrations from Thomas Pynchon's Latest Novel, Mason & Dixon.* Huelva: Servicio de Publicaciones de la Universidad de Huelva, 2003.
- *The Voice and the Void.* Huelva: Servicio de Publicaciones de la Universidad de Huelva, 2005.
- "Unreliable Homodiegesis and the Trace of Influence: the Work of E.A. Poe" *Revista de Estudios Norteamericanos.* 14 (2010):27-48.
- "Revisiting Untraded Paths. Literary Revisions of Eighteenth-Century Exploration Journals" *Rupkatha Journal on Interdisciplinary Studies in Humanities.* 3.1. 2011.
- "Poe's Play-Full Narratives. His Use of Dramatic Devices in Short Fiction." *Edgar Allan Poe Review.* 12.2 (2011): 79-100.
- "Warped Discourses: The Logic of Absence in Democratic Discourse" *Homenaje a Maria Luisa Dañobeitia.* Granada: Editorial de la Universidad de Granada, 2011. 219-228.
- "Edgar Allan Poe's Narrative Use of Literary Doubling." *Mediterranean Journal of Social Sciences.* 4.1 (2013): 71-82.
- *Cultures in English.* Granada: AVICAM, 2015 .
- "Divination And Comparison: The Dialogical Tension Between Self-Reflective Aesthetics And Sensational Motifs In E. A. Poe's Dupin Series." *Poetics today.* 37.4 (2016): 641-674.
- "Accounting for Feminist Myths. A Critical Posthumanist and Agential Materialist Approach" en volumen monográfico, [*Women Poets and Myth in the 20th and 21st centuries.*](#) Cambridge Scholars Publishing, 2018.
- "Agential Materialism and the Problem of Iteration." *Crystals Beneath the Surface.* Eds. Mauricio D. Aguilera Linde and Margarita Carretero González. Granada: Editorial Universidad de Granada, 2018 (81-90).
- "Of Language and Music. A Neo-Baroque, Environmental Approach to the Human, Infrahuman and Superhuman in Richard Powers' *Orfeo.*" 2019) *Anglia, Volume 137, Issue 1, Pages 126–146, ISSN (Online) 1865-8938, ISSN (Print) 0340-5222, DOI: <https://doi.org/10.1515/ang-2019-0008>.*

OTHER

- Grupo de Investigación: Estudios Literarios y Culturales de América" (HUM676)
- Secretaria de la revista científica Revista de Estudios Norteamericanos. ISSN: 1133-309-X (2007-presente)
- Proyecto Europeo IntercultureMap (01/06/2006 hasta el 31/12/2006).
- Proyecto del programa estatal de fomento de la investigación científica y técnica de excelencia - subprograma estatal de generación de conocimiento: "Trauma, Cultura y Posthumanidad: La Definición del Ser en la Narrativa Nortemericnaa Actual" Proyectos I+D, FFI2015-63506P
-

Dr. ELAINE HEWITT

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

- Empirical research in EFL learning contexts.

RECENT AND / OR RELEVANT PUBLICATIONS

- Hewitt, Elaine. "University Siblings' Empirical Study: Are they a source of knowledge on foreign language Bachelor's degrees? *The International Journal of Humanities Education*, Volume 15, Issue 3. 2017. Pp. 19-28.
- Hewitt, Elaine. "Empirical research into the 'CHEPA' method with beginners (Children's English through Psychomotor Activities). *International Journal of Curriculum and Pedagogy*, Volume 20, Issue 4. 2014.
- Hewitt, Elaine. (co-author). "Aptitude for Vocabulary among Medical CLIL students (Content and Language Integrated Learning): An empirical research project". *The International Journal of Literacies*, Volume 19, Issue 2, pp. 87-98. 2013.
- Hewitt, Elaine & Stephenson, Jean. "Replicating Phillips's MLJ study: Associations between foreign language anxiety and performance on an oral exam." *Modern Language Journal*, volume 96(2), 2012. Online version published on 14 April, 2011. (IMPACT FACTOR: 1.328, ISI Journal Citation Reports © Ranking 2011: 21/141 (Linguistics).
- Hewitt, Elaine. *The Use of Psychomotor Activities in Teaching Children English as a Foreign Language: Empirical Research into the PEPA Method of Language Instruction*. Lewiston, New York: Edwin Mellen Press. 2011.
- Hewitt, Elaine. "CLIL bilingual Research Results at Spanish University Level Including Academic Content Work". *Literacy Information and Computer Education Journal (LICEJ) Liceducation Journal*, Volume 2, Issue 3, June 2011, pp. 382 – 392.
- Hewitt, Elaine & Angel Felices Lago. "Academic Style and Format of Doctoral Theses: The Case of the Disappearing Discussion Chapter: An empirical study". *Iberica Journal of the European Association of Languages for Specific Purposes*, 19, Spring 2010, pp. 119-140.
- Stephenson, Jean, & Hewitt, Elaine. "Foreign language anxiety in Spanish students of English for Professional Purposes: its relationships with self-assessed levels, with expectations of success, and with current performance in the four skills." In Linde A. and R. Crespo Jiménez, R. (eds). *Professional English in the European Context: The EHEA Challenge*, Bern: Peter Lang, 2010.
- Hewitt, Elaine. "An empirical study into complete-beginner siblings learning aural and written English." *Journal of English Studies*, number 7, 2009, pp. 23-34.

- Hewitt, Elaine. "What lies beneath": Forty years later the first critical appraisal of James Asher's TPR experiments.' *Canary Islands Journal of English Studies*, Vol 55, November 2007, pp. 153-166.
- Hewitt, Elaine. "Perception of the factor of the parents in the learning of English in elementary school: An empirical study." *Porta Linguarum: An International and Interuniversity Journal of Foreign Language Didactics*, January, Vol 7, 2007, pp. 75-88.
- Hewitt, Elaine. "A study of pop song translations. An empirical study". In *Perspectives Journal: Studies in Translatology*, 8(3), 2001, pp. 187-194.
- Cano García, Francisco, & Hewitt, Elaine. "Learning and Thinking Styles: An analysis of their interrelationships and influence on academic achievement". *Educational Psychology*, 20(4), 2000, pp. 413 - 430. (IMPACT FACTOR: 0.426 Category: Educational Psychology Position: 410 of 1697).
- Hewitt, Elaine. "Actividad psicomotriz en el aprendizaje del inglés para niños". *Spanish Journal of Applied Linguistics*, 13. 1998, pp.189-206.

OTHER

Elaine Hewitt was awarded the University of Granada Prize corresponding to the year 1997 for her Doctoral Ph.D. Thesis. She defended her doctoral thesis in the English Department, University of Granada, in 1997.

She graduated with honours in 1983 off the Bachelor's Degree of English Studies from Manchester Metropolitan University in the United Kingdom.

1) National r+d Research Project (research and development).

Title: BILINGUNI Total Bilingualism: Follow-up in the university sphere of students coming from the 'bilingual' CLIL secondary school system. Financed by: *Ministry of Science and Innovation and FEDER - European Fund for Regional Development*. Project Director: Elaine Hewitt. Duration: 2009-2011

2) Innovation in Teaching Project. Title: "Virtual Bilingualism": digital support for the learning of English in the university area. Financed by: Commission for Study Plans and Quality, University of Granada. Code 06-01-20. Project Director: Elaine Hewitt Duration: 2006-2009

Doctoral PhD Theses supervised by Profa. Dr. Elaine Hewitt:

"The discursive construction of Gibraltar identity in the printed press: a critical discourse analysis of editorial articles on the Gibraltar issue". Ángela Alameda Hernández. 2006. Awarded Unanimous summa cum laude.

"Anxiety in learning English as a foreign language: Its associations with student variables, with overall proficiency, and with performance on an oral test Jean Stephenson. 2006. Awarded Unanimous summa cum laude.

Over forty MA theses supervised by Profa. Dr. Elaine Hewitt:

- 1) "Opinions and Perceptions about Error correction: An empirical research study among students of English as a foreign language". 2011.
- 2) "Aspects of Three Representative Figures in Anglo-American Gothic Literature". 2011.
- 3) "The Gothic Novel". 2009.
- 4) "Foreign Language Anxiety: A critical and commented review of recent experiments, with teaching recommendations and implications for the university foreign language classroom." 2004.
- 5) "Gibraltarian Identity through Discourse". 2003.
- 6). "Didactic English Unit for 4th year of CSE (Compulsory Secondary Education)". 2011.
- 7) "Didactic Unit for English Teaching in Secondary Centres". 2011.
- 8) "Didactic English Unit for 3rd year of CSE". 2011.
- 9) "Didactic Unit Focused on English as a Foreign Language at CSE Level". 2011.
- 10) "Didactic Unit for Official State Language Schools and B1 level". 2011.
- 11) "Didactic Unit proposal for Official State Language Schools in an ICT Centre (Information and Communication Technology)". 2011.
- 12) "Curriculum Planning". 2010.
- 13) "Didactic Unit and Studies in the English Classroom". 2010.
- 14) "Curricular Planning with a Task-Based Approach". 2010.
- 15) "Didactic Unit for the Teaching of the English in CSE". 2010.
- 16) "Didactic English Unit for Secondary Education". 2010.
- 17) "Didactic Programming for 1st year of CSE with a Task-Based Approach". 2010.
- 18) "Didactic Unit for the Teaching of the English Language". 2010.
- 19) "A Programme with a Task-Based Approach and Teaching as a Process". 2010.
- 20) "Didactic Unit for the Teaching and Learning of English". 2010.

DR ENCARNACIÓN HIDALGO TENORIO

Catedrática de Universidad

Sexenios CNEAI: 4

RESEARCH AREAS

- Language and Gender, Corpus-Based Critical Discourse Analysis, Appraisal Theory

RECENT PUBLICATIONS

Bartley, Leanne & Hidalgo Tenorio, Encarnación (2015). "Constructing perceptions of sexual orientation: A corpus-based critical discourse analysis of transitivity in the Irish press". *Estudios Irlandeses* 10: 14-34.

- Bartley, Leanne & Hidalgo Tenorio, Encarnación (2016a). “‘To Be Irish, Gay, and on the Outside’: A Critical Discourse Analysis of the Other after the Celtic Tiger Period”. *Journal of Language and Sexuality*. 5(1): 1-36
- Bartley, Leanne & Hidalgo Tenorio, Encarnación (2016b). “‘Well, I Think that my Argument Is...’, or Modality in a Learner Corpus of English”. *Revista Española de Lingüística Aplicada* 29(1): 1-29.
- Benítez Castro, Miguel Ángel, De Cesare, Francesca & Hidalgo Tenorio, Encarnación (2017). “Introduction”, in *Identity, Language and Diversity Journal* 2: 3-10.
- Benítez-Castro, Miguel Ángel & Hidalgo Tenorio, Encarnación (2018). “‘We were treated very badly, treated like slaves’: A critical metaphor analysis of the accounts of the Magdalene Laundries victims”, in P. Villar-Argáiz (ed.), *Irishness on the Margins. Minority and Dissident Identities* (101-127). Houndmills & N.Y.: Palgrave/Macmillan.
- Benítez-Castro, Miguel Ángel & Hidalgo Tenorio, Encarnación (2019). “Rethinking Martin & White’s AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion”, in L. Mackenzie and L. Alba-Juez (eds.), *Emotion in Discourse*. Amsterdam/Philadelphia: John Benjamins, pp. 301-331.
- Hidalgo Tenorio, Encarnación (2015a). “Tools for grammatical description”, in J. Santana (ed.). *English Grammar in Focus. Words and Morphemes* (27-40). Granada: Editorial Universidad de Granada.
- Hidalgo Tenorio, Encarnación (2015b). “Glossary”, in J. Santana (ed.). *English Grammar in Focus. Words and Morphemes* (187-204). Granada: Editorial Universidad de Granada.
- Hidalgo Tenorio, Encarnación (2016a). “‘Irish history is not a closed shop’: A multidisciplinary approach to Ireland’s discourses of otherness”. *Irish Journal of Applied Social Studies* 16(1): i-vi.
- Hidalgo Tenorio, Encarnación (2016b). “Genderlect”, in N. Naples, R. C. Hoogland, M. Wickramasinghe, A. Wong (eds.) *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies* (1193-1196). Oxford: Wiley-Blackwell.
- Hidalgo Tenorio, Encarnación (2018). “The prepositional phrase”, in J. Santana (ed.). *English Grammar in Focus. The Phrase* (251-282). Granada: Editorial Universidad de Granada.
- Hidalgo-Tenorio, Encarnación, Benítez-Castro, Miguel Ángel & De Cesare, Francesca (eds.) (2019). *Populist Discourse. Critical Approaches to Contemporary Politics*. London/New York: Routledge.
- Hidalgo Tenorio, Encarnación & Sánchez García, Francisco José (2016). “La campaña electoral de 2011 en España, o la videopolítica como herramienta de marketing 2.0”, in E. Martínez Rodrigo, P. Raya González & X. Martínez Rolán (coords.), *Investigación, desarrollo e innovación universitarias* (325-340). London/Mexico/New York: MacGraw-Hill Education.
- Hidalgo Tenorio, Encarnación & Sánchez García, Francisco José (2017). “¿Por qué los debates políticos los ganan la mentira y la frialdad? El caso de España” *Revista de Investigaciones Políticas y Sociológicas*. 16(1): 41-64.

RESEARCH PROJECTS

- Main researcher of EU-funded Research Project (2012-1015): “Análisis crítico del discurso público y su construcción de las minorías: El caso de Irlanda” (FFI2011-25453);
- Main researcher of EU-funded Research Project (2016-2020): “Nutcracker: Sistema de detección, rastreo, monitorización y análisis del discurso terrorista en la red” (FFI2016-79748-R).

Dr. STEPHEN PEARSE HUGHES

Profesor Ayudante Doctor

Research:

Empirical research in quality processes and indicators in English language teaching and English as a medium of instruction.

RECENT AND / OR RELEVANT PUBLICATIONS

- Hughes, S. & Madrid, D. (2010). Corrective feedback and affect in the language classroom. In J. Martinez (Ed.), *Errors in the Second Language Classroom* (pp. 87-103). Malaga: Ediciones Aljibe.
- Hughes, S. (2004). Searching for effectiveness in ELT, *Porta Linguarum*, 1, 61-81.
- Hughes, S. (2007). Setting up a quality management system in a Spanish secondary school. In L. Muresan, F. Heyworth, G. Mateva, & M. Rose (Eds.). *QualiTraining: A Training Guide for Quality Assurance in Language Education* (pp. 81-86). Paris: Council of Europe Publishing, Paris, 2007
- Hughes, S. (2007). *The Identification of Quality Indicators in English Language Teaching*. Doctoral Thesis. Granada: Universidad de Granada.
- Hughes, S., & Madrid, D. (2011). Synthesis of principles, practices and results. In D. Madrid & S. Hughes (Eds.), *Studies in Bilingual Education* (pp. 351-366). Bern: Peter Lang.
- Hughes, S.P. & Tulimirovic, B. (2015). ICT use and perceived effectiveness in an adult EFL learning context. *Revista de Lenguas para Fines Especificos*, 21(1), 15-40.
- Madrid, D. & Hughes, S (2011). (Eds.) *Studies in bilingual education*. Bern: Peter Lang.
- Madrid, D. & Hughes, S. (2006). *Teaching practice for language teachers*, Granada: Grupo Editorial Universitario.
- Madrid, D. & Hughes, S. (2010). Speaking the same language? Gender-based teacher performance in the EFL class. *The Open Applied Linguistics Journal*, 3, 1-9.

- Madrid, D. & Hughes, S., Ortega, (2009). Intensive Spanish language courses in Spain: A case study. *International Journal of Interdisciplinary Social Sciences*, 4, 127-142.
- Madrid, D., & Hughes, S. (2004). Epistemology of foreign language didactics. In D. Madrid, & N. McLaren (Eds.) *TEFL in Primary Education* (pp. 37-71). Granada: Editorial Universidad de Granada.

Other

Dr. Stephen Hughes has been involved in language teaching and teacher training for over 20 years. While working in secondary education, he became professionally and academically interested in the areas of quality management and bilingual education and has experience as both a quality coordinator and as a bilingual coordinator in secondary schools. Stephen has worked in national and European research projects and is currently involved in a number of projects related the design, implementation and assessment of the English language programmes as well as education through the medium of English and Content and Language Integrated Learning (CLIL).

Dr. Pilar León Araúz

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research

- Corpus linguistics
- Lexicography and terminology
- Specialized languages, terminology and knowledge engineering

RECENT AND / OR RELEVANT PUBLICATIONS

- Cabezas-García, M. & León-Araúz, P. (2019) On the Structural Disambiguation of Multi-word Terms. In *Computational and Corpus-Based Phraseology*, edited by Corpas Pastor, G. & Mitkov, R. Lecture Notes in Computer Science, 11755:46-60. Cham: Springer. doi:https://doi.org/10.1007/978-3-030-30135-4_4.
- León-Araúz, P. & Reimerink, A. (2019) High-density knowledge rich contexts. *Argentinian Journal of Applied Linguistics*, 7(1):109-130.
- Faber, P., Verdejo-Román, J., León-Araúz, P., Reimerink, A. & Guzmán Pérez-Carrillo, G. (2017) Specialized knowledge processing in the brain: an fMRI study. In *Terminological Approaches in the European Context*, edited by Faini, P., pages 168-182. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

- León-Araúz, P. (2017) Term and concept variation in specialized knowledge dynamics. In *Multiple Perspectives on Terminological Variation*, edited by Drouin, P., Francœur, A., Humbley, J. & Picton, A. Terminology and Lexicography Research and Practice, 18:213-258. Amsterdam/Philadelphia: John Benjamins. doi:10.1075/tlrp.18.09leo.
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- Faber, P. & León-Araúz, P. (2016) Specialized knowledge representation and the parameterization of context. *Frontiers in Psychology*, 7(00196). doi:10.3389/fpsyg.2016.00196.
- León-Araúz, P. & Reimerink, A. (2016) Multidimensional categorization in corpus-based hyponymic structures. In *Corpus-based studies on language varieties*, edited by Alonso Almeida, F., Cruz García, L. & González Ruiz, V. Linguistic Insights, 210:37-66. Bern: Peter Lang.
- Reimerink, A., León-Araúz, P. & Faber, P. (2016) Image selection and annotation for an environmental knowledge base. *Language Resources and Evaluation*, pages 1-32. doi:10.1007/s10579-016-9345-8.
- León-Araúz, P. (2015) Term variation in the psychiatric domain: transparency and multidimensionality. In *Word Formation and Transparency in Medical English*, edited by ten Hacken, P. & Panocová, R., pages 33-54. Newcastle-upon-Tyne: Cambridge Scholars Publishing.
- Faber, P., León Araúz, P. & Reimerink, A. (2014) Representing environmental knowledge in EcoLexicon. In *Languages for Specific Purposes in the Digital Era*. Educational Linguistics, 19:267-301. Springer.
- Faber, P. & León-Araúz, P. (2014) Specialized knowledge dynamics: From cognition to culture-bound terminology. In *Dynamics and Terminology. An interdisciplinary perspective on monolingual and multilingual culture-bound communication*, edited by Temmerman, R. & Van Campenhoudt, M. Terminology and Lexicography Research and Practice, 16:135-158. Amsterdam/Philadelphia: John Benjamins. doi:10.1075/tlrp.16.08fab.
- Faber, P., Verdejo, J., León Araúz, P., Reimerink, A. & Guzmán, G. (2014) Neural Substrates of Specialized Knowledge Representation: An fMRI study. *Revue française de linguistique appliquée*, 19(1):15-32. Pub. linguistiques.
- León Araúz, P. (2014) Semantic Relations and Local Grammars for the Environment. In *Formalising Natural Languages with NooJ 2013*, edited by Joeva, S., Mesfar, S. & Silberztein, M., pages 87-102. Newcastle-upon-Tyne: Cambridge Scholars Publishing.
- León Araúz, P. & Faber, P. (2014) Context and Terminology in the Multilingual Semantic Web. In *Towards the Multilingual Semantic Web*, edited by Buitelaar, P. & Cimiano, P., pages 31-47. Springer Berlin Heidelberg. doi:10.1007/978-3-662-43585-4_3.
- León Araúz, P., Reimerink, A. & Faber, P. (2013) Multidimensional and Multimodal Information in EcoLexicon. In *Computational Linguistics*, edited by Przepiórkowski, A.,

- Piasecki, M., Jassem, K. & Fuglewicz, P. Studies in Computational Intelligence, 458:143-161. Springer Berlin Heidelberg. doi:10.1007/978-3-642-34399-5_8.
- León Araúz, P., Reimerink, A. & García Aragón, A. (2013) Dynamism and context in specialized knowledge. *Terminology*, 19(1):31-61. John Benjamins Publishing Company. doi:10.1075/term.19.1.02leo.
- León Araúz, P., Faber, P. & Montero Martínez, S. (2012) Specialized Language Semantics. In *A cognitive linguistic view of terminology and specialized language*, edited by Faber, P., 20:95-175. Berlin, Boston: De Gruyter Mouton.
- Faber, P. & León Araúz, P. (2010) Dinamismo conceptual en las bases de conocimiento terminológico: el caso de EcoLexicon. *Íkala, revista de lenguaje y cultura*, 15(25):75-100.
- Faber, P., León Araúz, P. & Prieto Velasco, J.A. (2009) Semantic relations, dynamicity, and terminological knowledge bases. *Current Issues in Language Studies*, 1(1):1-23.
- León Araúz, P. (2008) Representación multidimensional del conocimiento especializado. In *Aproximaciones cognitivas al estudio de la traducción y la interpretación*, edited by Fernández Sánchez, M.M. & Muñoz Martín, R., pages 205-258. Comares.
- Faber, P., León Araúz, P., Prieto Velasco, J.A. & Reimerink, A. (2007) Linking images and words: the description of specialized concepts. *International Journal of Lexicography*, 20(1):39-65. Oxford Univ Press. doi:10.1093/ijl/ecl038.
- Faber, P., Montero Martínez, S., Castro Prieto, M.R., Senso Ruiz, J., Prieto Velasco, J.A., León Araúz, P., Márquez Linares, C. & Vega Expósito, M. (2006) Process-oriented terminology management in the domain of Coastal Engineering. *Terminology*, 12(2):189-213. John Benjamins Publishing Company. doi:10.1075/term.12.2.03fab.

Dr. CRISTÓBAL LOZANO POZO

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:

- Bilingualism and second language (L2) acquisition: The acquisition and development of grammar by L2 learners and by bilinguals.
- Learner corpora: design and exploitation of corpora to investigate bilingual and L2 acquisition.
- More info on my webpage: <http://wpd.ugr.es/~cristoballozano>

RECENT AND / OR RELEVANT PUBLICATIONS

- Lozano, C., Díaz-Negrillo, A., & Callies, M. (forthcoming). Designing and compiling a learner corpus of written and spoken narratives: COREFL. In: C. Bongartz & J. Torregrossa (Eds.), *What's in a Narrative? Variation in Story-Telling at the Interface between Language and Literacy*. Frankfurt: Peter Lang.
- Lozano, C. & Díaz-Negrillo, A. (2019). Using learner corpus methods in L2 acquisition research: The morpheme order studies revisited with Interlanguage Annotation. *RESLA (Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics)*, 32(1): 83-124. <https://doi.org/10.1075/resla.17019.loz>
- Lozano, C., & Callies, M. (2018). Word order and information structure in advanced SLA. In: P. Malovrh & A. G. Benati (Eds.), *The Handbook of Advanced Proficiency in Second Language Acquisition* (pp. 419-441). Oxford: Wiley-Blackwell.
- Mendikoetxea, A., & Lozano, C. (2018). From corpora to experiments: methodological triangulation in the study of word order at the interfaces in adult late bilinguals (L2 learners). *Journal of Psycholinguistic Research*, 47(4), 871-898. DOI: <https://doi.org/10.1007/s10936-018-9560-0>
- Lozano, C. (2018). The development of anaphora resolution at the syntax-discourse interface: pronominal subjects in Greek learners of Spanish. *Journal of Psycholinguistic Research*, 47(2): 411-430. DOI: <https://doi.org/10.1007/s10936-017-9541-8>
- Lozano, C. (2016). Pragmatic principles in anaphora resolution at the syntax-discourse interface: advanced English learners of Spanish in the CEDEL2 corpus. In M. Alonso Ramos (Ed.), *Spanish Learner Corpus Research: State of the Art and Perspectives*. Amsterdam: John Benjamins, pp. 236-265.
- Lozano, C. (2015). Learner corpora as a research tool for the investigation of lexical competence in L2 Spanish. *Journal of Spanish Language Teaching*, 2(2): 180-193.
- Lozano, C. (2014). Lozano (2013) Word order in second language Spanish.. In Geeslin, Kimberly (ed). *Handbook of Second Language Spanish*. Oxford: Wiley-Blackwell, pp. 287-310.
- Lozano, C., & Mendikoetxea, A. (2013). Lozano & Mendikoetxea (2013) Learner corpora and SLA – design of CEDEL2. In A. Díaz-Negrillo, N. Ballier & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. Amsterdam: John Benjamins, pp. 65-100.
- Lozano, C., & Mendikoetxea, A. (2013). Corpus and experimental data: subjects in second language research. In S. Granger, G. Gilquin & F. Meunier (eds). *Twenty Years of Learner Corpus Research: Looking back, Moving ahead*. Louvain-la-Neuve: Presses universitaires de Louvain, pp. 313-323.
- Lozano, C. (2013). English Language: Second Language Acquisition. *Year's Work in English Studies (YWES)*, 92(1): 109-124.
- Lozano, C. & Mendikoetxea, A. (2010). Interface conditions on postverbal subjects: a corpus study of L2 English. *Bilingualism: Language and Cognition*, 13(4): 475-497. [JCR SSCI Impact factor year 2010: 1,636]
- Lozano, C. (2009). Selective deficits at the syntax-discourse interface: Evidence from the CEDEL2 corpus. In: Snape, N., Leung, Y.I., & Sharwood-Smith, M. (eds). *Representational Deficits in SLA*. Amsterdam: John Benjamins, pp. 127-166.
- Lozano, C. (2009). CEDEL2: Corpus Escrito del Español L2. In: Bretones Callejas, Carmen M. et al. (eds) *Applied Linguistics Now: Understanding Language and Mind / La Lingüística Aplicada Hoy: Comprendiendo el Lenguaje y la Mente*. Almería: Universidad de Almería, pages 197-212.
- Lozano, C. & Mendikoetxea, A. (2008). Postverbal subjects at the interfaces in Spanish and Italian learners of L2 English: a corpus analysis. In: Gilquin, G., Papp, S., Díez-Bedmar, M.B. (eds). *Linking up contrastive and corpus learner research*. Amsterdam: Rodopi, pp. 85-125.

- Lozano, C. (2008). *The Acquisition of Syntax and Discourse: Pronominals and Word Order in English and Greek Learners of Spanish*. Saarbrücken: VDM Verlag. ISBN: 978-3-639-10751-7
- Lozano, C. (2006). Focus and Split Intransitivity: The acquisition of word order alternations and unaccusativity in L2 Spanish. *Second Language Research*, 22(2): 145-187. [JCR SSCI Impact factor year 2006: 1,069]
- Lozano, C. (2006). The development of the syntax-information structure interface: Greek learners of Spanish. In: Torrens, V. & Escobar, L. (eds). *The Acquisition of Syntax in Romance Languages*. Amsterdam: John Benjamins, pp. 371-399.
- Hawkins, R. & Lozano, C. (2006). Second Language Acquisition of Phonology, Morphology and Syntax. In: Brown, K. (ed). *The Encyclopedia of Language and Linguistics (2nd Edition)*. Oxford: Elsevier, pp. 67-74.
- Lozano, C. (2002). Knowledge of expletive and pronominal subjects by learners of Spanish. *ITL: International Journal of Applied Linguistics*, 135-136: 37-60. [ERIH Impact factor: category B]

OTHER:

Invited professor on different MAs on bilingualism/second language acquisition: UNED, University of the Basque Country, Universidad Internacional Menéndez Pelayo (UIMP), Universidad de Barcelona, Universidad de Valladolid, Universidade Nova de Lisboa, University of Bremen, Penn State University, etc.

Brief background & research stays:

- MA by research on Second Language Acquisition (University of Hertfordshire, UK)
- PhD in Second Language Acquisition (University of Essex, UK)
- Postdoctoral research fellow & Postdoctoral researcher 'Juan de la Cierva' on learner corpora and second language acquisition (Universidad Autónoma de Madrid)
- Profesor ayudante doctor (Universidad de Castilla-La Mancha)
- Specialist in statistical methods (Universidad Politécnica de Madrid)
- Fulbright Visiting Researcher (Pennsylvania State University)

Current research Projects:

PI (Principal Investigator) of the ANACOR research project.

Web ANACOR: <https://www.researchgate.net/project/ANACOR-A-corpus-based-approach-to-anaphora-resolution-in-second-language-acquisition-beyond-the-interfaces>

Webpage:

More info: <http://wpd.ugr.es/~cristoballozano>

Dr. CARLOS MÁRQUEZ LINARES

Profesor Titular de Universidad

Sexenios CNEAI: 1

Research:

Contrastive Lexical Semantics

Lexical approaches to Literature: JRR Tolkien

RECENT AND / OR RELEVANT PUBLICATIONS

- "Un fragmento desprendido de la luz verdadera: el cristianismo en la obra de JRR Tolkien". En Eduardo Encabo Fernández, Urraco Solanilla, M. y Martos García, A (eds.) (2016) *Sagas, distopías y transmedia*. León: Universidad de León "Dictionary Awareness", in Gewehr, W. (ed.) (1998) *Aspects of Modern language teaching in Europe*. London: Routledge; pp. 161-175. ISBN: 0-415-17284-5.
- "Polisemia, vaguedad referencial y terminología", in Faber, P. y Jiménez, C. (eds.) (2002) *Investigar en Terminología*. Granada: Comares; pp. 215-226. ISBN: 84-8444-632-8
- "The role of imagery in specialised communication", in Lewandoska-Tomaszczyk, B. (ed.) (2005) *Imagery in Language. Festschrift in honour of Ronald W. Langacker* Frankfurt: Peter Lang; pp. 567-584. ISBN 3-631-53110-9 (co-author: Pamela Faber)
- "Modelización conceptual en la traducción científica y técnica", in Emsal, Martina y J. Cuartero Otal. (ed.) (2007) *Festschrift für Gerd Wotjak zum 65. Geburtstag*. Frankfurt: Peter Lang; pp. 109-120. ISBN 978-3-631-54302-3 (co-author: Pamela Faber)
- "Process-oriented terminology management in the domain of Coastal Engineering", in *Terminology* 2006, Vol 12, 2; pp 189-215 ISSN 0929-9971 (co-authors: Pamela Faber et al.)
- "...And then came the fall: on the nature of evil in J.R.R. Tolkien's and J.K. Rowling's arch-villains", in *Perspectives on Evil and Human Wickedness* 2003, Vol 1, 3; pp 170-181. ISSN: 1471-5597
- "La Traducción de lenguas inventadas: la obra de J.R.R. Tolkien", in Moreno, A.I. y V. Colwell (eds.) (2002) *Perspectivas recientes sobre el discurso*. León: Universidad de León. ISBN: 84-7719-984-1
- "Los dominios léxicos de luz y oscuridad en El Señor de los Anillos de J.R.R. Tolkien", in Luque Agulló, G. et al (eds.) *Las lenguas en un mundo global*. Jaén: Universidad de Jaén. ISBN: 84-8439-162-0
- [Translation of the previous work in *Minas Tirith. Rivista della Società Tolkieniana Italiana*. N. 22, Anno XII, pp. 107-124. Scientific committee: Carlo Maria Bajetta, Università della Val d'Aosta; Franco Cardini, Università di Firenze; Luigi G. De Anna, Università di Turku; Marcello Meli, Università di Padova; Francesco Zambon, Università di Trento.]
- "Traducir el sonido: "Circe" de Ulysses y el análisis léxico", in De la Cruz et al. (eds) (2001). *La lingüística aplicada a finales del siglo XX. ensayos y propuestas*. Alcalá: Universidad de Alcalá; pp. 815-818. ISBN: 848138-428-3

OTHER:

M.A. in Lexicography with Distinction. University of Exeter.

Proyecto: Oncoterm: sistema bilingüe de información y recursos oncológicos (PB98-1342)

Proyecto: Ingeniería de Puertos y Costas: Estructuración de conocimiento y generación de recursos terminológicos (BFF2003-04720)

Proyecto: The German, Greek, English, Spanish Teacher Training Project (GGEST), (95-03/1908/UK-1B).

Proyecto: Towards Autonomy in primary language teacher education – an approach using modern technology 56359-CP-198-1-DE-LINGUA-LA

Director del curso “Un Relámpago en un cielo claro. Aproximaciones a JRR Tolkien y su obra (1ª edición)”, organizado por al Escuela de Posgrado de la Universidad de Granada en el año 2010

Director del curso “Un Relámpago en un cielo claro. Aproximaciones a JRR Tolkien y su obra (2ª edición)”, organizado por al Escuela de Posgrado de la Universidad de Granada en el año 2010

Conferenciante invitado en ciclos y cursos sobre la obra de Tolkien organizados en las universidades Autónoma de Barcelona, Autónoma de Madrid, Politécnica de Valencia, Universidad de Córdoba, Universidad de Barcelona, Universidad Pompeu Fabra y en el Instituto de Filosofía Edith Stein.



Dr. MIGUEL A. MARTÍNEZ-CABEZA LOMBARDO

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research

- Adaptación cinematográfica/Film adaptation

RECENT AND / OR RELEVANT PUBLICATIONS

M.A. Martínez-Cabeza. 2013. Failing to rewrite Dickens. The Real David Copperfield, by Robert Graves, en J.L.Martínez-Dueñas y R. Sumillera (eds.) *The Failed Text: Literature and Failure*. Newcastle: Cambridge Scholars, pp.147-60

Sherwood Anderson. 2014. *Muerte en el bosque*, (Edición, introducción y traducción M.A. Martínez-Cabeza), Granada: Ediciones Traspies.

M.A. Martínez-Cabeza. 2017. *English grammar in focus: Text-linguistics*, Granada: Editorial UGR.

Theodore Dreiser. 2018. *Nueva York. El color de una gran ciudad*, (Edición, introducción y traducción M.A. Martínez-Cabeza), Madrid: Abada Editores, 2018

OTHER

Visiting scholar at the Department of Modern Languages, Literatures and Cultures, University of Delaware, USA. February-May 2016 and 2017.

Dr. JOSÉ LUIS MARTÍNEZ-DUEÑAS ESPEJO

Catedrático de Universidad

Sexenios CNEAI: 4

Research:

Diachrony and synchrony in text and Discourse studies in the English language: Rhetorics and stylistics.

RECENT AND / OR RELEVANT PUBLICATIONS

Books

- Estilística del discurso narrativo* Granada: Universidad de Granada 1992,
La metáfora, Barcelona: Octáedro, 1993,
Retórica de la lengua inglesa, Granada: Comares, 2002,
El verbo con sentido. Diálogo sobre la retórica y su actualidad, Granada: Publicaciones del Grupo &, 2003
Las fronteras de los ingleses, Alcalá: Alcalá la Real, 2008
La conquista de Granada por los españoles, de John Dryden, Granada: Editorial Universidad de Granada 2010
El primer toque de la trompeta contra el monstruosos gobierno de las mujeres, de John Knox, con Rocío G. Sumillera, Valencia: Tirant Humanidades 2016
La bodega de un literato. George Saintsbury, Madrid: Abada, 2016
Antigüedad y tradición en las letras inglesas, Alhulia, Mirto Academia, 2018
El ataque a Cádiz de 1596 visto por un hidalgo inglés, Cádiz: Editorial UCA 2019
 Co-editor with José María Pérez Fernández (Eds.), *Approaches to the poetics of Derek Walcott*, New York: The Edwin Mellen Press, 2001
 Co-editor with Rocío G. Sumillera of *The failed text. Literature and failure*. Newcastle: Cambridge Scholars Publishing 2013

Articles

- "La ciencia, la lengua y la difusión del conocimiento", *Revista de Física* vol. 28, Nº 2 abril-junio 2014, págs. 39-41
- "Los vikingos en la Inglaterra anglosajona", *Revista EPCCM*, num. 16, 2014, págs. 189-200

- "Referencia a España en la crónica Anglosajona en el siglo VIII", Manuel Espinar Moreno y J. L. Martínez-Dueñas *Revista EPCCM*, num 17, 2015, págs. 83-102
- "Retórica de la reforma protestante: disidencia y escritura" *Erebea, Revista de Humanidades y Ciencias Sociales*, Núm. 7,(2017, pp. 153-165
- "Originalidad y destino en la obra de T. S. Eliot", *Extramuros* n° 50, 2019, págs. 159-163

Review of Herbert Schendl, *Historical linguistics*, Oxford: Oxford University Press, 2001, en *Language and Literature*, 12:2; 175-177, 2003

Review of *The handbook of historical sociolinguistics* Oxford: Wiley-Blackwell 2012 (in *Selima* 18 (2011):175-180)

OTHER:

Visiting Lecturer, University of Leeds (January-March 1985)

Visiting Professor Moscow Linguistic University (May 1992)

Collaborator at CNEAI and ANPE

Research supervision:

1. "Teoría lingüística y análisis del discurso literario en la novela *The Philosopher's Pupil* de Iris Murdoch", Memoria de Licenciatura presentada por D. Eduardo Leovigildo Nieto Alvarez, octubre de 1987.
2. "La retórica de Paul de Man", Memoria de Licenciatura presentada por D. Julián Sebastián Jiménez Heffernan, diciembre de 1993.
3. "La lengua y el estilo en los cuentos de Nathaniel Hawthorne", Tesis Doctoral presentada por D^a M^a Jesús Vicente Pérez, septiembre de 1989.
4. "Análisis lingüístico del estilo en las novelas de E.M. Forster", Tesis Doctoral presentada por D. Miguel Ángel Martínez-Cabeza Lombardo, abril de 1992.
5. "La estructura lingüística de la poesía de Stephen Dobyns", Tesis Doctoral presentada por D^a Rosa M^a Morillas Sánchez, julio de 1993.
6. "Teoría comunicativa de la metáfora en lengua inglesa", Tesis Doctoral presentada por D^a Belén Soria Clivillés, septiembre de 1993.
7. "La traducción de los libros II y IV de la Eneida por Henry Howard, Earl of Surrey. Estudio métrico y estilístico". Tesis doctoral presentada por D. José M^a Pérez Fernández, julio de 1995.
8. "El género epistolar en Vita Sackville-West: Estilística y texto". Tesis Doctoral presentada por D^a Mercedes Salmerón López, septiembre de 1996.
9. "La argumentación retórica en los ensayos de Virginia Woolf". Tesis Doctoral presentada por D^a Margarita Sánchez Cuervo, julio de 2001.
10. "Análisis crítico del discurso político: El caso Malvinas/Falklands", Tesis Doctoral presentada por D^a Eva Barahona Ramos, julio de 2002.
11. "Estudio lingüístico narrativo del marcador de discurso *pues* en la novela *La barraca* y su versión árabe". Tesis Doctoral presentada por D: Esam Ahmed Nasser, co-dirigida con el Dr. D. Miguel José Hagerty Fox, enero de 2004.
12. "Tipos de registro en la argumentación", Tesis Doctoral, Lázaro Carrillo Guerrero, junio de 2004
13. "Las tipologías textuales en la enseñanza del inglés", Tesis Doctoral, tesis doctoral, Blanca de la Puente Barrios, octubre de 2004.

14. "Translating translation: The case of Aelfric's *Colloquy*" de Rafael J. Pascual Hernández (trabajo de investigación del programa de *máster* en Literatura y lingüística inglesas), noviembre de 2009
15. "The concept of poetic invention in sixteenth century England" Tesis Doctoral, Rocío Gutiérrez Sumillera, noviembre de 2011
16. "La traducción y la argumentación en la prensa árabe. Una aproximación al análisis del discurso", Tesis Doctoral, Muhammed Mizel Kishaish, abril de 2012, co-dirigida con Miguel José Hagerty Fox(†) y Mulay-Lassa Baya E
- 17 "Semiótica de la traducción", Tesis Doctoral, Barbara Cordova, septiembre de 2013, co-dirigida con Óscar Jiménez Serrano.
18. "*Beowulf*, Ælfric and Old English metre" Tesis Doctoral, Rafael J. Pascual Hernández, septiembre de 2015.

Director de becas de investigación de:

D^a Belén Soria Clivillés
 D^a M^a Jesús Viudes Baena
 D. Julián Jiménez Heffernan
 D^a Margarita Sánchez Cuervo
 D^a Rocío Gutiérrez Sumillera
 D. Rafael Pascual Hernández
 D^a Eugenia Núñez Nogueroles

Member of editorial boards:

ATLANTIS, de la Asociación Española de Estudios Anglo-Norteamericanos.
Odisea. Revista de estudios ingleses, Universidad de Almería
 E.S. de la Universidad de Valladolid.

Dr. ROCÍO MONTORO

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:

Literary and non-literary stylistics
 Corpus stylistics
 Critical stylistics
 Multimodal stylistics
 The Language of Popular Fiction

RECENT AND / OR RELEVANT PUBLICATIONS

Books

Nørgaard, Nina, Busse, Beatrix and Montoro, Rocío (2010) *Key Terms in Stylistics*. London: Bloomsbury (ISBN 9780826419484)

Montoro, Rocío (2012) *Chick Lit: The Stylistics of Cappuccino Fiction*. London: Bloomsbury (ISBN 9781472527189).

Book chapters

Montoro, Rocío (2003) “‘Shall we meet for lunch, darling?’” or the evaluation of contemporary fiction from a socio-stylistic perspective’ in Cşabi, S. and Zerkowitz, J. (eds) *Textual Secrets: The Message of the Medium*, Budapest: Eötvös Loránd University, pp. 468-477.

Montoro, Rocío (2004) ‘The female American idiom in Williams’s plays’ in Copestake, I. (ed.) *Rigor of Beauty: Essays in commemoration of William Carlos Williams*. Frankfurt and Oxford: Peter Lang, pp. 301-326

Montoro, Rocío (2007a) ‘Analysing literature through films’ in Watson, G. and Zyngier, S. (eds) *Literature and Stylistics for Language Learners*. Houndmills, Basingstoke: Palgrave, pp. 48-59

Montoro, Rocío (2007b) ‘The Stylistics of Cappuccino Fiction: A Socio-Cognitive Perspective’ in Lambrou, M. and Stockwell, P. (eds) *Contemporary Stylistics*. London: Bloomsbury, pp. 68-80.

Montoro, Rocío (2010) ‘A multimodal approach to Mind Style: Semiotic metaphor vs. multimodal conceptual metaphor’ in Page, R. (ed.) *Narrative and Multimodality: New Perspectives and Practices*. London: Routledge, pp. 31-49.

Montoro, Rocío (2011) ‘Multimodal realisations of mind style in *Enduring Love*’ in Piazza, R., Bednarek, M. and Rossi, F. (eds) *Telecinematic Discourse. Approaches to the language of films and television series*. Amsterdam: John Benjamins, pp. 69 - 83.

Montoro, Rocío (2014) ‘Feminist Stylistics’ in Burke, M. (ed.) *The Routledge Handbook of Stylistics*. Abingdon, Oxon: Routledge, pp. 346-361.

Montoro, Rocío (2015) ‘Style in Popular Literature’ in Sotirova, V. (ed.) *Companion to Stylistics*. London: Bloomsbury, pp. 673-689.

Montoro, Rocío (2019) ‘Investigating Syntactic Simplicity in Popular Fiction: A Corpus Stylistics Approach’ in Page, R., Busse, B. and Nørgaard, N. (eds) *Rethinking Language, Text and Context. Interdisciplinary Research in Stylistics in Honour of Michael Toolan*. London: Routledge, pp. 60-75.

Montoro, Rocío (2020) “‘The novel of the future’: Author’s manipulation in Henry Green’s *Nothing* (1950) and *Doting* (1952)’ in Sorlin, S. (ed.) *Stylistic Manipulation of the Reader in Contemporary Fiction*. London: Bloomsbury, pp. 70-91.

Journal articles

Montoro, Rocío (1996) ‘Creating Texts: The Role of the Reader and Intertextuality Processes’. *The Grove: Working Papers on English Studies* 1:73-91

Montoro, Rocío (2010) ‘Stylistics’. *Year’s Work in English Studies*. 89: 143 - 156. OUP

Montoro, Rocío (2011) ‘Stylistics’. *Year’s Work in English Studies*. 90: 131 - 145. OUP

Montoro, Rocío (2012) ‘Stylistics’. *Year’s Work in English Studies*. 91: 151 - 166. OUP

Montoro, Rocío (2013) ‘Stylistics’. *Year’s Work in English Studies*. 92: 155-169. OUP

Montoro, Rocío (2014) ‘Stylistics’. *Year’s Work in English Studies*. 93: 151-165. OUP

Montoro, Rocío (2015) ‘The Year’s Work in Stylistics 2014’. *Language and Literature*, 24(4): 355-372.

- Montoro, Rocío (2016) 'The Year's Work in Stylistics 2015'. *Language and Literature*. 25(4): 376-398.
- Montoro, Rocío (2018) 'The creative use of absences: A corpus stylistics approach to Henry Green's *Living*'. *International Journal of Corpus Linguistics* 23(3): 279-310.
- Montoro, Rocío and McIntyre, Dan (2019) 'Subordination as a potential marker of complexity in serious and popular fiction: a corpus stylistic approach to the testing of literary critical claims'. *Corpora* 14(3): 275-299.

OTHER:

Editorial posts

- Co-editor (with Professor Paul Simpson, University of Liverpool) of the *Language, Style and Literature* series (Palgrave).
- Reviews editor of *Language and Literature* (2015-2016).
- Assistant editor of *Language and Literature* (2017 – current)

Editorial boards

- Études de Stylistique Anglaise* (from 2015; <http://stylistique-anglaise.org/les-comites/>)
- Journal of Literary Semantics* (from 2019; <https://www.degruyter.com/view/j/jlse>)

Reviewing posts

- Journals reviewer: *Language and Literature* (Q1), *Gender and Language* (Q2), *Metaphor and the Social World* (Q1), *Discourse, Context and Media* (Q1), *Journal of Literary Semantics* (Q1).
- Reviewer for Bloomsbury, Palgrave, John Benjamins and Mouton de Gruyter.

Member of international research assessment panels

- Research assessment exercise evaluator for **ANVUR** (Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca, in collaboration with CINECA)

Dr. JOSÉ MARÍA PÉREZ FERNÁNDEZ

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:

My current research interests are essentially interdisciplinary and they focus on the relations between translation, diplomacy and the book trade, their role in the construction of the international republic of letters and the early modern idea of Europe. I am particularly interested in processes of communication in the early modern world—such as the impact

of print, the development of an international news market, the transmission of knowledge throughout transnational networks, and how financial and mercantile processes mirrored the ways in which information exchange took place within Europe and also beyond its borders. In parallel with its global expansion, Europe was engaged in the development of systems and strategies for the descriptive and normative representation of the world, the cosmos, knowledge or the social order. These included cartography, astronomy, early encyclopaedism, cataloguing techniques, the creation of actual and virtual libraries, and the gradual emergence of international law.

I have just completed a book project, with E. Wilson-Lee, titled *Hernando Colón's New World of Books. Towards a New Cartography of Knowledge* (forthcoming in Yale U.P., 2020). Also with Edward Wilson-Lee, and in collaboration with the University of Copenhagen's Arnamagnaeian Institute, I have recently embarked on a project to digitize a newly discovered catalogue from Hernando Colón's library, the *Libro de los Epítomes*, which will also result in a critical bilingual edition. I am currently working on a new book project titled *Communication, Community and Commerce: Translation and the International Republic of Letters*.

Other recent projects and forthcoming publications look into the interdisciplinary implications of important aspects of transnational European news networks, culture, science and literature, some of which require the successful combination of archival research with strong interpretation. I was part of the Textual Ambassadors research network (www.textualambassadors.org), developed in collaboration with the University of Oxford's Research Centre for the Humanities (<http://torch.ox.ac.uk/>). My participation in that project has resulted in a book chapter ("War and Peace by Other Means: Diplomacy, Translation and Communication in Early Modern Europe", in *Cultures of Diplomacy and Literary Writing in the Early Modern World*, ed. by T. Sowerby and J. Craigwood, OUP, 2019). I also participated in the meeting organized to launch the Iberian Book Project (<http://www.ucd.ie/ibp/>), which is a partner of the Universal Short Title Catalogue (<http://www.ustc.ac.uk/>). My participation in this project has involved a chapter for a volume with the best contributions to this symposium ("Reasons of State for Any Author.' Common Sense, Translation, and the International Republic of Letters", in *A Maturing Market. The Iberian World in the First Half of the Seventeenth Century*, ed. A. S. Wilkinson and A.U. Lorenzo, Brill, 2017, pp. 101-123). In 2013 I participated in an international symposium at the Warburg Institute in London, on *Translation and the Circulation of Knowledge in Early Modern Science*.

I have lectured, and / or spent periods as a visiting scholar at several international institutions, such as the universities of Washington in Seattle, California in Santa Barbara, Edinburgh, Oxford or Cambridge. From October to December of 2015 I was a visiting fellow at Sidney Sussex College, University of Cambridge, and a Berenson Fellow at Villa I Tatti (the Harvard University Centre for Italian Renaissance Studies in Florence) during the Fall of 2017. Between October and December of 2018 I was visiting fellow at the Department of History and Culture at the European University Institute in Florence. In January and February of 2019 I was Patricia H. Labalme Fellow at the *Centro Vittore Branca* in Venice, with a scholarship from the Renaissance Society of America, and between September and December of 2019 I shall return to the European University Institute as a Fernand Braudel Senior Fellow.

On December 19th 2018 I received from the Spanish Ministry of Science, Innovation and Universities the official certificate that acknowledges my accreditation (*acreditación*) as a full professor in the discipline of Arts and the Humanities.

In 2019 I became national representative for Spain and Member of the Management Committee in the *People in Motion COST action* (www.cost.eu/actions/CA18140), which will run between 2019 and 2023, and where I shall be leader of one of the four Working Groups (“Paper in Motion”) of the network.

For further details see: <https://josemariaperezfernandez.academia.edu/>

RECENT AND MOST RELEVANT PUBLICATIONS

Books

Ed. *The Spanish Bawd* [1631]. James Mabbe’s translation of Fernando de Rojas’ *La Celestina*, MHRA Tudor and Stuart Translations Series, 2013. ISBN: 978-1-907322-09-9

Translation and the Book Trade in Early Modern Europe (co-edited with Edward Wilson-Lee) Cambridge University Press, 2014.

Hernando Colón’s New World of Books: Towards a New Cartography of Knowledge (with Edward Wilson-Lee), forthcoming in Yale University Press, 2019.

Book chapters

“War and Peace by Other Means. Diplomacy, Translation and Communication in Early Modern Europe”. In *Cultures of Diplomacy and Literary Writing in the Early Modern World*, ed. by T. Sowerby and J. Craigwood. Forthcoming in Oxford University Press, Dec. 2019.

“Andrés Laguna: la traducción e l’idea di Europa nella prima età moderna”. Forthcoming in *Per una storia dell’idea dell’unione europea* (titolo provvisorio). A cura di Franco Alberto Cappelletti e Luisa Simonutti. Roma: Castelvechi Editore, 2019.

“Reasons of State for Any Author”. Common Sense, Translation, and the International Republic of Letters’. In *A Maturing Market. The Iberian World in the First Half of the Seventeenth Century*, ed. by Alexander S. Wilkinson and Alejandra Ulla Lorenzo, Brill, 2017, pp. 101-123. ISBN: 9789004340374

“The Domestication of Melibea: Recasting Spanish Characters for Early English Drama”, in *Beyond Spain’s Borders: Women Players in Early Modern National Theaters*, ed. Anne J. Cruz and María C. Quintero. New York: Routledge, 2017, pp. 11-32. ISBN: 9781138217997.

“Translation, Sermo Communis, and the Book Trade”. In José María Pérez Fernández & Edward Wilson-Lee (eds.), *Translation and the Book Trade in Early Modern Europe*. Cambridge, Reino Unido: Cambridge University Press, 2014, pp. 40-60. ISBN: 9781107080041.

With Edward Wilson-Lee. "Introduction". In José María Pérez Fernández & Edward Wilson-Lee (eds.), *Translation and the Book Trade in Early Modern Europe*. Cambridge, Reino Unido: Cambridge University Press, 2014, pp. 1-21. ISBN: 9781107080041.

"Virgil in Corsets". In *Insights into Translation*, vol. II. A Coruña: Universidad de A Coruña, 2001, pp. 217-230. ISBN: 84-95322-41-2.

Articles in peer-reviewed journals:

"Translation, Medical Humanism, and Early Modern Prose Fiction". *Bulletin of Hispanic Studies*, 95:3 (2018): 249-264.

"Spanish Bawds and Quixotic Libraries. Adventures and Misadventures of Early English Hispanism and World Literature". *Comparative Literature*, 68:4 (2016): 370-388.

"Translation, Diplomacy and Espionage. New Insights into James Mabbe's Career". *Translation and Literature* 23.1 (2014): 1-22.

"Andrés Laguna: Translation and the Early Modern Idea of Europe". *Translation and Literature* 21.3 (2012): 299-318.

"Traducción y poética en Octavio Paz a través de sus versiones de John Donne (parts 1 and 2). *Letral* 6 (2010): 70-90 and 7 (2011): 77-101.

"From Virtue to Compulsion: Epic, Translation and the Significance of Early Modern Blank Verse". *Cahiers Elisabéthains* 75 (2009): 1-16.

"Translation and Metrical Experimentation in Sixteenth Century English Poetry: The Case of Surrey's Biblical Paraphrases". *Cahiers Elisabéthains* 71 (2007): 1-13.

"Wyatt Resteth Here?. Surrey's Republican Elegy". *Renaissance Studies* 18.2 (2004): 208-238.

Peer-reviewed digital and online publications:

"Picaresque in British and Irish Literature". *Oxford Bibliographies*. New York: Oxford University Press, first published in 2014; updated in 2018.

<http://sl.ugr.es/OatM>

"Introduction to John Rastell, *A New Co[m]modye in Englysh in maner of an Enterlude [...] Wherein is Shewd [and] Dyscrybyd as well the Bewte [and] Good Propertes of Women, as theyr Vyceys [and] Euyll Co[n]dicio[n]s*". Chadwyck Healy. Early English Books Online Introduction Series. General Editor Dr. Edward Wilson-Lee, 2011.

<http://sl.ugr.es/OatN>

"Introduction to James Mabbe's *The Spanish Bawd, Represented in Celestina: or, The Tragicke-Comedy of Calisto and Melibea*". Chadwyck Healy. Early English Books Online Introduction Series. General Editor Dr. Edward Wilson-Lee, 2011.

<http://sl.ugr.es/0atO>

Other:

Online lectures: click [here](#) to watch my lecture on “Medical Humanism, Translation, and Early Modern Prose Fiction” at the Warburg Institute, School of Advanced Studies, University of London.



Dr. MARÍA ELENA RODRÍGUEZ MARTÍN

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research:

Adaptation studies

Analysis of film and television adaptations of literary works; recent approaches to the study of adaptation of a wide range of source texts including literary and popular narratives, short stories, graphic novels, comics, etc.; analysis of narrative discourse in literary and filmic texts: comparison between written and filmed narratives; adaptations as intersemiotic translations; recent approaches to biopics as adaptations; transmedia narratives.

Audiovisual dialogue: the language of films and TV series

Analysis of the language of audiovisual fiction: pragmatic and stylistic analysis of the language of films and television series as multimodal narratives; film and television series as multimodal texts; analysis and comparison of the language of films and TV series belonging to different genres.

RECENT AND / OR RELEVANT PUBLICATIONS

Rodríguez Martín, María Elena. En prensa. “De la fidelidad al original a las narrativas transmedia: desarrollo y evolución de las teorías de adaptación”.

- Nuevas aproximaciones a viejas polémicas. Cine y literatura.* Ed. G. Pollarolo. Fondo Editorial Pontificia Universidad Católica del Perú.
- Rodríguez Martín, María Elena. 2013. "Psycho revisited: Intertextuality and Refraction". *Peeping Through the Holes. Twenty-First Century Essays on Psycho*. Eds. E. Olivares Merino & J. Olivares Merino. Newcastle upon Tyne: Cambridge Scholars Publishing, 167-189. ISBN: 978-1-4438-4475-8
- Rodríguez Martín, María Elena. 2013. "Film adaptations as failed texts or why 'the adapter, it seems, can never win'". *The Failed Text. Literature and Failure*. Eds. J. L. Martínez-Dueñas Espejo & R. G. Sumillera. Newcastle upon Tyne: Cambridge Scholars Publishing, 161-173. ISBN: 978-1-4438-4669-1
- Carretero González, M. & M. E. Rodríguez Martín. 2010. "Becoming Jane Austen on screen: Narrative discourses in the biopic genre". *Para, por y sobre Luis Quereda*. Eds. M. Falces Sierra, E. Hidalgo Tenorio, J. Santana Lario & S. Valera Hernández. Granada: Editorial Universidad de Granada, 595-604. ISBN: 978-84-338-5170-3
- Carretero González, M. & M. E. Rodríguez Martín. 2009. "Wicked women: the menace lurking behind female independence". *Something Wicked This Way Comes: Essays on Evil and Human Wickedness*. Eds. C. Balmain & L. Drawmer. Amsterdam, New York: Rodopi. At the Interface/Probing the Boundaries Series, 199-209. ISBN: 978-90-420-2550-9.
- Rodríguez Martín, María Elena. 2005. "Unfaithfulness to Jane Austen? Communicating readings and interpretations of her novels through their film adaptations". *ES. Revista de Filología Inglesa*, 26: 189-200. Secretariado de Publicaciones, Universidad de Valladolid. ISSN: 0210-9689.
- Rodríguez Martín, María Elena. 2005. "Teorías sobre adaptación cinematográfica". *El cuento en Red. Revista electrónica de teoría de la ficción breve* 12 (El cuento y el cine), 11-26. México, Universidad Autónoma Metropolitana. ISSN: 1527-2958. [Reprinted in *Revista Casa del Tiempo*, volumen XI, época III, número 100: 82-91. 2007. México, Universidad Autónoma Metropolitana. ISSN: 0185-4275].
- Rodríguez Martín, María Elena. 2010. "Exploring conversational grammar through films in the ELT classroom: A corpus-based approach". *Exploring New Paths in Language Pedagogy. Lexis and Corpus-Based Language Teaching*. Eds. M. Moreno Jaén, F. Serrano Valverde & M. Calzada Pérez. London: Equinox, 245-258 (Series: Equinox English Linguistics and ELT). ISBN: 978-1-84553-696-1
- Rodríguez Martín. 2010. "Comparing parts of speech and semantic domains in the BNC and a micro-corpus of movies: Is film language the "real thing"?" *Corpus Linguistics in Language Teaching*. Eds. T. Harris & M. Moreno Jaén. Bern: Peter Lang, 145-175 (Series: Linguistic Insights. Studies in Language and Communication). ISBN: 978-3-0343-0524-2
- Rodríguez Martín, M. E. 2010. "Comparing conversational processes in the BNC and a micro-corpus of movies: Is film language the "real thing"?" *Language Forum* 36 (1-2): 35-48. Barhi Publications. ISSN: 0253-9071.
- Rodríguez Martín, M. E. y M. Moreno Jaén. 2009. "Teaching conversation through films: a comparison of conversational features and collocations in the BNC and a micro-corpus of movies". *The International Journal of Learning* 16 (7) 445-458. Illinois: Estados Unidos. ISSN: 1447-9494.
- Pérez Basanta, C. y M. E. Rodríguez Martín. 2007. "The application of data-driven learning to a small-scale corpus: using film transcripts for teaching conversational skills". *Corpora in the Foreign Language Classroom*. Eds. E. Hidalgo, L. Quereda & J. Santana. Amsterdam, New York: Rodopi, 141-158. Language and Computers: Studies in Practical Linguistics. ISBN: 978-90-420-2142-6.

OTHER:

Research groups and projects

Research Group: “Texto y Discurso en Inglés Moderno” (HUM-270) (Plan Andaluz de Investigación, Junta de Andalucía). Group director: Dr. José Luis Martínez Dueñas-Espejo.

R&D Project: “Evaluación y desarrollo de la competencia léxica a través de Internet en la titulación de Filología Inglesa” (BFF2003-02561) (Ministerio de Ciencia y Tecnología, Plan Nacional I+D). Project director: Dr. Carmen Pérez Basanta. 01/12/2003-31/12/2006.

R&D Project: “ADELEX: Evaluación y desarrollo del léxico a través de las nuevas tecnologías” (HUM2007-61766/FILO) (Ministerio de Educación y Ciencia, Plan Nacional I+D). Project director: Dr. Carmen Pérez Basanta. 01/10/2007-30/09/2010.

Visiting positions and postgraduate research at foreign universities:

October – November 2000: Visiting scholar. Department of English Language and Literature, King’s College London (United Kingdom)

September – January 1999: Postgraduate research student. Literature Department, Essex University (United Kingdom)

September – December 1998: Visiting scholar. Department of English, University College Dublin (Ireland)

Scholarships and prizes

September 1996 – June 1997: scholarship awarded by the Ministry of Education (Beca de colaboración; English Philology Department, University of Granada, Spain).

January 1998 – November 2001: Research scholarship awarded by the Ministry of Education, (Beca F.P.U., Formación de Profesorado Universitario; English Philology Department, University of Granada, Spain).

Doctoral prize: Premio Extraordinario de Doctorado en Filología Inglesa (Title of doctoral dissertation: *Novela y cine. Adaptación y comprensión narrativa de las obras de Jane Austen*)

Premio “Sello Europeo a las iniciativas innovadoras en la enseñanza y el aprendizaje de lenguas extranjeras 2003” concedido por la Comisión Europea y el Ministerio de Educación y Cultura (B.O.E. 283, 26 noviembre 2003) al grupo de innovación pedagógica “El diseño de un programa on-line para el desarrollo del léxico del inglés a través de Internet” (Project director: Dr. Carmen Pérez Basanta) (2002-2004).

MA dissertations supervised

- Title: *Una aproximación multimodal a la enseñanza de la competencia conversacional de la lengua inglesa*. Author: Beatriz Cortina Pérez (Trabajo de investigación conducente a la obtención del D.E.A. Diploma de Estudios Avanzados; Programa de Doctorado Estudios Superiores en Filología Inglesa, Universidad de Granada).
- Title: *La enseñanza de la cultura a través del cine en la clase de inglés. Palabras culturales y extractos de películas*. Author: Eva María Cuevas Fernández (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).
- Title: *La adaptación fílmica del relato corto. Short Cuts: un ejemplo de fusión de relatos*. Author: Carmen Rocío Pérez Martos. (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).
- Title: *Recreación fílmica de la novela de Roald Dahl Charlie and the Chocolate Factory. Tim Burton y su particular visión de la historia adaptada al cine*. Author: Blanca M^a Ruiz Rodríguez (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).
- Title: *Análisis multimodal de los subtítulos interlingüísticos e intralingüísticos de la película Vicky, Cristina, Barcelona de Woody Allen*. Author: Aikaterini Tsaousi (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).
- Title: *Estudio descriptivo-contrastivo de los rasgos conversacionales del diálogo fílmico original de la película Gran Torino y su versión para el doblaje en español*. Author: Soledad Cambeiro González. (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).
- Title: *Análisis pragmático de la cortesía presente en la subtitulación aficionada y la subtitulación profesional. El caso de la serie Alcatraz*. Author: Marta Pérez Hernández. (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).
- Title: *“With tears and a journey”: Recreating Shakespeare’s life on screen*. Author: Elisa Isabel Jiménez Aguilar. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).
- Title: *Pride and Prejudice. Analysis of Andrew Davies’s BBC adaptation (1995) and Joe Wright’s film adaptation (2005)*. Author: Kristina Simakova. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).
- Title: *The newer the better? A comparison of the 1974 and 2013 film adaptations of F. Scott Fitzgerald’s novel The Great Gatsby*. Author: Carolina Crespo Steinke. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).
- Title: *“We have never been what we seemed”: A two-layered adaptation of the life of the Fitzgeralds*. Author: Susana García Montosa (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).

Dr. GERARDO RODRÍGUEZ SALAS

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research:

Literature in English and Gender.

An approach to Literature written in English from a gender perspective: French feminism (Cixous, Irigaray, Kristeva), Gynocriticism, Postmodernist Feminism (Braidotti, Butler, Haraway), Masculinity Studies, Queer Theory.

Community and the English Novel.

Redefinition of the notions of *community* and *individual* as theorized in continental, post-phenomenological philosophy (Derrida, Nancy, Blanchot, Agamben, Esposito) in the interests of the interpretation of narrative discourse.

RECENT AND / OR RELEVANT PUBLICATIONS

- 2017 (in press): *Finite, Singular and Exposed: New Perspectives on the Modernist Subject*. London: Routledge (co-editors: María Jesús López & Paula Martín)
- 2016: “‘I Am Just As Much Dead As He Is’: Community, Finitude and Sibling Intimacy in Katherine Mansfield”. *Atlantis* 38.2: 63-82.
- 2016: “‘Nowhere to Bury the Dead’: Finitude, Nationalism and Artistic Communities in Janet Frame’s *Living in the Maniototo*”. *Journal of New Zealand and Pacific Studies* 4.2: 169-83.
- 2016 (in press): “New Zealand or Nowheresville: Nation and Community in Janet Frame’s *Living in the Maniototo*”. *Antipodes: Global Journal of Australian/New Zealand Literature* 30.2.
- 2015: “‘Close as a Kiss’: The Challenge of The Maids’ Gyn/Affection in Margaret Atwood’s *The Penelopiad*”. *Amaltea: Revista de mitocrítica* 7: 19-34.
- 2015: “*The Walking Dead*: A Communitarian Study”. *Verbeia: Journal of English and Spanish Studies* 0:286-306.
- 2014: “‘Guiding a Community’: Unworking Community in Sandra Cisneros’ *House on Mango Street*”. *Revista de Estudios Norteamericanos* 18: 47-59.
- 2014: ‘Communitarian Theory and Andalusian Imagery in Carmel Bird’s Fiction’. *Iris* 35: 123-140.
- 2013: *Community in Twentieth-Century Fiction*. London: Palgrave (co-editors: Julián Jiménez Heffernan & Paula Martín Salván).

- 2012: 'A Dream-Temple of Collective Imagination: Exploring Community in Carmel Bird's *Cape Grimm*'. *Australian Literary Studies* 27.1: 76-91.
- 2011: *The Aesthetic Construction of the Female Grotesque in Katherine Mansfield and Virginia Woolf: A Study of the Interplay of Life and Literature* (co-author: Isabel María Andrés Cuevas). Lewiston, Queenston, Lampeter: Edwin Mellen. 150 pp.
- 2011: "'My Insides Are All Twisted Up': When Distortion and the Grotesque Became the Same Job in Katherine Mansfield and Virginia Woolf" (co-author: Isabel María Andrés Cuevas). *Katherine Mansfield and Literary Modernism*. Eds. Janet Wilson, Gerri Kimber and Sue Reid. London & York: Continuum. 139-148.
- 2011: "'When it's dark outside': Secrecy, Death and the Unworking of Community in Janet Frame's *The Lagoon and Other Stories*" (co-author: Julián Jiménez Heffernan). *Chasing Butterflies: Janet Frame's The Lagoon and Other Stories*. Ed. Vanessa Guignery. Paris: Editions Publibook Université. 73-96.
- 2007: *Hijas de la Diosa Blanca. Ginocrítica y feminismo restaurador en la narrativa de Katherine Mansfield*. Oviedo: Septem. ISBN: 84-96491-31-5. 224 pp.
- 2005: "The Tide That Rifles Back: Spiral Femininity in Carmel Bird's *Cape Grimm*". *Antipodes: A Global Journal of Australian and New Zealand Literature* 19.1 (Columbia, Carolina del Sur, EEUU): 85-90. ISSN: 0893-5580

OTHER

UGR Coordinator for the Erasmus Mundus MA Programme in Women's and Gender Studies

I+D Research Projects: "Secrecy in the Contemporary Novel in English" (FFI2016-75589-P, 2017-in progress); "Community and Immunity in the Contemporary Novel in English" (FFI2009-13244, 2010-2012); "Individual and Community in the English Novel" (FFI2012-36765, 2013-2015)

PhD Special Mention (Premio Extraordinario de Doctorado).

Supervision of the following doctoral dissertations:

Carmen Fuentes Fuentes: "Community and Violence. Renewed Masculinities in Chuck Palahniuk's Narrative". Doctorado en Estudios de las Mujeres y de Género. Instituto Universitario de Estudios de las Mujeres y de Género, UGR (in progress).

Ángela Rivera Izquierdo: "Community and Masculinity in Irvine Welsh's fiction". Doctorado en Lenguas, Textos y Contextos. Departamento de Filologías Inglesa y Alemana, UGR (in progress).

José Iglesias Urquizar: "La traducción audiovisual en la construcción discursiva de la homosexualidad a través del análisis de la serie *Looking*". Doctorado en Lenguas, Textos y Contextos. Departamento de Filologías Inglesa y Alemana, UGR (in progress - co-director: Dolores Sánchez).

Director of the following MA theses (a selection):

- Ángela Rivero Izquierdo: “‘Like Mates N That’: Community, The Grotesque Body and Male Camaraderie in Irvine Welsh’s *Trainspotting*” (2016).
- Carmen Fuentes Fuentes: “A copy of a copy of a copy: Community and the Saturated Body in Chuck Palahniuk’s *Fight Club*” (2015).
- Marta Altava Prada: “Identity in the Communities of *Gattaca*: The Harmony of a Collective Utopia” (2015).
- María Valero Redondo: “The Crux of Community in Jane Austen’s *Mansfield Park*: Self-Enclosed Communities, Masquerades and Speech Acts” (2014)
- Katarzyna Wielgus: “The Beast Within: Animalization in Angela Carter and Carmel Bird’s Revisions of ‘Little Red Riding Hood’” (2014)
- Alma Krantic: “A Chamber of Her Own: Heterotopia in Angela Carter’s ‘The Bloody Chamber’” (2014).
- Monika Glosowitz: “Bio-cartography: Towards a New Theory of Portraying” (2012)
- Martina Piasentin: “The Hidden Fascinates: A Psychocritical Analysis of Angela Carter. Recurrent Images, Obsessive Metaphors and the Undisclosed Personal Myths of Pandora and Prometheus” (2012)

Dr. BELÉN SORIA CLIVILLÉS

Profesora Titular de Universidad

Sexenios CNEAI: 4

Research:

- Pragmatics and communication
- Metaphor and metonymy

RECENT AND / OR RELEVANT PUBLICATIONS

- Romero, E. and B. Soria (2005a). Cognitive metaphor theory revisited. *Journal of literary semantics*, 34(1), 1-20.
- Romero, E. and B. Soria (2007). A view of novel metaphor in the light of Recanati’s proposals. In *Saying, Meaning and Referring. Essays on François Recanati’s Philosophy of Language*, 145-159. Basingstoke: Palgrave Macmillan (Palgrave Studies in Pragmatics, Language and Cognition)
- Romero, E. and B. Soria (2010). Phrasal pragmatics in Robyn Carston’s programme. In *Explicit Communication*, 183-198. Basingstoke: Palgrave Macmillan (Palgrave Studies in Pragmatics, Language and Cognition)
- Romero, E. and B. Soria (2013). Optionality in Truth-Conditional Pragmatics. *Teorema: Revista Internacional de Filosofía*, 157-174.

- Romero, E. and B. Soria (2013). Anomaly in novel metaphor and experimental tests. *Journal of Literary Semantics* 42/1: 31-57.
- Romero, E. and B. Soria (2014) "Relevance Theory and Metaphor." *Linguagem em (Dis)curso* 14 (3), 489–509.
- Romero, E. and B. Soria (2016) "Against Lepore and Stone's Sceptic Account of Metaphorical Meaning." *Croatian Journal of Philosophy* 16 (2): 145-172.
- Romero, E. and B. Soria (2019). Semantic content and compositional context-sensitivity. *Theoria*, 42(1), 51-71.
- Keating, J. and B. Soria (2019) "Populist metaphorical utterances". In Hidalgo-Tenorio, Benítez-Castro, De Cesare (eds.) *Populist Discourse: Critical Approaches to Contemporary Politics*, 209-226. London and New York: Routledge.

OTHER

Participation in funded research projects:

- 2000-2003: "Metaphor, meaning and verbal communication" (BFF2000-1528) funded by DGICYT
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés
- 2003-2006: "Meaning and primary and secondary pragmatic processes" (BFF2003-07141) funded by DGICYT
Main researcher: Belén Soria Clivillés
Other researchers: Esther Romero González
- 2006-2009: "Pragmática del sintagma" (HUM2006-08418/FISO) Funded by DGICYT
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés
- 2012-2016: "The nature of unarticulated constituents in superordinate propositions: Disjuncts and Fictional discourse." (FFI2011-26418) Funded by Ministerio de Economía y competitividad
Main researcher: Belén Soria Clivillés
Other researchers: Esther Romero González
- 2019-2021: "Argumentación y metáfora novedosa: el lugar del significado metafórico en la argumentación" (PGC2018-098236-B-I00) Funded by Ministerio de Ciencia, Innovación y Universidades.
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés



Dr. PEDRO UREÑA GÓMEZ-MORENO

Profesor Ayudante Doctor

Research:

Morphosyntax, lexicology, natural language processing and corpus linguistics.

RECENT AND / OR RELEVANT PUBLICATIONS

1. Ureña Gómez-Moreno, P. (2019). "Teaching and learning terminology in secondary education: Towards specialisation through language". *Porta Linguarum* 31, 117-130.
2. Ureña Gómez-Moreno, P. (2018). "Learning IS-A relations from specialized-domain texts with co-occurrence measures". *Journal of Computer-Assisted Linguistic Research* 2.
3. Ureña Gómez-Moreno, P. and E. M. Mestre Mestre (2017). "Automatic domain-specific learning: towards a methodology for ontology enrichment". *Revista de Lenguas para Fines Específicos* 23(3), 63-85.
4. Ureña Gómez-Moreno, P. (2016). "La lucha contra el terrorismo y la delincuencia organizada: Una visión desde la lingüística y la ingeniería del conocimiento". *Miscelánea Journal* 53.
5. Ureña Gómez-Moreno, P. (2015). "Sentence-final adverbials: Recurrent types and usage". *Trends in Linguistics Series*. Berlin: Mouton de Gruyter, 39-54
6. Ureña Gómez-Moreno, P. (2014). "The *have-it-that* construction". *The International Journal of Corpus Linguistics* 19(4), 505-529.
7. Felices-Lago, A. and P. Ureña Gómez-Moreno (2014). "FunGramKB term extractor: A tool for building terminological ontologies from specialised corpora". In Brian Nolan & Carlos Perrián-Pascual, "Language processing and grammars. The role of functionally oriented computational models". Amsterdam: John Benjamins, 251-269.
8. Felices-Lago, A. and P. Ureña Gómez-Moreno (2013). "The integration of a philosophical dimension in the subontology #QUALITY of FunGramKB: The case of axiological evaluation". *The LSP Journal - Language for special purposes, professional communication, knowledge management and cognition*. 4, 21-37.
9. Felices-Lago, A. and P. Ureña Gómez-Moreno (2012). "Fundamentos metodológicos de la creación subontológica en FunGramKB". *Onomázein* 26, 49-67.

OTHER

Background:

1. PhD in "English Literature and Linguistics". University of Granada (Spain).
2. M.A. in "New technologies applied to language teaching". University of Málaga (Spain).

Research project participation:

3. Period: 2016- 2018
Main Researcher: Ricardo Mairal Usón.
Title: "Desarrollo de un laboratorio virtual para el procesamiento computacional del lenguaje natural desde un paradigma funcional". (Programa estatal de fomento de la investigación científica y técnica de excelencia. Subprograma estatal de generación de conocimiento; Ministerio de Economía y Competitividad. Reference code FFI2014-53788-C3-1-P).

4. Period: 2011-2013
 Main researcher: Ángel Felices Lago
 Title: “Elaboración de una subontología terminológica en un contexto multilingüe (español, inglés e italiano) a partir de la base de conocimiento FunGramKB y en el ámbito de la cooperación internacional en materia penal: Terrorismo y crimen organizado” (Ministerio de Ciencia e Innovación, Plan Nacional I+D+i (2008-2011). Reference code FFI2010-15983).

Member of organising and/or scientific committees:

1. 8th International Conference on Meaning and Knowledge Representation. University of Granada. 2019.
2. 2nd International Conference on New Trends in Foreign Language Teaching. University of Granada. 2018.
3. 4th International Conference on Meaning and Knowledge Representation: LCM & FunGramKB. UNED (Madrid). 2015.
4. 2nd International Conference on Meaning and Knowledge Representation: LCM & FunGramKB. University of Granada. 2013.
5. 6th Teaching and Language Corpora (TALC). University of Granada. 2004.

Dr. SALVADOR VALERA HERNÁNDEZ

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:

Diachronic and synchronic morphology and syntax

RECENT AND / OR RELEVANT PUBLICATIONS

Word-formation in the world's languages. 2012. With P. Stekauer & L. Korveliesy. Cambridge: Cambridge University Press.

Conversion. 2006. In K. Brown (ed.) *Encyclopedia of Language and Linguistics*. Oxford: Elsevier; 172-5.

Approaches to Conversion / Zero-Derivation. 2005. Münster: Waxmann. Edited with L. Bauer.

Conversion and onomasiological theory. 2000. *Journal of Linguistics*, 36 (1): 145-155.

On subject-orientation in English *-ly* adverbs. 1998. *English Language and Linguistics*, 2(2): 263-82.

OTHER:

R+D Project with reference FFI2012-39688
 R+D Project with reference HUM2007-60107FILO
 R+D Project with reference P07HUM-03028
 Reviews editor of EUP's *Word Structure*
 Research at Victoria University of Wellington (1999, 3months, and 2007-08, 6months), Vienna (2000, 3 months) and Leeds (2001, 3 months).
 Member of the scientific committee of the editorial board of three international journals (*Ostrava Journal of English Philology*, *SKASE Journal of Theoretical Linguistics*, *Word Structure*) and occasional referee for another one (*English Language and Linguistics*).
 Advisor of 5 MA Dissertations and 4 PhD Dissertations (3 with European Mention), all awarded the highest degree.

Dr. PILAR VILLAR-ARGÁIZ

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research: Irish Studies; Women, Cinema and Literature in Ireland; Feminism, Postcolonialism and Multiculturality

RECENT AND / OR RELEVANT PUBLICATIONS

- Villar Argáiz, Pilar. (2007) *Eavan Boland's Evolution as an Irish Woman Poet: An Outsider Within an Outsider's Culture*. Lewiston, Queenston, Lampeter: The Edwin Mellen Press. (ISBN10: 0-7734-5383-0 ISBN13: 978-0-7734-5383-8)
- Villar Argáiz, Pilar (2008). *The Poetry of Eavan Boland: A Postcolonial Reading*. Bethesda, Dublin: Academica Press. (ISBN-10: 1933146230; ISBN-13: 9781933146232)
- Villar Argáiz, Pilar (2007). "Recording the 'unpoetic': Eavan Boland's silences". *Irish University Review: A Journal of Irish Studies* (General Editor: Professor Anne Fogarty). Vol. 37, No. 2. 472-491 (ISSN: 0021-1427)
- Villar Argáiz, Pilar. "Between Tradition and Modernity: Twentieth-First Century Ireland in Recent Work by Irish Women Poets". *Nordic Irish Studies* 7 (2008): 117-134. Denmark: The Faculty of Arts Press, University of Arthus. ISSN: 1602-124X; ISBN: 978-87-91259-06-7.
- Villar-Argáiz, Pilar. "'Act Locally, Think Globally': Paula Meehan's Local Commitment and Global Consciousness". In *An Sionnach: A Journal of Literature, Culture, and the Arts* (Special Issue on Paula Meehan) 11 (2009), 180-193.
- Villar-Argáiz, Pilar. "The Enchantment of Myth in Paula Meehan's Poetry". In *The Journal of Irish Studies (LASIL Japan)* 24 (2009), 91-100..
- Villar-Argáiz, Pilar. "'The Female Body in Pain: Feminist Re-enactments of Sexual and Physical Violence in Dorothy Molloy's Poetry". *Contemporary*

- Women's Writing* (Oxford Journals; Oxford University Press). Volume 4. Number 2. July 2010. 134-152. ISSN: (Print) 1754-1484 (Online) 1754-1476.
- Villar-Argáiz, Pilar. "‘Telling the truth about time’: The Importance of Local Rootedness in Paula Meehan’s Poetry”. *Études Irlandaises: French Journal of Irish Studies*. N° 35-1 (2010): 103-116. Presses Universitaires de Rennes. ISSN: 0183-973X
- Villar-Argáiz, Pilar. "‘A Stranger to Herself’: The Pedagogical Presence of the Other in Paula Meehan’s Poetry”. *White Rabbit: English Studies in Latin America (The First Journal of English Studies in Latin America)*. Number 1 June 2011. Editorial Universidad Católica de Chile. Pages 1-16. ISBN: 0719-0921
- Villar-Argáiz, Pilar. "The Representation of Non-Irish Immigrants in Recent Irish Films”. *Irish Studies Review: Journal of the British Association for Irish Studies*. Editorial: Routledge. Taylor and Francis Group. Volume 22, Number 4. Pp. 466-486. November 2014. ISSN: 0967-0882 (Print), 1469-9303 (Online)
- Villar-Argáiz, Pilar. Ed. "‘A nation of Others’: the immigrant in contemporary Irish poetry". *Literary Visions of Multicultural Ireland. The Immigrant in Contemporary Irish Literature*. Manchester: Manchester University Press, 2014. 64-78. ISBN. 978-0-7190-8928-2
- Villar-Argáiz, Pilar. Ed. *Nordic Irish Studies*. Special Issue *Discourses of Inclusion and Exclusion: Artistic Renderings of Marginal Identities in Ireland*. Published by Dalarna University Centre for Irish Studies, Sweden. Volume 15, Number 1, 2016. ISSN 1602-124X. 198 pages.
- Villar-Argáiz, Pilar and Jason King. Eds. *Irish Studies Review*. Special Issue *Irish Multiculturalism in Crisis*. Editorial: Routledge. Taylor and Francis Group. Volume 24, Number 1. February 2016. ISSN: 0967-0882 (Print), 1469-9303 (Online; published online November 2015)
- Villar-Argáiz, Pilar. "Dark Twins and Black Cormorants: Migrant Others in Contemporary Irish Poetry”. *Words of Crisis / Crisis of Words: Ireland and the Representation of Critical Times*. Eds. María Losada-Friend, Auxiliadora Pérez Vides and Pilar Ron-Vaz. Newcastle upon Tyne: Cambridge Scholars Publishing, 2016. Pages 221-238. ISBN (10): 1-4438-8887-7; ISBN (13): 978-1-4438-8887-5.
- Villar-Argáiz, Pilar. "The 'unfettered freedom' of 'flitting bats': The inoperative community in James Joyce's *A Portrait of the Artist as a Young Man*". *James Joyce Quarterly*. The University of Tulsa, Oklahoma. Vol. 52. Number 3-4. Spring-Summer 2015; pages 531-556.
- Villar-Argáiz, Pilar. "Poetry is a form in which you never have to say more than what you mean': An Interview with Eiléan Ní Chuilleanáin. *Irish University Review*. Volume 47. Number 2. (2017)222-233.
- Villar-Argáiz, Pilar. "Cinematic Representations of Immigrants in Irish Ethnographic Films: Alan Grossman and Áine O’Brien’s Documentary Work?”. *Ireland and Dysfunction: Critical Explorations in Literature and Film*. Editor: Asier Altuna-García de Salazar. Newcastle upon Tyne: Cambridge Scholars Publishing, 2017. Pages 3-26. ISBN (10): 1-4438-1203-X. ISBN (13): 978-1-4438-1203-0
- Villar-Argáiz, Pilar. Ed. *Irishness on the Margins: Minority and Dissident Identities*. New York and London: Palgrave Macmillan, 2018. ISBN 978-3-319-74567-1
- Villar-Argáiz, Pilar. "Gathering ‘Word-Hoards’ into ‘Noah’s Ark’: The Poetry of Mary O’Donnell”. *The Art of Mary O’Donnell: Poet, Novelist and Short Story Writer*.

Editor: Elena Jaime de Pablos. Berlin: Peter Lang, 2018. Pages 37-79. ISBN: 978-1-78874-405-8

OTHER:

Since 2009, I have successfully supervised 2 PhDs (one on Irish novelist Roddy Doyle, and the other one on Caribbean poet Opal Adisa) and 10 TMs on James Joyce, Irish women's writing, and Irish homosexual art.

I currently participate in 2 research projects funded by the Spanish Ministry of Science and Innovation: 1) *Politics, aesthetics and marketing of literary formulae in popular women's writing: history, exoticism and romance*; and 2) *The secret in contemporary fiction in English*

In the past have participated full time in 3 research projects: 1) *Community and Immunity in Contemporary Fiction in English*, funded by the Spanish Ministry of Science and Innovation; 2) *The Construction of Otherness in the Public Domain: A Critical Study of the Case of Ireland*, funded by the Spanish Ministry of Science and Innovation; 3) *Community and Immunity in the Contemporary Novel in English*, funded by the Spanish Ministry of Science and Innovation (grant reference FF12009-13244);

2002-2005: I've also done various international courses (summer schools, MA courses, etc.) on Irish Studies, postcolonial theory and literature at the following institutions: University of Southampton, University College Dublin, University College Cork and University of Limerick.

2001-2014: I've been a visiting scholar in the National University of Ireland, University College Cork, University College Dublin, King Alfred's College (Winchester), the University of Limerick, and the Centre for Transcultural Research and Media Studies. Dublin Institute of Technology.

Active member of IASIL (International Association for the Study of Irish Literature); AEDEI (Spanish Association for Irish Studies); EFACIS (European Federation for Irish Studies); IASIL Japan; GRETA (Spanish Association of Teachers of English); ISCLT (International Society for Contemporary Literature and Theater); AEDEAN (Spanish Association for the Study of Anglo-American Literature);

Member of the Board of AEDEI (Spanish Association for Irish Studies) and the International Association ISCLT ("International Society for the Study of Contemporary Literature and Theatre").

External Reviewer/Referee for the following journals and editorials: *Etudes Irlandaises: French Journal of Irish Studies*, *Gender, Sexuality & Feminism*, *White Rabbit: English Studies in Latin America*, *Feminae*, *Orbis Litterarum: International Review of Literary Studies*, *Odisea: Revista de Estudios Ingleses*, *The Grove: Working Papers in English Studies*, *Contemporary Women's Writing (Oxford Journal)*; and *International Journal of English Studies*.

Since 1997, I have participated with papers and lectures in 50 international conferences, specialized on Irish Studies, Feminism, Postcolonialism and Global Studies. I have been invited on 14 occasions to give lectures and seminars on Irish poetry, women and literature, and Irish cinema

I have been invited to teach courses on Irish Studies and contemporary Irish poetry at various university institutions in Spain, Ireland, and Chile.

From September 2014 I am the Director of the “Centro de Estudios Irlandeses en la Universidad de Granada”, which depends on EFACIS (European Association of Centres of Irish Studies).

APPENDIX 1

Formato y plazos para la elección, asignación de supervisor, y presentación del Trabajo de Fin de Máster (20 créditos). Criterios de elaboración y de evaluación.¹

Requisitos básicos y proceso de elección de tema y asignación de supervisor para el TFM

El tema del trabajo ha de estar directamente relacionado con una de las líneas de investigación que se detallan en la guía docente y en la página web del máster.

Tras mostrar su preferencia por una línea de investigación, la comisión académica asignará a cada estudiante un supervisor para su trabajo (la comisión académica respetará y dará prioridad a aquellos casos en los que supervisora y estudiante ya hayan llegado a un acuerdo para la elaboración de un trabajo). A continuación el estudiante y la supervisora se pondrán de acuerdo en un tema, y el estudiante enviará la propuesta a través del formulario que se proporciona para ello. La comisión revisará todas las propuestas, para evitar solapamientos de temas con otros TFMs o incluso tesis que estén ya en progreso.

Para poder presentar el TFM y ser evaluado es necesario haber obtenido un mínimo de 45 créditos de entre el total de 60 requeridos para completar el máster.

La comisión académica asignará un comité de evaluación compuesto por profesores cuyas líneas de investigación estén directamente relacionadas, o sean afines, al tema del TFM. Además de las profesoras que imparten docencia en el máster, en estas comisiones podrá haber otros profesores, de cualquier departamento, siempre que demuestren su especialización en líneas de investigación semejantes o afines al tema del TFM.

Características generales del trabajo, principios y metodología para su elaboración.

¹Normativa aprobada por la comisión académica del día 16 de abril de 2012

El trabajo de investigación actúa a modo de bisagra entre los conocimientos y destrezas adquiridos en el periodo de docencia del Máster, y en el de investigación, y la posible futura incorporación del alumno a programas de doctorado en los que la autonomía e independencia investigadoras pasan a ocupar un rol central.

La elaboración del trabajo de fin de máster requiere del trabajo autónomo del estudiante, quien contará con la orientación, supervisión y ayuda de un profesor experto en la línea investigadora escogida por el alumno. La labor investigadora del estudiante se fundamentará en la búsqueda, lectura, consideración, estudio y análisis tanto de fuentes primarias como secundarias; la organización del material seleccionado; la redacción del trabajo con claridad y corrección; y la consulta de posibles dudas con el supervisor.

La realización del trabajo de fin de máster presupone que el alumno posee la madurez crítica y la autonomía de trabajo suficientes para culminar con éxito un proyecto de investigación que requiere de una correcta planificación y aprovechamiento del tiempo, así como de una adecuada utilización de unas herramientas de análisis. La temática de los trabajos de investigación está, por tanto, abierta a sugerencias y propuestas que tendrán que ser consideradas, valoradas y aprobadas por el tutor correspondiente. En este sentido, el supervisor delimitará y reorientará la temática de cada trabajo en la medida que estime oportuna.

Independientemente de la temática elegida, los trabajos en su punto de partida deberán ajustarse en su estructura a contenidos como los siguientes:

- Resumen
- Definición, justificación y localización del tema del trabajo de investigación dentro de los Estudios Ingleses.
- Breve descripción de estudios previos en dicho ámbito.
- Hipótesis y objetivos de trabajo.
- Metodología utilizada para abordar el objeto de estudio.
- Descripción del corpus utilizado (si es pertinente).
- Conclusiones
- Referencias bibliográficas de las obras citadas.

Metodología para la disposición de los contenidos en el TFM, redacción y estilo.

El tema del trabajo y su tratamiento han de ser razonablemente originales. Tanto la elección del tema como su tratamiento han de estar debidamente justificados en el trabajo mismo, y también en el momento de su presentación pública.

El trabajo debe estar centrado en un tema o temas específicos, que se tratarán con un grado razonable de profundidad y de exhaustividad. No se admitirán trabajos con títulos genéricos.

Los contenidos han de estar bien articulados, a través de una estructura básica de introducción, desarrollo y conclusiones finales.

Los argumentos han de ser claros, y el lenguaje igualmente cuidado, con un estilo correcto, evitando tanto la simpleza como el fárrago. Las faltas de ortografía, y la falta de claridad en

la expresión serán suficientes razones para posponer la presentación del mismo u otorgarle una calificación de no apto.

Las ideas y el análisis que se propongan en el trabajo han de estar bien argumentados, basados en evidencia empírica primero y luego en la bibliografía secundaria. Por ejemplo, en el ámbito de los estudios literarios o lingüísticos, los trabajos han de basarse en una lectura y análisis atentos de los textos primarios y/o del corpus que constituyen el objeto de estudio. Este análisis debe apoyarse en textos secundarios, pero nunca han de primar en el análisis el uso de los textos secundarios sobre los primarios.

El trabajo debe hacer uso de las principales aportaciones de la bibliografía secundaria. El estudiante debe demostrar que está al tanto del estado de la cuestión, y al menos tomar en cuenta, y citar adecuadamente, aquella bibliografía secundaria que esté disponible a través de nuestra biblioteca.

Plagio: el plagio en el trabajo de fin de máster, o en cualquier otro trabajo relacionado con el máster, será sancionado con un suspenso y—dependiendo de la gravedad del plagio— con la posibilidad de incoar un expediente disciplinario.

Formato

La extensión del trabajo oscilará entre 10.000 y 15.000 palabras (excluidas la bibliografía y los apéndices). La versión final del TFM debe incluir el número de palabras al final del cuerpo principal del texto, y antes de la bibliografía. La comisión académica del máster podrá rechazar aquellos TFMs que no presenten este formato.

El trabajo se elaborará y se presentará en inglés. La presentación será pública, y de una duración máxima de 30 minutos. La exposición del estudiante tendrá una duración máxima de quince minutos, y el resto del tiempo se dedicará a las intervenciones del comité de evaluación y el debate posterior.

La fecha límite de entrega de los trabajos se establecerá cada curso por la comisión académica, y las fechas se publicarán en la guía docente del máster. Como principio general, la fecha de entrega será como mínimo 15 días antes de la fecha programada para su presentación pública.

Se entregarán en la secretaría del departamento una copia electrónica y cuatro copias impresas: una para quedar depositada en registro, y tres para cada uno de los miembros del comité de evaluación. Una copia del TFM en pdf se ha de remitir por correo electrónico al coordinador (jmperez@ugr.es)

Criterios de evaluación del trabajo

Una vez elaborado el trabajo en el plazo previsto, se ha de enviar a la comisión académica acompañado por un informe del supervisor. Para que la comisión académica apruebe el trabajo y le asigne un comité de evaluación, ha de contar con el informe positivo del supervisor. Sin este informe, la presentación del trabajo no podrá en ningún caso seguir adelante.

La evaluación estará a cargo de una comisión de evaluación constituida por tres miembros especialistas en la línea de investigación elegida, o en otras líneas de investigación afines. El director del trabajo redactará un informe valorativo del mismo (sin proponer ninguna nota), comentando tanto los resultados finales de la investigación, como la evolución del estudiante a lo largo de la investigación.

El tribunal tendrá en cuenta los siguientes criterios a la hora de puntuar numéricamente los trabajos:

- Aplicación de competencias y conocimientos adquiridos durante el periodo de docencia del máster, más aquellos adquiridos en el proceso de investigación independiente supervisada por un profesor con línea de investigación dentro del máster.
- Capacidad para planificar y diseñar un proyecto de investigación.
- Capacidad para valorar brevemente de forma crítica las investigaciones realizadas con anterioridad en dicha área.
- Capacidad para elegir una metodología de trabajo adecuada y acorde con el tema a investigar, y su rigurosa aplicación en el cuerpo del trabajo.
- Claridad, calidad, y corrección en la expresión en lengua inglesa de los contenidos del trabajo.
- Capacidad de argumentación y justificación de las propuestas y conclusiones del proyecto, tanto en su versión escrita, como en la presentación oral.

APPENDIX 2

GUIDELINES FOR YOUR DISSERTATION (TFM) IN LITERATURE

Assessment Categories:

1.- Purpose, planning and problems of the thesis (10%)

- choice, specification of topic.
- presentation of problems and hypothesis.
- scientific significance and contribution of the thesis.

2.-Familiarization with literature (primary and secondary sources) (20%)

- knowledge of the subject area and critical use of sources
- definition and use of concepts

3.- Choice of research approach, methods and research frame (10%)

- suitability and use of methods

4. Analysis (30%)

- argumentative depth
- adequate use of evidence/citation

5.- Discussion and conclusions (15%)

- evaluation of the strengths and weaknesses of the research

6.- Structure and coherence of the thesis. (15%)

- Balanced structure, cohesion and coherence
- Linguistic form and final polishing of the text.
- Adequate list of works cited.

GUIDELINES FOR YOUR DISSERTATION (TFM) IN LINGUISTICS

Your final dissertation in linguistics will be assessed according to each of the following criteria on a 0-10 scale. Bear in mind that there are different linguistic traditions and approaches, so you are expected to follow the conventions used in your linguistic discipline.

A. FORMAL ASPECTS (40% of your final grade). In particular:

1. Structure, layout and formatting (10%): dissertation structure, inclusion of relevant sections, word length, quantity and quality of bibliographical references, formatting of quotations/references, appropriate use of table of contents/appendices/cross-

references/etc.

2. Writing (15%): Clarity and quality of the language used (English). Command of the relevant technical terminology in the discipline. Coherence and cohesion. Argumentation.

3. Oral presentation (viva) (15%): Ability to effectively communicate linguistic ideas/problems/findings to a specialised audience in an articulated and coherent way. Correct use of the language (English).

B. CONTENT (60% of your final grade). In particular:

4. Framework, literature review and hypotheses (15%): Choice of the appropriate linguistic approach/framework. Ability to (i) critically review previous research, (ii) ask the relevant research questions and (if relevant) (iii) set up adequate hypotheses (or ask relevant research questions).

5. Design and method (15%): Ability to design and conduct an empirical linguistic project. Ability to choose and apply the relevant research method.

6. Data analysis, results, conclusions (15%): Appropriate (qualitative, quantitative or both) analysis of your data. Critical discussion and interpretation of your results and findings. Conclusions of your study.

7. Contribution (15%): Novelty/originality/contribution of your findings to the discipline.