



7° JORNADAS DE LINGÜÍSTICA Y LITERATURA



Programa Talleres

16.15

"Context Matters: Analyzing Cultural Content in Two ELT Textbooks Used in the BA in English Linguistics and Literature at University of Chile"

Javiera Adaros

Critical thinking is a skill we must help students develop in the English Linguistics and Literature program, and as Practice class teachers, we have always looked for materials that will help students learn and develop varied linguistic skills at the same time they work on their critical thinking skills. However, linking the class contents to the local cultural context has consistently posed a challenge, even though today there are many different types of textbooks available, all written by professionals and published by prestigious companies such as Cambridge University Press, Pearson Education, and Cengage. These textbooks' point of view is the hegemonic English-speaking culture, and so is the authors' perspective. As a Practice class teacher, I would like to present the textbooks we are currently using in second and third year in our program, look through their cultural content and show what we have done to set such contents in our cultural context, ensuring our students learn the language and develop critical thinking skills. Finally, I would like to assign the attendees the task of doing a similar type of work during this workshop.

18.00

"Reading Literature in the EFL Classroom"

Yennadim Medina

This workshop intends to provide a general picture on strategies for the use of literature in English in Chile's educational context, particularly in the teaching of the English language in High School settings. Our aim is to introduce the audience to some basic notions on reader's response approaches to literature applied to language teaching, reading comprehension strategies, vocabulary building, critical thinking, and language learning assessment through reading comprehension tasks. However, more than providing guidelines for the use of literature in English in Chile, the purpose of the workshop is to pose questions about the opportunities and challenges that teaching English through literature may involve in our context. Though the workshop will be mostly expositive, it considers the audiences' participation through questions and a short activity which will not take more than 5 to 7 minutes. This workshop will be delivered in English.

14.30

"Teaching and Learning Academic Vocabulary During a Pandemic: Approaches and Reflections"

Natalia Tranchino

Enseñanza y Aprendizaje de Vocabulario Académico en Contexto de Pandemia. Está dirigido a estudiantes y profesores a fin de compartir experiencias y estrategias para abordar tanto la enseñanza como el aprendizaje de vocabulario primordialmente de tipo académico, considerando especialmente el contexto online actual y las complejidades que esto ha traído junto a la pandemia.

16.15

"Apreciación de la representación visual y acústica de los paisajes urbanos en perspectiva comparada en literatura chilena y de habla inglesa"

Andrés Ferrada

This presentation deals with a recurrent image in the works of Virginia Woolf and Chilean writer José Donoso: the garden and its visual and acoustic landscaping. As basis for this comparative analysis that stresses similarities as well as differences, two writings have been selected, *Kew Gardens* (1919) by Woolf and "Algo sobre jardines" (1981) by Donoso. Our main argument determines that the delectable space of the garden emerges in the representational frame of landscapes that prompts a critique of relevant issues for both authors. On the one hand, the landscaping of the garden in Woolf's short story serves as a vantage point to visualize "signs of eccentricity" and how they are read and perceived by a class-conscious London society. On the other hand, the underlying point in Donoso's essay is to advance a critique of ways in which gardens stimulate not only our senses, but also our understanding of how dominant forces have shaped our perception of landscapes in Chile and elsewhere.

18.00

"Métodos de investigación empíricos en lingüística: el antes y el ahora"

Carmen Nabalón

La lingüística como disciplina evoluciona continuamente en relación a sus técnicas y métodos de estudio de los distintos aspectos de una lengua. La "lingüística de escritorio" y el uso de la intuición del o la investigadora fueron por décadas la única forma de sacar conclusiones y establecer ciertos principios acerca de la estructura de las lenguas y su funcionamiento. En la siguiente presentación, se abordará el cómo la lingüística se ha nutrido de metodologías tanto de las ciencias sociales y las humanidades como de las ciencias naturales para estudiar distintos fenómenos, tanto socio-culturales como individuales. Se describirán e ilustrarán distintos métodos y formas de recopilar datos (registros de escritura en teclado, uso de e-prime y otros softwares para experimentos conductuales, uso de métodos de la neurociencia, etnografía y lingüística de campo, creación y análisis de corpus, entre otros) y cómo estas técnicas han sido utilizadas transversalmente en las distintas interdisciplinas asociadas, creando una fertilización cruzada que ha contribuido a un entendimiento más profundo del lenguaje humano. Esta revisión preliminar puede ser de gran utilidad para estudiantes de lingüística de pregrado y que estén interesadas e interesados en seguir alguna de las distintas líneas de investigación dentro de las ciencias del lenguaje

16.15

"Early Modern Translation and Print: Spanish Chivalric Romance in England"

Alejandra Ortiz

This workshop explores the translation and circulation of Spanish chivalric romance in English during the sixteenth and seventeenth centuries. The publication of Garci Rodríguez de Montalvo's *Amadis de Gaula* in 1508 in Spain, gave rise to a vogue for Spanish chivalric romance in Europe. Montalvo's five books became a model for other authors who added sequels that eventually made a sequence of thirteen books in total. These texts soon found a great continental reception through translation. In France, the *Amadis* series became a great editorial success, adding a total of twenty-four books, which were translations from the Spanish, Italian and German texts. The audience in England came late to these texts but after Margaret Tyler's *The Mirror of Princely Deeds and Knighthood* (c. 1578), the English book trade saw the steady printing of translations of Spanish chivalric romances which would continue uninterrupted until the beginning of the seventeenth century. This great European phenomenon relied on a relationship between the original author, the translators, the stationers, and the readers. We will look into the ways in which these texts were transformed by translators and offered to the audience by an energetic book trade. We will also consider the challenges implied in the study of this early modern material.

18.00

"Mechanisms of Cultural Control: Representations in Literature and Film"

Anthony Rauld

Controlling processes, the cultural and social mechanisms by which ideas take hold and become institutional in relation to power, are ubiquitous in today's society; they work, or are put to work, to influence individuals (or groups), and to persuade them to participate actively and eagerly in their own domination. One of the main vehicles for controlling processes is language. Sometimes these mechanisms of control are resisted and counter-controls can emerge. The identification of these processes is primordial for teaching critical-thinking skills in the 21st century; their study is also a fundamental component of any social science and/or humanist research. One emerging pedagogical approach to the identification and study of controlling processes involves using representations of these mechanisms in literature and film to highlight the subjective experiences of cultural control and resistance. A brief theoretical overview of power and cultural hegemony is followed by common examples of controlling processes, which are analyzed through key examples in literature and film.