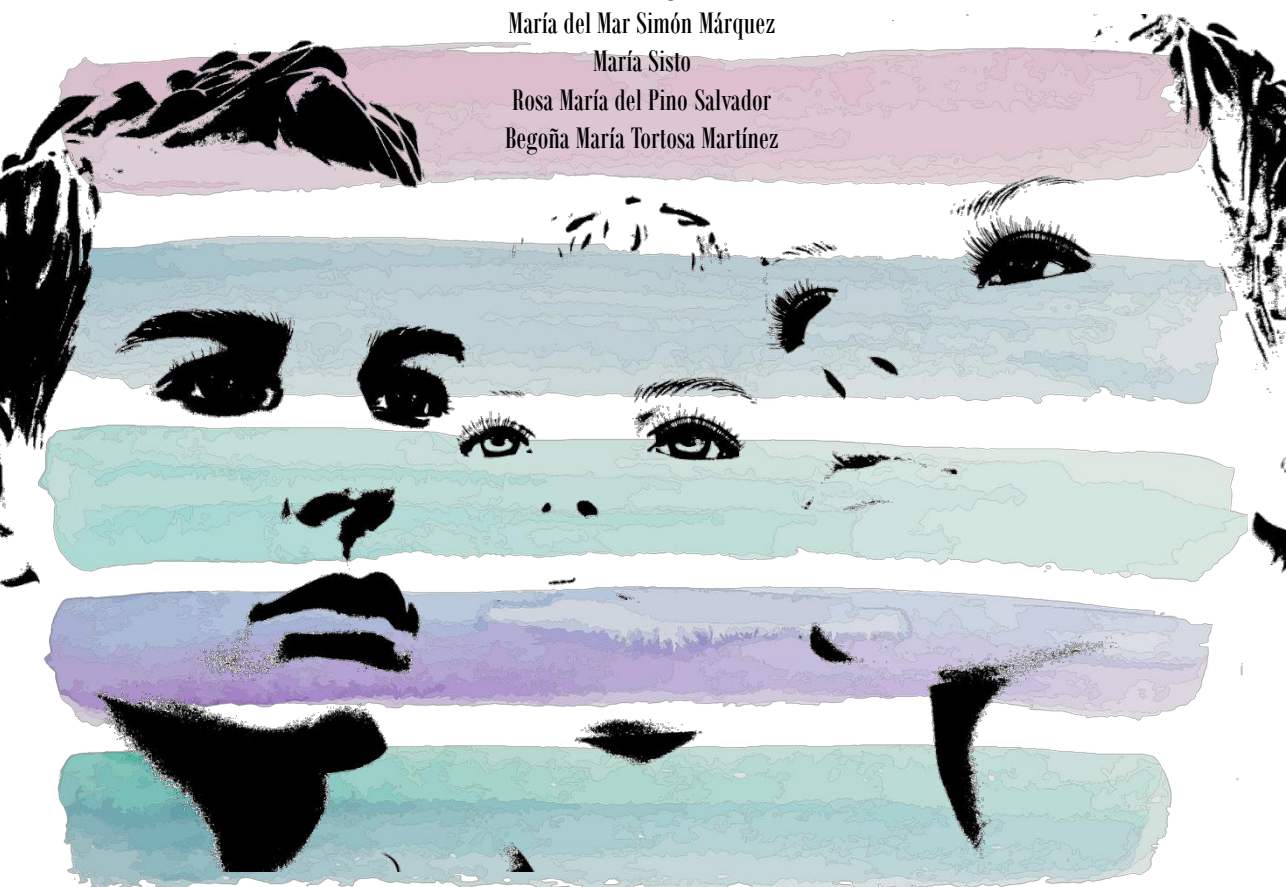


INNOVACIÓN DOCENTE E INVESTIGACIÓN EN ARTE Y HUMANIDADES

AVANZANDO EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE

Comps.

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Dykinson, S.L.

**Innovación Docente e Investigación en Arte y
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**Avanzando en el proceso de enseñanza-
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YOU SPEAK NEWSPEAK: LINGUISTIC STRATEGIES TO FIGHT ORWELLIAN DYSTOPIA IN THE CLASSROOM

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INTRODUCTION

About Newspeak, Orwell's Nightmare to Fruition

George Orwell wrote in his essay "Politics and the English Language" the following statement: "if thought corrupts language, language can also corrupt thought" (1945, p.964). Years later, his dystopia *1984* (1949) exposes the influence of language on thought and society in Oceania's experimental language, Newspeak. With Newspeak, Orwell adopted the most extreme version of what would be the Sapir-Whorf hypothesis, by conditioning human thought up to a nihilistic and pre-primitive stage by means of linguistic reductionism. Dystopian narrative experiments with language as a consequence the creation of these new worlds. Therefore, several neologisms are introduced to give name to new technologies and other aspects of the daily life. However, traditional terminology in society starts to fade away, and if not, it acquires a negative connotation, like the words 'literature' or 'freedom', considered taboo words. The connotative process of restructuring language is not a fictional feature only present in dystopias. According to Orwell, the collapse produced in society inevitably affects its language (1945, p.954). The ruler classes in societies and academic institutions of the language of every state can modify the value of a word and steadily create or adopt new expressions for those ones which are now seen as pejorative.

With Doublethink, Ingsoc (the ruling party, a.k.a English Socialism) attributed opposite meanings to the same word, erasing any possibility of knowing the truth by means of classical opposition, that is, the most basic meaning for the word 'love' is 'the opposite of hate', and vice versa. This goes one step further of the semantic connotative shift, since the previous feature of euphemism at least maintained the essence of meaning. Now, by combining the two opposite meanings, the binary system of meaning is broken, and the word lacks of any meaning at all. We could simplify it with a simple addition: $2 + (-2) = 0$. The result is not 4, nor 5 as the State intends to implant, but it is actually a subtraction of meanings, and its result is emptiness. Since the signifier does not attend to any clear signified, the party can use the sign to refer to any aspect they wish and eventually the mechanisms employed in

1984 of “doublethink and newspeak prevent criticism of the established system” (Guerrero, 2018, p.138).

Orwellian dystopia trespasses the boundaries of fiction and forecasts our contemporary society and its social maladies. The issues brought by excessive political correctness and the textual restrictions brought by the formats of some social media platforms facilitate dominant groups to execute their power. The era of the Digital Sapiens reduces their emotions to the emoticon and the meme, and though these are tools that can globalise human sociability, it prompts us to passively render into the manipulation of public opinion. Bradshaw and Howard discuss on the factors that provoke this problem:

junk news is spreading like wildfire via social media platforms during key episodes in public life, bots are amplifying opinions at the fringe of the political spectrum, nationalistic trolls are harassing individuals to suppress speech online, the financial model that supports high-quality news and journalism is facing increasing competition from social media advertising, strategic data leaks targeting political campaigns are undermining the credibility of world leaders and democratic institutions, and the lack of transparency around how social media firms operate is making regulatory interventions difficult (2018, p.23).

As was aforementioned, the public acceptance of surveillance and social exposure ease manipulation, but it continues being treated as an abusive form of power as it exercises an illegitimate influence on others through discourse (Van Dijk, 2006, p.360). It is precisely this passivity of the average user what leads Van Dijk to affirm that it is a case of manipulation and not simply persuasion (p.361). Furthermore, the author states such illegitimate act originates not only because the violation of conversational maxims, but also because, “in a democratic society, because it (re)produces, or may reproduce, inequality” (pp.363-364). In the hierarchical structure of academia, undergraduate students have reached legal maturity and yet they are in a process of self-discovery. Their vulnerability and impressionability can lead them to become potential recipients of manipulation. According to Van Dijk (p. 375), victims share the following features:

- (a) Incomplete or lack of relevant knowledge – so that no counter-arguments can be formulated against false, incomplete or biased assertions.
- (b) Fundamental norms, values and ideologies that cannot be denied or ignored.
- (c) Strong emotions, traumas, etc. that make people vulnerable.
- (d) Social positions, professions, status, etc. that induce people into tending to accept the discourses, arguments, etc. of elite persons, groups or organisations.

Under the project PIMED09_20192021 “Generando redes de pensamiento crítico: Materiales y herramientas para el análisis de la realidad y sus discursos”, financially supported by the Plan de Innovación y Mejora Docente de la Universidad

de Jaén, we aim to prevent students to fall under the passivity of traditional learning and, consequently, to help them become critical thinkers in the era of (mis)information. We understand learning as an active and constructive process that involves a triple transformation: of the learner's repertoire for action; of the tools and practices involved, as the learner constructs his or her unique version of them; and of his or her relationship with others and thus of his or her identity (Wells, 2008, p.237).

Attending to this basic need, we formulate different forms to push students out of their comfort zone to question their ways of living and discover alternative forms of sociability, deconstructing their own identity as well as their environment. It is by means of the discourse analysis of our contemporary reality that we will eventually fight Orwellian dystopian imaginings and consciously build eutopian futures.

METHOD

Understanding Linguistic Strategies in Discursive Manipulation: A Teaching Project

The project PIMED09_20192021 aims to encourage students develop their critical thinking through a transversal approach across the different stages of their academic life. For this particular matter of linguistic reductionism in an Orwellian society, the subject of Contrastive Linguistics plays a strategic and essential role as it provides the student with the tools necessary to raise a "global citizenship competence" (Díaz-Perez, 2013, p. 10). The interlingual descriptive framework aimed in the syllabus aims to bring multicultural awareness and to grant that students reach academic maturity as critical and independent citizens of the world. Contrastive Linguistics, for students of English and Spanish Philology in their third and fourth year of the degree, includes in its programme a revision on how the idiosyncratic nature of languages caters reality to the necessities within a particular macro-colingual group, and its multiple micro-colingual subgroups according to more idiolectal nuances. However, this contrastive approach to linguistics cannot be held without having a background of sameness. It is at this crossroads in which students understand how important can be their active participation in global issues: their involvement in different colingual groups enables them to analyse and deconstruct the linguistic code that conditions their segmented vision of reality, and thanks to this fragmentation of multiple colingual groups, students raise their critical thinking at discourse level. As Díaz-Pérez concludes, "there is a tendency to think that when a problem does not affect us directly as individuals it should not necessarily be a concern for us" (Díaz-Pérez, 2013, p.8), so it is our responsibility as teachers to bring an education model that fosters them to become critical and

and sent trudging along the roads with no more than they can carry: this is called transfer of population or rectification of frontiers. People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called elimination of unreliable elements. Such phraseology is needed if one wants to name things without calling up mental pictures of them (Orwell, 1945, p.963).

Attending to this problem, Kam introduces in the classroom deceptive doublespeak with euphemisms following five steps (Roe, Kam, Buchanan Wheeler and Gillenwaters, 1984, p.75):

- Inoffensive euphemisms for purposes of social delicacy;
- Occupational titles, created out of the universal desire to have an “important” job, move closer to deceptive language;
- Jargon endemic to a field of your choice;
- Alert students to weasel words in ads;
- Deliberate attempts to conceal meaning are readily available.

The manipulation of our perception of reality comes in variegated manners, from our daily conversations to job interviews of political campaigns. In step 3, the chosen jargon will be academic English and the tensions presented by students between being compliant with the register and being informative. Kam’s step 5 is the one that approximates to Orwell’s quote on political language, but media advertising can equally hoax the audience with promises in vain, exaggeration and misinformation. At this stage of the programme, students will participate in collaborative activities in which they attempt to deconstruct the meaning of these types of euphemisms. Examples of euphemisms are presented to the class with a meaning that could be correct or not, and its correspondent contextualisation in a sentence. For instance, the expressions ‘the economically disadvantaged’ or ‘servicing the target’ are presented with their correct definitions, ‘poor people’ (e.g. The organization is collecting money to help the economically disadvantaged) and ‘killing, normally an enemy’ (e.g. American soldiers were successful today servicing the target). On the other hand, examples of incorrect definitions of euphemisms are also displayed, as the expression ‘air support’ defined as ‘parachuting legal aid services’ (e.g. Thanks to the air support, the food could arrive on time to the endangered villages) or ‘career scanning professional’ as ‘master engineers in 3D scanning’ (e.g. Finally, he has been hired as a career scanning professional), when they actually refer to ‘bombing’ and ‘cashier’ respectively. This activity aims to the deconstruction of students’ reality through discovery learning, and will consequently encourage them to bring more examples of these euphemisms according to Kam’s classification.

Lastly, Van Dijk’s study on polarisation as positive self-presentation and negative other-presentation exposes the basic aim of linguistic strategies in discourse manipulation as presentation “is very typical in this biased account of the facts in favour of the speaker’s or writer’s own interests, while blaming negative situations and events on opponents or on the Others” (2006, p. 373). Van Dijk classifies the means to accomplish manipulation under different linguistic characteristics (Table 1).

Table 1. Van Dijk’s classification of linguistic strategies in manipulation (2006, p.373)

Overall interaction strategies	Positive self-presentation Negative other-presentation
Macro speech act implying Our ‘good’ acts and Their ‘bad’ acts, e.g. accusation, defence	
Semantic macrostructures: topic selection	(De-)emphasize negative/positive topics about Us/Them
Local speech acts implementing and sustaining the global ones, e.g. statements that prove accusations	
Local meaning Our/Their positive/negative actions	Give many/few details
	Be general/specific
	Be vague/precise
	Be explicit/implicit
Etc.	
Lexicon: Select positive words for Us, negative words for Them	
Local syntax	Active vs passive sentences, nominalizations: (de)emphasize Our/Their positive/negative agency, responsibility
	Hyperboles vs euphemisms for positive/negative meanings
Rhetorical figures	Metonymies and metaphors emphasizing Our/Their positive/negative properties
	Emphasize (loud, etc.: large, bold, etc.) positive/negative meanings
Expressions: sounds and visuals	Order (first, last; top, bottom, etc.) positive/negative meanings

Such classification will be utilised to undertake the discourse analysis of various texts. First, students are provided with some headlines of newspapers or social media sources that can be real or fake news, with the intention of testing their veracity attending to the linguistic strategies mentioned above. Students can collect their own corpus of tweets under a trending topic of their like and analyse the treatment of these matters. We choose only the headlines as its short length, which can be inserted in a tweet, and the immediacy of information in social media provokes the use of certain strategies to provoke the click of users: clickbait, exaggeration, misinformation, polarisation and even overt attacks that expose these pieces of news as blatantly biased. Next, an analysis of all the aforementioned

techniques of manipulation in Orwellian dystopia under these three criteria will be tested on English-speaking politicians' speeches on topics like Brexit or United States' campaign, or Spanish politicians' speeches on the COVID-19 government management or Catalonia's independency debate. This activity, which can be handed in following an essay structure, or alternative formats, epitomises all the contents presented in this contribution to the project, with the objective of bringing forth critical thinking through the awareness of language manipulation in our contemporary society.

RESULTS

The Endemic Social Maladies of the Digital Native

The project PIMED09_20192021 started in 2020 and has a duration of two years. Moreover, the subject of Contrastive Linguistics is taught in the second semester, so the results are still in process to be determined totally, with the intention of extracting a complete overview on students' evolution on the matters addressed in the objectives. After reading the novel *1984*, students discussed on the similarities of our contemporary society and Newspeak, paying particular attention to linguistic reductionism, as they considered that the limit in characters in Twitter and the culture of the 'like' button in social media is a form of limiting our thought process and simplifying our emotions. Another common view which was highlighted too is how the new generation Z suffers from an endemic anxiety which may result from the lack of linguistic tools in these platforms to express complex feelings and thinking. It is of utmost importance that we utilise these social networks from a position of resistance and deconstruction, and offer multiple views on the internet in a constructive, and not destructive, manner. It is essential to provide students with the necessary linguistic tools to detect forms of manipulation in their environment, and yet, it is equally important that we lead by example, by revisiting our own discourse from a perspective that is non-dominant. This exercise can bring real self-awareness, and in so doing, it fosters empathy in the classroom, as "to have awareness of the self is thus simultaneously to have understanding of others" (Djenar, Ewing and Manns, 2018, p.1).

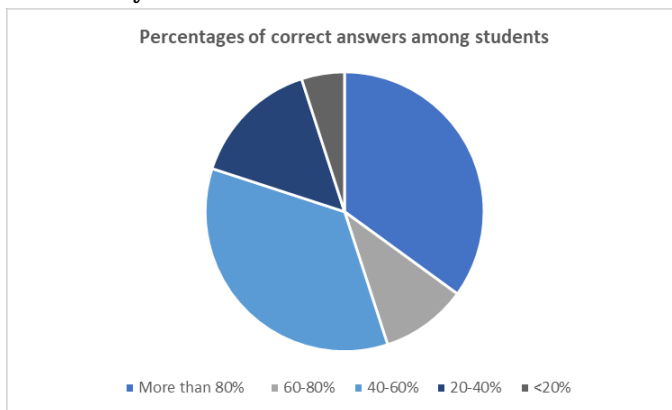
Students overall presented several tensions when it comes to approaching academic language through the Orwellian lens, as the acquisition of this jargon is a form of developing their academic maturity in the degree of Philology, and yet, it is charged with prefabricated sentences and constructions that helps them get away of pushing themselves out of the comfort zone as long as they comply with the style and formatting of a conventional essay. I articulate that it is necessary to find alternative forms that foster critical thinking beyond the ties of Manichean rules on writing, empowering their creativity and intelligence without the constraints the

traditional use of this jargon: presentations, video-documentaries, blogs, art pieces, etc.

In the activity of euphemisms' detection, it is noteworthy that out of the fourteen cases of euphemisms, only seven of the expressions were correctly detected, namely 'to be economical with the truth', 'to have a word', 'the economically disadvantaged', 'intoxicated', 'senior citizen', 'hard of hearing', and 'environmentally destabilised'. Interestingly, many of these words are taught in subjects of Instrumental English along the degree, being only those cases of euphemisms that are related with politeness and questions of social delicacy the ones highlighted in textbooks. Students are not trained in deceptive doublespeak, nor do they have the linguistic competence to guess the meaning of those euphemisms that allude to occupational titles (as it was the case with 'career scanning professional') or deliberately intended to conceal the truth, e.g. 'sub-standard housing', 'air support', 'servicing the target'. The only euphemisms related to topics of social delicacy that were incorrectly marked were 'to be between jobs' and 'make redundant', which are related to the professional field, and 'public conveniences' (i.e. public toilets) and it is because the fake definition which was given to students was related to political positions: 'the benefits and things politician take for occupying public charges' e.g. The new president has rejected his new public conveniences because they were very expensive. The results showcase that students receive an education model in communicative skills aimed to please and comply with the conversational rules, but that does not prepare them to avoid manipulation.

In the activity where they have to determine whether headlines were real or fake news, 24 students of the third and fourth year were given a questionnaire with twenty examples by the researching members of the teaching project. Overall, there is 60% of correct answers among students, failing only in 40% of the cases. However, only six out of the twenty headlines were correctly answered by more than 80% of the students, and the headline that got the highest number of correct answers was the following "Según el Ministerio de Educación, para comprobar si tus pulmones están sanos: tienes que aguantar la respiración, dar "me gusta" a una publicación, comentarla y contar hasta cinco. Si pudiste completar todos los pasos sin respirar, ¡al parecer tus pulmones están sanos!", detected as a fake news by 95,8% of the class group (23 students). This means that out of five headlines that they read on the internet, they click on two which are actually fake, exposing themselves as victims of manipulation in the digital era (Figure 1).

Figure 1. Percentages of correct answers among undergraduate students of third and fourth year in the detection of real and fake news



According to Gavet (2020), the popularisation of this informative sources distances the audience from real facts and leads them to the mainstream discourse of hate that resembles the ritual of Two-Minutes Hate in Orwell's *1984*:

Orwell's dystopian novel reminded me that the real issue is that viral outrage is more than an accidental feature of social networks. It is the core of their products, of what they're aiming to create: a megaphone that continuously puts content in front of you that is so powerful, emotional, and extreme that, as Orwell's says, it's "impossible to avoid joining in".

At the end of the semester, most of the students acknowledged in a questionnaire how they were also part of this manipulation game and how influenced is society by the language they speak. Not only is it a question of interlingual differences, but also on the idiolectal nuances presented intralinguistically. To the question 'Do you think people can be more influenced by the linguistic choices public figures (politicians, TV hosts, journalists, etc.) make in their discourse than by the content of the message?' and 'Have you noticed more differences now between discourses written in English and in Spanish whenever they approach the same event?', 23 out of 27 students in the class of Contrastive Linguistics answered 'Yes' (77,3%), proving the influence of Orwellian dystopia in their perception of language and how interlingual shifts provide the speaker with a different view on global society. To the question 'Do you think that the language we speak (and more particularly, dialect, sociolect, etc.) influences the way others perceive our identity?', 24 out of 27 students (88,8%) said 'Yes', acknowledging that language can be a weapon of manipulation, but also a tool of communication, reflection and resistance. To the question 'do you think Contrastive linguistics can be helpful tool to provide strategies for a more inclusive and intercultural discourse?',

all 27 students said 'Yes', recognising how the activities were enriching beyond the syllabus of the subject, becoming a turning point in their socio-political stance as active members of this globalised and multicultural world. It is this form of educating ourselves the one that can fight Orwell's nightmarish future, as, in Sampedro's words, it is an education which promotes and encourages a critical take on things, an education to train us to think for ourselves as part of a global community we can shape according to a set of universal values, like generosity, solidarity, responsibility, caring, peace, tolerance and justice (2013, p.41).

DISCUSSION/CONCLUSIONS

Paving the Path to Utopia

Gordin, Tilley and Pakrash state that "utopias and dystopias are histories of the present" (2010, p.1). Similarly, Chambers (2006) deems necessary to bring connections between these stories with our current educational community. When teaching on critical thinking and Orwellian dystopia, one understands that the belonging to a community does not entail the loss of your personal identity. On the one hand, society should not be seen as one single way out, but a braid with many bifurcations interweaved. One may need feel the freedom of walking on their chosen path, but "none of us – with no ethnic, gender, race or class exceptions – can become human at all, much less flourish, except in the company and conversation and caring of other human beings" (Chambers, 2006, p.21). On the other hand, this relationship between society and the individual is two-folded, based on interdependence and co-construction, as Well affirms (2008p. 238), so it is pertinent to emphasise that everyone has a role as active individuals in the changes made for our future society.

In the present essay, I provided an overview on a teaching project that aims to resist Orwellian dystopia by the study of linguistic strategies that effect manipulation. This phenomenon is so entrenched in our society – for it affects society, cognition and discourse – that it requires a lifetime of recurrent introspection and deconstruction to avoid such coercive persuasion. The lessons designed for the subject of Contrastive Linguistics have presented good results so far, inasmuch as students fostered an interlingual view of reality and realised how easily influenced one can be by the linguistic choices made. However, the inclusion of more activities in coming courses and the creation of other events of transversal nature by the teaching project PIMED09_20192021 will continue raising students' awareness on contemporary debates of the world we live in. We as teachers can help them to raise the necessary competences to become autonomous human beings, but eventually it is them who walk towards utopia, and the ones in charge of building a future different from the one envisaged in *1984*.

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