Related to the theme of this panel – Rebels in Spain – I want to present one possible kind of rebellion in that country: the 15M movement.

1. INTRODUCTION (AND CONTEXTUALIZATION)

Several names have been given to the movement that emerged in Spain in 2011: the 15-M movement, Democracia Real Ya, Indignados, Spanish revolution, etc.

1.1. Origin of the 15-M Movement

The 15-M movement is not disclosed until the day with the same name of the movement: May 15th, 2011. Explaining the origins and the run of what happened on Sunday 15 May at the Puerta del Sol de Madrid and other squares of Spanish cities is not among the priorities of members of the movement. "Most spokespeople insist on not putting faces to the movement nor speak openly about their beginnings" (Zeá and April, 2011: 14).

Some experts suggest that the uprisings in the Arab world, the spirit of Greek protest, student protests in Britain and Italy or the anti-Sharkozy mobilizations in France (Antentas and Vivas, 2011) are the germ of the revolution of Indignant in Spain. Others recognize the effect of Indignados!, a essay of Stephane Hessel – an antifascist resistant nonagenarian - (Domenech, 2011: 26). And a third group says that the following disappointments are the "bifurcation point" (Wallet, 2011: 54):

[T]he social cutbacks and resigned acceptance by the government of the dictatorship of the markets; the five million unemployed (of which, one in two are young people), the Sinde law and cuts in Internet downloads (...); increasing threats of applying to Spain the same logic that darkens to Greece, Ireland or Portugal; the announced growth of the Popular Party despite corruption and conceit of corrupt people; traumatic application of
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Bologna Plan at the University; the hundreds of thousands of evictions; the imbalances in the electoral law; the new threats of layoffs, rising corporate profits, the maintenance of tax havens, bank bailouts or bloody bonuses to bankers and senior executives (Monedero, 2011: 54).

All powerful reasons to justify the birth of a movement such as 15-M, which had seen how the electoral chances of change were depleted (Monedero, 2011: 55), and because of that votes become useless - in words of former President Felipe González - (Domenech, 2011: 28).

1.2. Linguistics and Politics

What kind of relationship can exist between crisis and Linguistics? And between Linguistics and 15-M? Between these two sets of terms, the most obvious link is between the crisis and the 15-M, both for economic reasons that originated them as by the uproar triggered in society. Linguists, as part of society, can contribute our bit to unravel the doubts lurking behind political rhetoric. Within the scope of the policy, the 15-M has been established as an alternative full of hope and illusion, which has managed to convey these feelings to much of Spanish and global population. A phenomenon like this, highlighted by its size and prestige, could not go unnoticed to the Science of language.

2. METHODOLOGY

The methodological approach adopted in this paper is defined as quantitative as well as qualitative.

Both Systemic Functional Linguistics and Critical Discourse Analysis allow developing a quantitative research by structuring their theories in data schemas that
can be studied. The qualitative part arises from cognitive theories, like conceptual frames.

The object of analysis is one assembly of the 15-M movement celebrated in Madrid in August 2011. The main topic of this assembly was about the reform of the Spanish Constitution.

3. QUANTITATIVE DATA ANALYSIS

The following aspects are the ones which it has been decided to analyze during the corpus annotation process:

- **Processes in Systemic Functional Linguistics (Scheme 1):** to note the processes, Arús Hita’s (2003) work and ADESSE database were taken as reference, especially to correctly define the processes in Spanish.

- **Participants (we/they) (Scheme 2)**

- **Evaluation (Scheme 3):** positive, negative and ambiguous on the one hand, and on the other hand, ironic and non-ironic.

The three schemes proposed for studying the speech of 15-M are described in detail below: processes scheme in SFL, types of Participants (we/they) and scheme of evaluation. Besides, apart from studying isolated schemes, it has been designed crossings schemes, which consist of comparing two categories in order to study the influence between different levels of analysis.
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Processes
- material-proc: 35,40%
- relacional-proc: 26,20%
- verbal-proc: 14,00%
- mental-proc: 24,40%
- intensive: 19,40%
- circunstancial: 2,40%
- possessive: 4,40%
- attributive-int: 9,20%
- identificative-int: 10,20%
- attributive-circ: 1,80%
- identificative-circ: 0,60%
- possessive: 4,40%

Evaluation
- EVALUATION-TYPE 1
  - positive: 37,41%
  - negative: 60,54%
  - ambiguous: 1,70%
- EVALUATION-TYPE 2
  - non ironic: 95,92%
  - ironic: 3,40%

Participants
- we: 64,58%
- they: 35,42%
- explicit: 37,27%
- implicit: 27,31%
The results obtained from the analysis are:

- It has been shown that **material** processes predominate over all others.
- The most frequent evaluation is **negative**.
- The participant **we** predominates over the other (**they**).
- Combined ratios have also revealed interesting facts: the participant **we** is almost exclusively associated with **positive** evaluations, in the same way as the participant **they** is linked to **negative** evaluations.
- The relationship of these participants with the types of processes shows that participant **we** is mostly related to **material** processes, while the participant **they** has more contact with **relational** processes.
As a qualitative study, it will be presented some thoughts about CDA and conceptual frames.

One of the salient features of the assembly speech of 15-M is in the distinctive types of treatment among participants *us* and *them*, related to two separate types of evaluations. This peculiarity is also found in other types of discourse, such as parliamentary, although constructed differently. Given these parameters it is possible to analyze the cognitive dimension of discourse at hand qualitatively.

Thus the discourse of assemblies classifies participants in a near group (*we*) opposed to another distant (*they*). The proximity and remoteness of these clusters is manifested both socially and ideologically: socially due to the different social position, i.e. ordinary people versus political class, and ideologically because of divergent positions taken on the issue of constitutional reform. In the same vein, parliamentary discourse offers a different version: the *us* group includes all citizens as well as those individuals who engage in politics as a profession, but mostly prefers members of the same party as issuer, and, on the contrary, *them* participants associate to Europe as a body of higher power (as opposed to Spain), to the rulers of other countries with more power (such as Germany or France), but also the Spanish political figures who make up the opposition and citizens. Here a slight inconsistency is observed in parliamentary discourse because it classifies as "citizens" both near participants (*us*) and far participants (*them*). In the assembly speech the distinction between them is almost Leitmotiv, so it is very unlikely to find such confusing splits. The implication that can be derived from the aforementioned discrepancy has to do with the construction of group identity: while 15-M maintains clear distances among participants who considered *them* and *us*; members of Parliament altering composition of *us* participant at their convenience or depending on the recipient that they are heading (consciously or unconsciously). Therefore, at this point, the 15-M movement provides a stronger and better characterized image than the parliamentary discourse in general, a fact that favors a good rating from other sectors of the population (external or potential...
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supporters) as well as stabilization of group identity. A derived consequence of this is the formation of the 15-M movement as “counter” (van Dijk, 2009: 63), as shown as a strong and consolidated alternative to the traditional political forces.

As regards the predominant negative evaluation in assembly speech, it should be noted dissimilarity regarding Parliament tone, but also similarities. The 15-M attacks directly the actions of their opponents (them), while the members of parliament, especially those who have the power, avoid referring to Europe critically and express only opposing views when they try to discredit the action of some opposite political party. Thus, there are similarities in the treatment of the valuation of the participants, since the closer the enemy (them), the stronger the negative judgments that are dumped on him.

Conceptually, this assembly speech includes proposals for action, requests for collaboration, observations about actions taken by the Government and their implications, explanations of the majority opinion of the people, demands from the people towards political reminder of civil rights, review of recent history (Felipe González) and not so recent (Napoleon) of Spanish politics, reflection on options for citizen participation (referendum), called on citizens to promote conscious and reflexive actions, quotes from authorities like Marx, narrative of the actions from the movement (sharing information), proposal for closer action, manifestation of the absolute power of the political class, no call to resign, animation to participation and collaboration of citizens, inquiry for attitudinal change in political, explanation of the exact content of the proposed constitutional reform of government, proposed "revolutionary" action (boycott rating agency or rating agencies) and attempts at consensus to organize common actions.

As shown, the 15-M movement does not appeal to the justification for their actions, but that presents, it proposes new and always asks for the cooperation of the other participants in the meetings, but without restricting the entry of new volunteers. It seems that the simple statement of the facts and the accentuation of "traditional" political actions (of members of Parliament and other politicians) and serve as a basis for legitimate social movement action. The 15-M does not look for data to support
their speech or their proposed action and protest, they do not need to convince the public because they are in the same situation as the members of the assembly: rejection of the political class.

4. RESULTS

To summarize the previous quantitative study, it has been shown that the material processes predominate over all others. It also highlights the reference to *us* in front of *them* and the type of negative evaluation on the positive.

The combined ratios have also revealed interesting data: participant *us* is almost exclusively associated with positive evaluations, the same way that the participant *them* is linked with negative evaluations, the relationship of these participants with the types of evidence that processes material processes relate more frequently with *us* participant, while the participant *they* has more contact with the relational processes, the agentivity of the participants is represented by the materials involved and these, in turn, are linked to the participant *us* while agentivity highlights *them* in mental processes, the relationship between processes and evaluation tends to predominate negative evaluation, except verbal processes.

It now delves into the implications of these data. So, as predominant negative evaluation and this is related almost exclusively to the participant they also take into account that we do them more often, we can say that every time one of them mentioned the likelihood of negatively evaluated is greater than in the positive evaluation of us, id est, participants receive them more negative reviews than positive participants receive us. One thing most can support this assertion: if the total us participants (175), only 10 times have been positively evaluated, representing 5.71 %, in their case, the percentage of negative feedback corresponds to a 23.96 % . Based on these numbers, it should also be noted that the assessments are not too frequent, and that neither the largest cases reach a quarter of the total participants.
In terms of processes and their relation to the types of participants, it is noteworthy that the participant us more times to be associated with materials and processes, however, the participant keeps them closer connection with the relational processes, although emphasizes its role as an agent in mental processes. The interpretation of derived here is that 15-M assigns a more active role (material processes and participant actor) to group members (us), while external participants (them) mostly develop relational processes, which feature is not exactly the main activity. Therefore, through these discursive elections, the 15-M expresses his conception of a performance and other agents to the crisis: citizens act, leaders abstain, or just represent symbolizations receive allocations.

The presence of negativity in other relationships and the types of processes and metaphors qualifies the previous comment on the frequency of negative evaluation: it seems that the speech is not overly full of denial, but this itself dominates all traits analyzed speech: processes, participants and metaphors. So, the data support the negativity of 15-M speech. Fact, moreover, consistent, as this social movement contestation emerges as force in a spirit of denunciation and struggle for change.

The exception to the negativity seems like it could be in verbal processes, although the data are not as significant as to affirm strongly. Still, the indication that verbal processes are not so many negative reviews as other processes may be because the agents of such processes (issuers) are often producers of discourse itself, that is, members of the 15-M that thoughtfully evaluated positively (to themselves) in most cases.

Leaving aside the more quantitative analysis, it is necessary to dwell on the cognitive interpretation of the assembly speech 15-M.

Based on the concept of conceptual framework, we can say that 15-M is immersed in the context of the economic crisis, under which, in turn, include other sectors of the population (them) and, from there, movement develops its own ideology, based on the prestige of the other, the negative view of the facts and actions.
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and willingness to act. Once this system of ideas, the 15-M is inserted into a new frame in terms of citizen participation and communication concerns. Thus, the conceptual framework assemblies fosters new way to participate in the discursive processes through assemblies. In the words of Gould and Moe (2012: 39) : "frameworks oriented political thoughts and actions around the collective constructions of group identity." From here the frame amplification process, which consists in emphasizing some events, issues or beliefs more than others (Benford and Snow, 2000: 623) can be developed. An example of this could be the diffusion of the many slogans used on 15-M

5. CONCLUSIONS

Having studied quantitatively and qualitatively a corpus based on an assembly of the 15-M the conclusion that the assembly speech 15-M transmits its own ideology can be removed.

Ideology, on the other hand, not necessarily conscious by the members of the movement (van Dijk, 2008: 265), but determined by the discursive features of the assembly.

Therefore, the 15-M movement sufficiently fulfills its role as a social movement, id est, "register grievances global frameworks that identify an injustice, attributing responsibility thereof and propose other solutions" (Tarrow, 1997 : 215).

One aspect that is worth noting is the not so distant similarity between the characteristics of the assembly speech 15-M and other political discourses. It is well known to the public the trend of "traditional" to throw barbs from political rivals and discredit the other as standard practice. In this sense, the 15-M also calls for a heightened review, somehow, become as 'counter' (van Dijk, 2009: 63).

However, such claims should be endorsed with rigorous studies on political speech, for example, full Members of Congress in that it was the same issue of the reform of the Constitution.
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Other possible lines of future research have warned that after this research project may be the study of the two remaining metafunctions of Halliday (interpersonal: mood and modality and textual: theme and rheme), the study of all proposed features Fairclough (1994) and a full description of the methods of communication of 15-M (a larger number of assemblies, but also the variety of discourses that produce forums, wikis, tweets, banners, manifestos, etc.).
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REFERENCES


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