

## LANGUAGE PROCESSING, LINGUISTICS AND CONSTRAINTS

Juan Carlos Acuña Fariña

Recently, Gibson and Pearlmutter (1998, 2000) and Lewis (2000a, 2000b), among others, have debated whether the initial spark that gets language comprehension started is deterministically created in the same narrow place, always, or, on the contrary, whether that ignition may come from a variety of different places, a broad base. One may schematically conceptualise these two opposite approaches to initial parsing as either an inverted or a non-inverted pyramid respectively. In this paper I will argue for a broad-base, non-inverted pyramid view of the ignition problem. In support of this I will rely primarily on the strength of recent psycholinguistic evidence, as exemplified through the extensively studied [Complex NP+Relative Clause] construction. A key issue will be whether it makes sense to assume that the processing of linguistic reality should be any easier than the (notoriously complex) linguistic reality itself. This point makes sense against the background of a series of well-known formalist accounts of parsing which dominated psycholinguistic research in the 80s and early 90s by appealing deterministically, to merely two or three kinds of syntactic geometry.

Key words: Psycholinguistics, parsing, constraints, control, modularity.

## GRAMMATICAL CONCEPTUALIZATION AS A POETIC STRATEGY IN E. E. CUMMINGS' *YES IS A PLEASANT COUNTRY*

Pilar Alonso Rodríguez

This article applies the theoretical principles of cognitive linguistics to E.E. Cummings' poetic composition *yes is a pleasant country*. It combines the

perspectives of conceptual metaphor theory, blending theory and the conceptual integration network model to show how grammatical conceptualization may be used as a poetic strategy, due to the semantic potential of grammar, which, as cognitive linguistics contends, is meaningful and symbolic in nature. The article also shows how CIN proves to be a valid model of analysis for poetic works given the highly concentrated and involved type of conceptualization they tend to use. Furthermore, it demonstrates that metaphorical mappings and blending are different and combinable mental operations which form a part of the intricate projections found in complex conceptual networks.

**Key words:** Conceptual projections, mental spaces, conceptual integration, blending, metaphor, knowledge domains, blended space, composition, completion, elaboration.

#### FIRST APPROACHES TO THE UNEXPLORED DIALECT OF SUNDERLAND

Lourdes Burbano Elizondo

In contrast to Tyneside or Newcastle English which has been thoroughly studied, Sunderland English can be regarded as a long neglected dialect within north-eastern England—a gap that it is becoming necessary to fill. Sunderland English is a relatively young urban variety which is often confused with Tyneside English. One of its uses is to distinguish its speakers, Mackems, to distinguish themselves from Geordies (i.e. Newcastle people) and to reflect their strong local identity. Thus, this paper will firstly deal with some social issues that explain the Geordie-Mackem rivalry. It will then concentrate on some data from my MLitt research into Sunderland and Newcastle dialect vocabulary, which investigated the degree to which certain traditional dialect words recorded in the area by the *Survey of English Dialects* are familiar to teenagers nowadays. Similarities and differences between Sunderland and Newcastle dialect lexicon were found, but above all it was evidenced that Sunderland English needs to be thoroughly studied since more differences are likely to emerge. This is precisely the next step in my research.

**Key words:** Dialectology, Sunderland English, Tyneside or Newcastle English, dialect vocabulary, identity.

#### A PRAGMACOGNITIVE APPROACH TO THE STUDY OF SOME INTERNET SCIENTIFIC ARTICLES: HEADLINE TITLES

M.<sup>a</sup> Isabel González Pueyo

Alicia Redrado Lacarta

The proliferation of new media and electronics modes of communication in public life, and the recent increase in the interdisciplinary nature of academic and professional discourse, has brought about an increasing appropriation of lexicogrammatical resources and rhetorical strategies across discourse communities and genres. Thus, new forms or hybrid forms of *cybergenres* are now under discussion. This paper argues that scientific and technical articles undergo an accommodation process in response to the medium and the assumed tenets of the internet audience. As these modifications can be best embodied in the titles, which display significant pragmalinguistic and generic information, this paper focus on analysing some of the titles encountered at a random choice in the personal homepages to observe, first, how the blurring of alien genres begins at this outstanding discursive space. Then, titles shall provide the analyst with significant insights into the angle of telling, and hence the traits technoscientists are eager to reveal about themselves. It is argued that this is the result of marketing criteria, which attempting to enhance the writer's self-advertisement and the digital medium, often give undue representation to the needs and interests of web users. The methodology and discussion of this paper follows a pragma-cognitive approach of genre theory, text typology, and systemic functional analysis.

**Key words:** Genre analysis, ST discourse, critical discourse analysis, functional grammar.

#### APPEALS FOR ASSISTANCE AND INCORPORATION OF FEEDBACK IN FOREIGN LANGUAGE INTERACTION: THE ROLE OF AGE AND PROFICIENCY LEVEL

Gisela Grañena

Appeals for assistance are a cooperative communication strategy that foreign language (FL) learners may resort to when they experience problems in production. The aim of this study is to examine the extent to which learners of different ages and proficiency levels appeal for help while performing a narration task, how they do it, and how their interlocutor assists them. The study also examines whether the learners incorporate the help provided into their subsequent discourse. Results show significant differences in the use of direct and explicit indirect appeals on the part of older and more proficient learners as well as an

increase in the learners' incorporation of help in proportion to their proficiency. The results obtained are taken as evidence for the role of age and proficiency level in the interactional skills of FL learners.

**Key words:** Communication strategy, appeal for assistance, interaction, feedback, incorporation.

### ASPECTOS SOCIOCULTURALES EN LA FRASEOLOGÍA DE LA LENGUA INGLESA: PERSPECTIVAS DE ESTUDIO

Florentina Mena Martínez  
Piedad Fernández Toledo

La permeabilidad de la fraseología con respecto a los aspectos socioculturales que caracterizan a las lenguas es un hecho comúnmente admitido. La relación entre fraseología y claves socioculturales es especialmente estrecha y se manifiesta de muy distintas formas. De ahí que los lingüistas hayan dedicado sus esfuerzos a la observación de determinadas cuestiones más o menos particulares. Sin embargo, se echan de menos estudios que ofrezcan una visión global de las diferentes vías por las que se produce el contacto entre estas dos realidades. La sistematización de la ubicuidad de la realidad sociocultural en la fraseología no es una tarea sencilla, e implica la necesidad de considerar los ejes en torno a los que se produce esta relación. En este artículo proponemos una clasificación de las distintas perspectivas desde las que se puede acometer la relación entre fraseología y realidad sociocultural con referencia a la lengua inglesa.

**Key words:** Fraseología, aspectos socioculturales, lengua inglesa, perspectivas de estudio, categorización.

### THEMATIC AND TOPICAL STRUCTURING IN THREE SUBGENRES. A CONTRASTIVE STUDY

A. Jesús Moya Guijarro

The main goal of this article is to analyse the thematic and topical structure of three subgenres: narratives for young children, news items and tourist brochures. The 60 texts under analysis (twenty of each type) were written specifically for publication, and consequently do not provide the possibility of direct feedback between the writer and reader. However, their main rhetorical purpose and their register (Propp 1972, van Dijk 1988a, b, Cook 1992, Luch 2003) are clearly different and it is hypothesized that this plays a key role in their thematic and topical organization. In children's stories theme tends to be closely associated with

topic and in news items the correlation between theme and topic is even higher, whereas in tourist brochures theme seems to precede topic. This positioning is attributed to the communicative intentions of the journalist, travel writer and story-writer, respectively.

**Key words:** Theme, Thematic Progression, Discourse Topic, Sentence Topic, Genre.

### LA VARIACIÓN ACÚSTICA DE LOS CORRELATOS ENTONACIONALES EN INTERPRETACIÓN SIMULTÁNEA INGLÉS-ESPAÑOL

María Lourdes Nafá Waasaf

La entonación es un fenómeno lingüístico complejo que puede ser abordado acústicamente a partir de tres correlatos acústicos principales: la frecuencia fundamental (F0), la intensidad y la duración. En el presente trabajo se analiza la variación de estos tres correlatos en una situación experimental de interpretación simultánea, centrando el análisis en el grado de monotonía de la entonación de los sujetos participantes del experimento. Se parte de la base de que los intérpretes de lenguas —como profesionales de la comunicación oral— procuran reducir la entonación *injustificadamente monótona* (en términos comunicativos) de un discurso original para facilitar así la recepción del mensaje. Los resultados de este trabajo permiten demostrar que si un orador presenta un discurso con un grado de monotonía inaceptable en términos comunicativos, el intérprete profesional y experimentado juzgará negativamente tal modo de exposición y reducirá la monotonía en su producción. La variación de los tres correlatos acústicos (F0, intensidad y duración) es *relativa*, y debe ser interpretada con respecto a los valores habituales del hablante (Brown 1977: 127). Por ello, se ha trabajado con discursos referenciales que han permitido sopesar el aumento o reducción de la monotonía relativa de cada sujeto. Los valores obtenidos en este análisis previo sentaron las bases para analizar el grado de monotonía en un discurso original y dos interpretaciones de este mismo discurso. El discurso original fue emitido en inglés británico, con entonación *monótona* y los dos discursos meta fueron emitidos en español peninsular, con entonación *no monótona*. En el presente trabajo, la *entonación monótona* se define y caracteriza —acústicamente— por un rango, o campo entonacional, reducido donde las variaciones de la F0 y de la intensidad también son escasas. La entonación *no monótona* (o melodiosa), por su parte, se caracteriza por un rango más amplio y por inflexiones de F0 y de intensidad más pronunciados. En lo tocante a la duración, no siempre parece haber una correlación directa entre la monotonía y la velocidad de habla, o duración.

**Key words:** Entonación, correlatos entonacionales, frecuencia fundamental (F0), intensidad, duración, interpretación simultánea, intérprete, discurso original, discurso meta.

### EL PAPEL DEL ANLAJE EN LA TRADUCCIÓN: LOS TEXTOS PERIODÍSTICOS

Eva Samaniego Fernández

Miguel Ángel Campos Pardillos

El anclaje contextual es un elemento esencial en la traducción, puesto que tiene una incidencia directa, no sólo en la cantidad informativa que los traductores pueden extraer del mensaje, sino también en el abanico de estrategias de traducción que ofrece el texto o elemento en cuestión. Por ello, se trata de un elemento pragmático esencial para el trasvase interlingüístico. En este trabajo trataremos de dilucidar su alcance y, sobre todo, su relevancia en el proceso de transferencia interlingüística, ya que el grado de especificidad del anclaje, así como la mayor o menor presencia de elementos contextuales y cotextuales aclaratorios del mensaje, influyen enormemente en la especificación del concepto de equivalencia que haga el traductor para cada binomio textual concreto.

**Key words:** Anclaje, contexto, cotexto, situación, traducción y equivalencia, textos periodísticos.

### AN ANALYSIS OF IMPLICIT AND EXPLICIT FEEDBACK ON GRAMMATICAL ACCURACY

Patricia Salazar Campillo

Some authors (e.g. Lyster, 1998) have pointed out the need to explore the impact of different combinations of corrective feedback on student-generated repair. We therefore set up a study which aimed at shedding light on this issue in the English-as-a-foreign language context. The participants in the study were divided into two groups who were offered two different types of feedback whenever an error of one of the targeted grammatical forms occurred (articles and second conditional). Group 1 received implicit feedback (Combination of feedback A: repetition of the error plus recast) and Group 2 received explicit feedback (Combination of feedback B: metalinguistic information and elicitation).

The findings of the study reveal that a) the implicit version of feedback provided better accuracy rates in the short term, and b) the explicit version of feedback

resulted in longer retention for the grammatical feature of past tense. A number of pedagogical implications are offered which stem from our results.

**Key words:** Feedback, accuracy, short-and long-term learning.

### IMPORTANCIA DE LA COMPOSICIÓN DE LOS CAMPOS SEMÁNTICOS EN SU APRENDIZAJE

María Jesús Sánchez

En primer lugar se tiene como propósito comprobar si en los campos semánticos *Classroom/Lab.* y *Cognitive* se produce, mediante un diseño Pretest/Posttest, aprendizaje por efecto de la variable independiente instrucción. Para ello, se van a utilizar dos tareas: un test escrito y juicios de relación y cuatro variables dependientes: prueba de traducción/definición, proximidad, distancia y similitud. En segundo lugar se comprueba en qué campo semántico se produce un mayor aprendizaje. Se explica mediante la fuerza asociativa, producida ésta por factores de composición del campo semántico: origen de los términos y grado de concreción. Resultados que están en consonancia con la teoría estructural (Bajo, Cañas, Navarro, Padilla & Puerta, 1994) y la de concreción (Harris, Tebbe & Leka, 1997; Marschark, 1992).

**Key words:** Aprendizaje, fuerza asociativa, campo semántico, juicios de relación, instrucción.