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CRITICAL TERMINOLOGICAL AND CLASSIFICATORY REVIEW OF THE LITERATURE ON LEXICAL ERRORS

Pilar Agustín Llach

This paper is a critical review of the terminology and the different taxonomies in the field of lexical errors. We intend to bring some order to the terminological and classificatory chaos in the field of lexical errors by analyzing, comparing, and systematizing the different terms and classifications. We will begin with a discussion of the role of vocabulary in communication, as an academic predictor, and of the severity of lexical errors as communication distractors. Then, we turn to the inconsistencies in terminology and typology of lexical errors in the literature on vocabulary acquisition and lexical errors. These inconsistencies in terminology and taxonomies are due to the lack of a common definition for the term “lexical error”. And furthermore, they are a cause of disorder and chaos in the field of vocabulary acquisition research and they have important academic and pedagogic consequences.

Key words: Lexical errors, definition of “lexical error”, taxonomy of lexical errors.

TRANSFER AND LINGUISTIC CONTEXT

María Cristina Alonso Vázquez

This study looks at two areas related to the theory of linguistic transfer in L2 acquisition (Lado 1957; Odlin 1989): the context in which acquisition takes place, and the role of the learning strategy called avoidance. To this purpose the development of acquisition of the English negation system by Spanish EFL

Students was compared with the findings of Cancino et al. (1978) by using measurement system based on Eckman's (1985) Markedness Differential Hypothesis. Our results show that the different contexts in which acquisition took place lead to different uses of transfer and different sequences in the acquisitional stages which learners go through. Avoidance also seems to be a strategy which must be seriously taken into account in any evaluation of the role of transfer.

Key words: Transfer, Second language acquisition, Linguistic context.

ALGUNAS CONSIDERACIONES SOBRE LA PROPUESTA DE ANÁLISIS DE LA COHESIÓN LÉXICA DE M. HOEY

Ana Díaz Galán

M. Hoey's (1991) lexical cohesion model offers useful tools for analyzing the internal organization of texts by means of the identification of their lexical connections. Based on previous research on the applicability of the method, this paper will try to provide an insight into its intricacies and, at the same time, explore some formal aspects which seem to need some revision. Although a very valid means for describing textual patterns and not an end in itself, the initial stage of the method, the identification and classification of lexical repetitions, poses practical problems concerning ellipsis, substitution or co-reference and, within the latter, specifically, the analysis of textual elements. Other practical aspects such as the treatment of cataphora or the use of artifacts such as the link triangle are also dealt with.

Key words: Hoey's lexical cohesion model, internal organization of texts, identification and classification of lexical repetitions.

CONCEPTUALIZACIÓN E IMPLICACIONES DIDÁCTICAS DE LA OTREDAD PARA EL ÁREA DE INGLÉS COMO LENGUA EXTRANJERA (EFL)

Juan Ramón Guijarro Ojeda

In this paper we aim at opening the debate agenda around such important and challenging issues as otherness and identities in the English Language Classroom. We offer a great array of theoretical backgrounds, ranging from Anthropology or Postcolonialism to Postmodernism. The place literary discourses play in its conceptualization is also addressed throughout the argumentation of this article. Finally, we draw our attention to central issues within the vast domain of otherness, such as culture/ethnic groups and gender matters. We conclude our work

highlighting the importance of the introduction and application of all these questions into the English Language Teaching theoretical and practical arena in order to foster otherness-friendly pedagogies.

Key words: Otherness, English Language Classroom, pedagogy.

NEW TRENDS IN AUDIOVISUAL TRANSLATION: THE LATEST CHALLENGING MODELS

Ana Isabel Hernández Bartolomé y Gustavo Mendiluce Cabrera

Audiovisual translation (AVT) plays a key role in the media society. Despite AVT's long established practice, theoretical research has not been thoroughly carried out until recently. AVT may adopt a wide variety of AVT types: some of them are long established, such as dubbing or subtitling, but others are more challenging, such as audio description or surtitling. This article aims at describing the AVT modes present in our society nowadays—including those which are still undergoing development—and it also provides further reading for a more comprehensive analysis. Thus, seventeen types will be described: dubbing, subtitling, voice over, interpreting, surtitling, free commentary, partial dubbing, narration, simultaneous translation, live subtitling, subtitling for the deaf and hard of hearing, audio description, script translation, animation, multimedia translation, double versions, and remakes. As well as their main characteristics and differences, the reasons for the emergence of these new AVT modes will be discussed and a final remark for future research will be made.

Key words: Audiovisual Translation, Screen Translation, Audiovisual Translation modes, Audiovisual Translation types, dubbing, subtitling.

LA METÁFORA GENÉRICA Y EL LENGUAJE POLÍTICO PERIODÍSTICO

María Ángeles Moreno Lara

Lakoff and his collaborators (Lakoff, 1990 y 1993; Lakoff & Turner, 1989), have postulated the existence of at least the following generic metaphors: The Event Structure Metaphor, The Great Chain of Being, GENERIC IS SPECIFIC and EVENTS ARE ACTIONS. In this article we will try to prove that most metaphors used to talk about politics belong to either The Great Chain Metaphor or the Event Structure Metaphor. However, only the latter functionally structures the whole domain of politics while the Great Chain Metaphor only affects partial aspects of the field. We shall try to elucidate why this is so and how it affects the cognitive

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approach to metaphor in general. We shall then try to explain the possible role of the other generic metaphors: **GENERIC IS SPECIFIC** and **EVENTS ARE ACTIONS**. Furthermore, we have considered three metaphors of generic level: **ACTIONS ARE EVENTS**, **ACTIONS ARE ACTIONS** and **ACTIONS ARE STATES**. Finally, the conceptual connection between structural and ontological metaphors is relevant to certain issues dealing with Cognitive Linguistics, namely, conceptual interaction and continuum.

Key words: Generic metaphor, event metaphor, metonymy, patterns of interaction, conceptual continuum.