

# **ICLC4**

## **FOURTH INTERNATIONAL CONTRASTIVE LINGUISTICS CONFERENCE**

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UNIVERSITY OF SANTIAGO DE COMPOSTELA, SPAIN*

**BOOK OF ABSTRACTS  
AND  
INFORMATION LEAFLET**

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Estudios de Lingua, Historia e Cultura Inglesa ('English Linguistic, Historical and Cultural Studies')

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## **WELCOME TO ICLC4 AND TO SANTIAGO DE COMPOSTELA**

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We wish to bid you welcome to Santiago de Compostela and to the *Fourth International Conference on Contrastive Linguistics* (ICLC4). We hope that you will profit enormously from our academic programme and that there will be many new ideas for you to take back home. Although we have a busy schedule in store for you, we encourage you also to find the time to meet the friendly Galician people and to enjoy both the wealth of monuments and the gastronomic riches of our beautiful city. Although we have had a most wonderful summer, Santiago may not be at its best in September, so let's hope that the weather stays nice and warm at least until ICLC4 is over! We are keeping our fingers crossed!

The Conference is a follow-up to the *Third International Contrastive Linguistics Conference* held in Santiago de Compostela in September 2003. In line with previous editions, ICLC4 aims to serve as a forum for the promotion of discussion and future collaboration among scholars interested in contrastive research in its various approaches and applications.

The conference site is the Faculty of Philology of the University of Santiago de Compostela (USC), in the Northern part of the city. More precisely, we will be occupying the ground and third floors of the building. The event will be officially opened by Rector Senén Barro Ameneiro and Vice Rector of Research and Innovation Eduardo García-Rodeja Gayoso of the University of Santiago de Compostela, as well as by the Dean of the Faculty of Philology, Ernesto González Seoane, and by the Head of the English Department, Manuel Barbeito Varela.

There are seven invited plenary talks, representing a wide variety of contrastive research and innovative work. Due to the large number of abstracts that were submitted to us, we have had to organize presentations into six parallel sessions and 10 different panels: Corpus Linguistics, Cultural Studies, Discourse Studies, Grammar, Lexicography / Lexicology, Phonetics / Phonology, Second Language Acquisition, Semantics, Sociolinguistics and Translation Studies. In addition, ICLC4 offers a Pre-conference Workshop entitled *Linking up contrastive and learner corpus research* to be held on Monday 19<sup>th</sup>, three round tables, (RT1) *FDG and the morphosyntactic level in contrastive contexts*, (RT2) *Los nuevos enfoques de la Lingüística Contrastiva que se desarrollan en España*, (RT3) *Recursos de internet para el autoaprendizaje de Lenguas: estudio contrastivo del tratamiento del error*, as well as a poster session on Friday 23<sup>rd</sup>.

We have planned four social events around ICLC4. On Tuesday, from 18.00 to 20.00 (6.00 p.m. to 8.pm), the Organising Committee is pleased to invite the

participants in the Conference to two tours, which are both free of charge: a Walking Tour around the Historical City and a Visit to the Roofs of the Cathedral of Santiago de Compostela (availability limited to 60 people; meeting point: *Hostal dos Reis Católicos*-Main Entrance-Obradoiro Square). On Tuesday night (at 20.00 (8.00 p.m.)), the delegates are also warmly invited to a reception at the *Pazo de Fonseca* Cloister on the Fonseca Square. Light refreshments will be served and a Celtic harp recital will be offered by Xabier Gómez, Professor of harp at the Bilbao Music Conservatory (Admission by invitation; dress: smart casual). On Thursday night (at 21.00 (9.00 p.m.)), there is an informal Conference Dinner Party at the magnificent *Hostal dos Reis Católicos* on the Obradoiro Square, featuring a welcoming address by the Organising Committee of ICLC4, and a concert harp recital again by Professor Xabier Gómez (Admission by ticket; dress: smart). A Guided Tour to Cape Fisterra ('Finisterrae') and to the northern Galician rias is also available on Saturday provided that at least twenty-five people enroll for that excursion.

We would like to express our gratitude to a number of individuals and institutions without whose support ICLC4 would not have been possible. Among our collaborators, we wish to thank the Scientific Committee and the academics who have assisted us and will be assisting us throughout the thorny process of selecting the papers to be included in the final Programme and in the resulting Proceedings of this Conference. Special mention should also be made of our team of students and assistants for their competent cooperation in handling various aspects of the logistics of the event.

We are also grateful to those institutions that have sponsored the organization of this Conference: the Spanish Ministry of Education and Science, the Xunta de Galicia (Dirección Xeral de Universidades, Dirección Xeral de Investigación e Desenvolvemento, Dirección Xeral de Turismo), the University of Santiago de Compostela (Vicerreitoría de Investigación e Innovación, Facultade de Filoloxía, Department of English), the City of Santiago de Compostela and Caja Duero. Lastly, we are very pleased that this Conference will be attended and thus sponsored in one way or another by the major publishers in the field. They will be coming here to present their most recent publications to the Conference delegates (in alphabetical order): Cambridge University Press, John Benjamins Publ., Oxford University Press, Pearson-Longman and Peter Lang.

Finally, special thanks to everyone who helped us to organize the event and also to you, dear Conference participants. Welcome to ICLC4 and to the unique atmosphere of Santiago de Compostela!

The Organising Committee of ICLC4

## **GENERAL INFORMATION**

### **THE ORGANISERS**

The organisers can be best contacted at:

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### **ICLC-4: FOURTH INTERNATIONAL CONTRASTIVE LINGUISTICS CONFERENCE**

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E-15704 Santiago de Compostela. Spain  
Tel: +34 981 563100 Exts. 11856,  
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#### **CONFERENCE VENUE**

University of Santiago de Compostela  
Faculty of Philology  
Avda. Castelao s/n  
E-15704 Santiago de Compostela. Spain

All Plenary Sessions will take place in the Main Hall ('Salón de Actos') on the ground floor. Parallel sessions will be held in lecture halls on the 3th floor of the Faculty building. Posters will be also displayed during the Conference on the third floor, and they will be discussed in lecture halls when scheduled.

If you take the lift to the third floor and then turn left, you'll find the lecture halls; if you turn right, you can visit the English Department.

### **REGISTRATION AND INFORMATION DESK**

The Registration and Information Desk on the ground floor of the Faculty of Philology will be operational during the following hours:

**Monday 19 September**      **9.00-13.30 (9 a.m-1.30 p.m), 15.00-20.00 (3 p.m.-8 p.m.)**

**Tuesday 20 September to  
Friday 23 September**      **9.00-13.30 (9 a.m-1.30 p.m), 15.00-20.00 (3 p.m.-8 p.m.)**

The registration fee for the Conference and the Conference Workshop is:

Students	Euro 30
Attendants	Euro 60
Participants/speakers	Euro 150, before 1 May Euro 180, after 2 May

Those participants who wish to register upon arrival are kindly requested **to pay in cash**. The Euro is the official currency in Spain. Foreign currency and travellers' cheques can be exchanged in all banks, open Mon - Fri 9.00 - 14.00 (office hours may vary). Banks are closed on Saturdays and Sundays. There are several automatic cash dispensers for Visa cards on Vista Alegre street next to the Conference venue (rúa Vista Alegre). All major credit cards are widely accepted in hotels, restaurants, shops and department stores. Value added tax is included in all prices.

The registration fee includes:

- Admission to all the presentations and sessions.
- Admission to two Guided Tours: a Tour around the historical city and a visit to the roofs of the cathedral of Santiago de Compostela (from 18.00 to 20.00 (6 p.m.- 8 p.m.). Meeting point: *Hostal dos Reis Católicos*-Main Entrance-Obradoiro Square.
- Admission to the Welcome Reception, to be held in the Fonseca Palace Cloister on Tuesday night at 20:00.
- A Conference package containing the Final Programme, the Book of Abstracts, Publishers and Tourist information, and a gift as a keepsake of ICLC4 and the University of Santiago de Compostela.
- A registration envelope containing your name badge and tickets to social events as indicated on the registration form. Admission to all events (lectures, Tours, Welcome Reception and Conference dinner) will be by badge, and/or ticket/invitation when required, so delegates are kindly recommended to wear their badges at all times.
- Conference proceedings (only for participants/speakers).

Participants are kindly invited to contact the Registration and Information Desk for *Lost and Found & First Aid Services*. In addition, messages and updated information on Programme changes will be posted on the Conference message board in the registration area. Please check the message board daily.

### **ACADEMIC PROGRAMME**

Please show consideration to your colleagues during lectures by

- Being at the lecture room before the session starts
- Checking that your mobile phone is turned off
- Filling the rows from the middle
- Leaving the room only at breaks between presentations
- Respecting the empty time slots resulting from cancelled sessions.

### **BOOK EXHIBITION**

The organizers invite all participants to visit the Conference Book Exhibition in front of the registration area on the ground floor of the Conference venue.

### **SOCIAL PROGRAMME**

Extra tickets for the Conference Dinner Party on Thursday night at the *Hostal dos Reis Católicos* (at 21.00 (9.0 p.m.)), if available, can be purchased from the Registration and Information desk (Euro 60). All other aspects of the logistics of the Social Program, that is, (i) the Walking Tour to the historical City of Santiago de Compostela on Tuesday from 18.00 to 20.00 (free of charge) (availability limited to 60 people; meeting point: *Hostal dos Reis Católicos*-Main Entrance-Obradoiro Square), (ii) the guided visit to the roofs of the Cathedral on Tuesday from 18.00 to 20.00 (free of charge) (availability limited to 60 people; meeting point: *Hostal dos Reis Católicos*-Main Entrance-Obradoiro Square), and (iii) the Visit to Cape Fisterra and to the northern Galician rias on Saturday morning (on receipt of the corresponding enrollment fee, Euro 60), will be handled by the official Travel Agency of the Conference:

#### **Viajes Ultratur ([santiago@vincit.es](mailto:santiago@vincit.es))**

Avenida de Figueroa nº 6

15705 Santiago de Compostela

Contact person: Rosa Fernández Palen ([riferandez@ultratur.com](mailto:riferandez@ultratur.com))

Tel.: 981587000

Fax: 981554365

Below is included a bio-note of Xabier Gómez, the harpist who will be accompanying us during the Official Reception and who will also offer us a recital after the Conference Dinner.

Professor of harp at the Bilbao Music Conservatory, Xavier Gómez has been a soloist with the Andrés Isasi Chamber Orchestra of Bilbao and the Young Musicians Orchestra of the Murcia Region, and has worked with the Vigo Classical Orchestra and the Galician Symphony Orchestra, with both of which he has made various recordings for Spanish national Radio 2 and Spanish television. Currently his main work is in the promotion and teaching of both the Celtic harp and the concert harp at the 'Musicians' School' of A Coruña and the 'La Quintana' School of Traditional Music in Gijón.

### **COFFEE AND MEALS**

Coffee will be served for registered participants free of charge on Conference days during the coffee breaks indicated in the programme. There are several restaurants serving meals within short walking distance from the Conference Venue. Please ask for a list of restaurants at the Registration desk. The student restaurant on the ground floor and basement of the *Burgo das Nacións* Hall of Residence, as well as the restaurant of the *Auditorium* of Galicia also serve lunch from Monday to Friday.

## **PLENARIES**

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### **GARCÍA TORTOSA, FRANCISCO**

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#### *Traslation as a transcultural phenomenon*

Se intenta demostrar que uno de los mejores aliados del fenómeno de la transculturación es la traducción, siempre que ésta respete las esencias de la lengua de destino. Se pone el énfasis en los aspectos suprasegmentales, tales como el ritmo, el “beat,” la versificación y el substrato oral en la lengua escrita. Se considera que la forma, más que el contenido, facilita la asimilación de elementos foráneos en cualquier cultura. Se defiende, por esta razón, que la traducción refleje la diacronía de la lengua, la tradición en la versificación y las diferencias de género, entre otros aspectos.

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### **GODDARD, CLIFF & WIERZBICKA, ANNA**

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#### *Universal human concepts as a basis for contrastive linguistics*

To identify the similarities and differences between languages in a systematic way requires a stable tertium comparationis – and ultimately, any such system must be grounded in semantics. For example, to identify both the similarities and the differences in meaning between the Spanish *morriña*, the English *homesickness*, the Russian *toska* and the Polish *tesknota*, we need universally translatable words capable of identifying all the semantic components of each of these notoriously ‘untranslatable’ words. Similarly, we need universally translatable (and universally intelligible words) to identify both the similarities and the differences between the Spanish ‘diminutives’ like *lobito* or *animalito* and

the 'diminutives' of Australian English such as *mozzies* ('mosquitoes') or *prezzies* ('presents'), and conventional linguistic terms like 'diminutives' cannot achieve this. In this paper we set out to explain how the universal human concepts (semantic primes) discovered over three decades work in the 'natural semantic metalanguage' approach to linguistics can meet this need, providing a clear, comprehensive, and non-ethnocentric basis for contrastive linguistics. Examples will span the areas of lexical semantics, grammatical semantics, and ethnopragmatics, and will be drawn from English, Spanish, Malay, and Japanese.

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#### **GUNDEL, JEANETTE**

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*Contrastive perspectives on information structure: Cleft sentences in English, Norwegian and Spanish*

Most, if not all, languages have sentences such as English *It was Maria who won*, where information that could be expressed as a simple clause (*Maria won*) is 'split' in a more complex, bi-clausal, structure. This paper reports on a study examining the distribution and frequency of such structures, often known as

'cleft sentences', in the English novel *Harry Potter and the Philosopher's Stone* and its Norwegian and Spanish translations. The study supports earlier findings that the frequency of use of such constructions can differ considerably across languages and that such differences can only partly be explained by morphosyntactic and prosodic differences in the languages in question (e.g. prohibitions against preverbal focus). It is proposed that the differences in frequency of use reflect differences in preference for direct mapping of information structure onto surface syntactic structure in a given language. Such differences, moreover, can only be fully understood if a distinction is made between two logically and empirically distinct information structural concepts: referential givenness (the assumed memory and attention status of discourse entities) and relational givenness/newness, i.e. topic-focus structure.

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#### *Movie narratives in English, in English as a Foreign Language and in German*

The term 'movie narratives' refers to stories in which narrators summarise the contents of a movie, usually a silent movie. Such narratives have been elicited by psycholinguists to study verbal interaction in a tightly controlled way. The most famous example of such movie narratives are the pear stories collected by Chafe (1980) and his associates. We have collected similar movie narratives from native speakers of English (mostly students at the California State University of Long

Beach), speakers of English as a foreign language (students at Justus Liebig University, Giessen, Germany), and speakers of German (the same students in their native language) (see Smith, Jucker and Müller 2001; Jucker and Smith 2003, 2004).

In our experiments carried out both in Long Beach and in Giessen, one student tells the second half of a silent Charlie Chaplin movie to a fellow student who has only seen the first half. We are particularly interested in how speakers introduce characters into their narratives; how they create mental images of characters, and other entities, for their interlocutors; how they maintain these images; and how they keep track of the different characters and entities that play a role in the narrative.

In this presentation I want to focus on the different ways in which English native speakers, EFL speakers and speakers of German prepare the stage for the introduction of new characters, e.g. in the form of pre-introductions; how they self-edit their character introductions if they anticipate or notice that their interlocutors have problems in creating adequate mental images; and what kind of individuating strategies they use to introduce characters.

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#### *Grammatical metonymy within the 'action' frame in English and Spanish*

The underlying metonymic motivation of some grammatical phenomena has been brought to the fore in recent studies by Thornburg & Panther (1997), Panther & Thornburg (1999), Radden & Kovecses (1999), and Ruiz de Mendoza

& Pérez (2001), among others, where the authors analyze the grammatical import of several high-level or generic metonymies. This presentation explores the metonymic motivation of the causative / inchoative alternation and the middle construction, which may be related to the ACTION FOR PROCESS and ACTION FOR RESULT metonymies. In this view, for a full analysis of the semantics of these two kinds of construction, it is necessary to take into account the existence of an underlying action frame with an implicit agent; however, the action is linguistically presented as a non-controlled event. It is further observed that the two high-level metonymies proposed above are also exploited productively in Spanish, although with different realization patterns.

The closest Spanish parallel to the English inchoative and middle constructions is the so-called reflex passive, whose grammatical status remains controversial. We shall agree with Maldonado (1999) in his claim that the reflex passive does not display the inherent passive features, in such a way that cases of this construction may be equated to other reflexive constructions. In them, 'se' is not a clitic but a reflexive pronoun, the subject being coreferential with it. This insight is further substantiated by the fact that the addition of an agentive complement with 'por' often yields fairly infelicitous examples. While in English both kinds of metonymy are instantiated by the reduction of an argument position of the predicate, in Spanish -where the reduction of an argument position is impossible- the goal is expressed separately through the reflexive pronoun 'se', the true agent is omitted, and the grammatical subject takes over this role.

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#### *Ways of impersonalizing: Pronominal vs verbal strategies*

One of the most common strategies used cross-linguistically to express controlled impersonal events with non-specific agents (in the sense of Moreno 1987) is by means of the use of third person plural forms, free or bound (see e.g. Siewierska 1984; Kitagawa & Lehrer 1990). In many languages third person plural impersonals co-exist with other impersonalising strategies most notably special verbal forms, be it active or passive. Thus in English, for example, an impersonal they construction is often considered to be a functional equivalent to the periphrastic agentless passive, e.g. They've stolen my bag vs. My bag has been stolen (Weiner & Labov 1983; Myhill 1997). While in Polish the impersonal third person plural (expressed as a bound form on the verb rather than as a free form) is a potential alternative to the impersonal verbal no/to construction, e.g. Przywiezli mleko (They brought the milk) vs. Przywieziono mleko and to a lesser extent also the periphrastic agentless passive Mleko zosta<sup>3</sup>o przywiezione (see e.g. Siewierska 1988, Tabakowska 2003). Although typically a major factor determining the choice of an impersonal third person plural construction over an impersonal verbal strategy is register or style, there are also other factors both syntactic and pragmatic which may influence the selection of impersonalising strategy. These include the nature of the lexical verb, the nature of the clause, the temporal frame of the expressed event, the referential range of the unspecified agent and the assumed positive or negative consequence of the described state of affairs. The present paper outlines the above differences in the use of impersonal third person plural constructions and their impersonal verbal counterparts in a range of mainly European languages and relates the findings to the current discussions on what constitutes an impersonal construction.

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*Certainty and uncertainty: Semantic and pragmatic meaning relations in modal adverbs*

Accounts of epistemic modality situate the meanings of certainty, probability and possibility on a scale, with items occupying certain positions on that scale. The scale thus represents varying degrees of certainty, ranging from 'high' to 'low'. This paper further explores the relationship between certainty and uncertainty. The paper is based on a study of modal adverbs of 'certainty' in English. This study shows that the meanings of certainty and uncertainty are closely related and are often present in the same adverb. Diachronically there are shifts from certainty to uncertainty, synchronically adverbs may express both meanings in different contexts. This paper aims to contribute to an understanding of why this should be so. A number of adverbs from the semantic field of modal certainty will be looked at from a syntagmatic (in a monolingual English corpus) and a paradigmatic (in translation corpora) perspective, in order to get closer to their semantic and pragmatic properties. The close relation between certainty and uncertainty will be accounted for in terms of processes of grammaticalisation and rhetorical uses of modal adverbs.

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**WORKSHOP:**  
**LINKING UP CONTRASTIVE AND LEARNER CORPUS RESEARCH**

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*Analysing preposition choice in learner English*

This paper examines preposition use in learner English within the 'integrated contrastive model' by analysing learner corpora and translation corpora. Contrastive study of prepositions in two languages is complex due to factors such as: differences in core meanings; differences in extended meanings; differences in function; differences in collocational patterns, etc. Looking at English *without* and French *sans*, for example, we can explore the patterns in a parallel corpus by using a 'parallel search' that locates occurrence of *sans* in French only when *without* is present in the corresponding English sentence. This highlights phrases like *without doubt* and *it goes without saying*. Similarly we can locate *sans* when *without* is absent and here we see French phrases such as *sans-abri*, *sans ambiguïté*, *sans cesse*, and *sans raison*. Such data then forms the basis for further corpus investigations.

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*Raising constructions and information packaging – A learner-corpus-based investigation*

This paper examines the frequency and contextual use of raising constructions by advanced German university students of English based on material from the International Corpus of Learner English and comparable English native speaker writing. Raising constructions were extracted from the two corpora on the basis of the most frequent triggering verbs and adjectives which have been identified in corpus-based descriptive accounts of British English. In raising constructions, a subject / object of a subordinate clause is moved ('raised') into the subject / object position of a 'higher' clause, resulting in a comparatively large distance between syntactic form and semantic meaning, and thus, ambiguity and vagueness of surface forms. Moreover, raising is not only interesting in terms of argument realization, but also from the point of view of information structure, since it has been shown to fulfill important discourse functions in terms of information packaging and thematic progression.

While most of the syntactic phenomena that exhibit a large distance between syntactic form and semantic meaning can be assumed to represent difficulties for learners of English as a foreign language, only few of them have been investigated empirically. I argue that raising constructions can be considered to be problematic even for advanced German learners of English for two reasons: 1) a contrastive analysis of raising in English and German shows that in German, raising is more restricted and only a subset of the English raising verbs and adjectives occur, and 2) raising constructions are marked since they exhibit a large form-function distance. They are functionally and semantically more complex, less transparent and less explicit, causing more cognitive cost and requiring more processing time for the recipient in terms of the analyzability and decoding of the form-function relation.

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*Participle clauses in Learner English. The role of transfer*

Participle -ing and -ed clauses – both in their adnominal and adverbial function – have been shown to be underused in the academic writing of advanced French- and Dutch-speaking EFL learners (Granger 1997). This feature contributes to the stylistic deficiency of learner essays. It is argued in this paper that one of the reasons for this underuse might be transfer-related. English is assumed to have a predilection for participle structures (Kortmann 1995). French and Dutch, by comparison, are less keen on using such constructions and usually favour other alternatives. That English makes more intensive use of participle clauses than French and Dutch is demonstrated through a close examination of both comparable and translation corpora. It is not argued, however, that transfer is the only reason for the underuse. Developmental and teaching-induced factors also play a part.

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*Use and misuse of high frequency verbs by French-speaking learners of English*

High frequency verbs are notoriously problematic in SLA. While learners learn the basic meaning of such verbs early on in the acquisition process, they tend to have trouble with the other uses, especially the collocational and idiomatic uses. Here, two high frequency verbs will be investigated, namely take and give. It will be determined to what extent their use by French-speaking learners of English differs from their use by American native speakers. The approach will

be both quantitative, examining whether certain senses of the verbs are over- / underused by learners, and qualitative, focusing on the possible misuse of these verbs. Then, on the basis of contrastive data, an explanation will be sought for the differences. More precisely, it will be investigated whether the use of high frequency verbs by French-speaking learners can be the result of transfer from their mother tongue or whether other factors have to be put forward.

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*Thematic choice in the written English of Spanish and Dutch learners*

This paper reports on an ICLE-based study of how Spanish and Dutch learners of English construct the theme zone of their sentences, defined as the complex of constituents up to and including the subject and its non-restrictive post-modifiers in the first declarative main clause. The theme zone is interesting for discourse-oriented learner research since thematic material links up with the previous content, gives an orientational frame for the message to come, and adds background information for understanding the upcoming message. Dutch and Spanish are interesting in terms of their basic clause patterns: with regard to the beginning of the clause, they differ from each other and they differ from English. In our presentation we consider the extent to which differences between the patterns encountered in the theme zones of Spanish and Dutch learners' writing may be related to these differences in L1 clause patterns.

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*L2 acquisition of negation and verb movement: Differences in distributional properties of Neg category between L1 Spanish and L2 English*

This research deals with second language acquisition of negation and verb movement, comparing the narrative oral productions in English and Spanish of Spanish students finishing their secondary education. I want to find out to what extent these students have become aware of the different distributional properties of the location of the sentential negator in relation to different kinds of verbs in English, i.e. auxiliary verbs – copula *be*, auxiliary *be*, and modal verbs – and ii) thematic verbs – *talk, ring* – on the one hand, and its location in relation to agreement- and tense-marked verbs in Spanish on the other. With this, I want to gauge the degree of acquisition of the category Neg(ation) and its projection to Neg' and NegP in both languages, probing whether students have uncovered

how this category is linguistically realized in each language in terms of head-, specifier- and complement-features.

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*Postverbal subjects in L2 English: A corpus-based study*

English differs from Italian and Spanish with respect to word order. For instance, postverbal subjects (PS) are common in Spanish / Italian, while in English they are highly restricted (locative inversion, there-insertion, heavy NP-shift). We examined and compared the production of PS in intransitive contexts in the interlanguage of Spanish and Italian learners of L2 English, based on the ICLE corpus and on our own subcorpus of Spanish learners of English. Results reveal a production of (ungrammatical) postverbal subjects only with unaccusative verbs (never with unergatives), which could derive from three overlapping factors: (i) transfer of the lexico-syntactic properties of the L1 Italian / Spanish; (ii) overgeneralization of postverbal subjects from the English input; (iii) production of novel interlanguage structures not found in the input or in the L1. From these data we conclude that a proper analysis of PS should determine (i) the nature of the preverbal material; (ii) the specific lexico-semantic and syntactic properties of the verb that constrain PS.

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*Adverb placement in post-intermediate learner English: A contrastive study of learner corpora*

Non target-like placement of adverbs is a persistent error in learner English, particularly for those whose L1 has obligatory verb-raising, as in French. Although V-Adv-O sequences also appear in native-speaker English, notably with a heavy object NP and / or strong collocational tie between V and Adv, their frequency and composition are not the same in learner English. Adverb placement thus appears to be a case of optionality in learner grammars; at post-intermediate level, native-like placement is most frequent, but non target-like uses appear in certain cases. What triggers these errors? The first stage of this study investigated adverb placement in a 1M word written corpus (L1 French), showing that learners over-extend NS patterns to include 'lighter' NPs and 'weaker' V-Adv collocations. This paper will compare these findings with data from the International Corpus of Learner English, to investigate to what extent these patterns of optionality are L1 specific.

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*Use of collocations by Chinese learners of English*

In this paper we examine the collocations used by Mainland Chinese learners of English in a Chinese learner corpus. We will show that the building blocks of learner language in Chinese interlanguage are memorized chunks that these learners use to represent their ideas. This learner strategy seems to be more prominent in Chinese-English interlanguage than in other learner groups (such as the German learners investigated by Nesselhauf 2003), which is manifest in their more frequent use of fixed expressions and the higher error rate with which they use those. The factors that contribute to the ease or difficulty of learning collocations will be listed with a view to pedagogical implications for the teaching of English. These factors include the role of the input (the textbooks the learners use and the amount and nature of target English they are exposed to), features specific to the L1, and influence of English language education in the Peoples Republic of China.

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*The acquisition of the English article system by Chinese and Spanish learners*

In this paper, we investigate the acquisition of the English article system in two comparable and error-tagged learner corpora: a Chinese-English and a Spanish-English learner corpus. It is interesting to compare these particular learner groups, as the article system is missing in Chinese, whereas in Spanish it is slightly different from English. Previous research into the comparison of the acquisition of the article system by these two learner groups suggests that learners with an L1 with no article system (Japanese and Korean learners) perform markedly worse than learners with Spanish as L1. Our paper intends to highlight and explain similarities as well as differences between the article use of these two groups, using the a posteriori method of explanation of contrastive analysis and contrastive interlanguage analysis and the theory of definiteness within pragmatics. We will be testing the hypothesis that article omission is a grammatical deficit, and article overuse / overgeneration and misuse is a pragmatic deficit. Chinese learners can thus be argued to have both a grammatical and pragmatic deficit, whereas Spanish learners only have a pragmatic problem, especially in generic contexts.

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*Learner language and the typological profile of the target language*

The typological profile of a language is an account of the distinctive character of its structure in relation to other languages based on work in general typology and contrastive linguistics. This paper will give a brief overview of learner corpora based on oral production by second language learners of Swedish. One corpus is composed of data from adult learners speaking three different L1s: 20 learners from each of the languages Spanish, Polish and Finnish (Viberg 1996), another corpus is based on longitudinal data from around 30 Swedish L2 children speaking various L1s and 10 Swedish L1 children of the same age. Recordings were made once a year at four times with each child from age 6 to 10 (Viberg 2001). The recordings included various activities such as (with the children) conversation with a researcher, play with stickers representing e.g. a hospital and renarration of short video clips. The analysis will focus on lexical and grammatical properties of verbs relating learner data and typological-contrastive data.

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*The use of collocations in Israeli learners' written English*

This paper will present preliminary findings of a study on the production of English collocations in the writing of Israeli learners. The analysis described here approaches collocations from the point of view of word combinations 'restricted in their commutability not only by grammatical and semantic valency, but also by usage' (Aisentsad 79,81).

This investigation of collocation production uses learner corpus methodology; following the compilation of a written learner corpus of around three quarter of a million words, made up essays produced by learners of 3 proficiency levels, and containing both imaginative and formal writing.

The approach adopted in this study is Integrative Contrastive Analysis (Granger 1996). The analysis of collocational competence of learners will be based on a comparison of the learner corpus to a corpus made up of native speaker writing; a comparison of interlanguage, and a comparison of collocations in two varieties of writing. The findings will be discussed in light of SLA theories and language teaching.

## **ROUND TABLES**

Participants (in alphabetical order)

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### **RT 1. FDG and the morphosyntactic level in contrastive contexts**

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*A contrastive-functional account of word formation in languages for specific purposes: Brazilian Portuguese and German*

This paper aims at showing how the FDG grammar model may account for mapping and explaining some word formation regularities of complex nominal units from the language for specific purposes (LSP) of Biotechnology, contrasting data from Brazilian Portuguese, German and English. LSPs are treated as languages which convey ontological, conceptual and communicative aspects of the specialized domain while they, at the same time, fully depend on language-specific morphosyntactic devices for expressing denotation and reference in linguistic units. The contrastive formal variation of those complex units is therefore both functionally and non-functionally motivated, as well as by their specific linguistic contexts (words, phrases, textual stretches). Thus, in contrasting data of the above-mentioned languages we discuss how some processes of formulation and encoding account for the form of specialized concepts.

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*Clause-final focus constituents in English and Spanish*

Within Functional Grammar it has been claimed that a small set of languages, including Polish and Czech, may have a clause-final position reserved for Focus constituents. But it has also been suggested that there is insufficient evidence to establish whether this is actually a pragmatically marked position or whether elements which end up in final position simply acquire a kind of natural relief. In this paper we compare discourse data from Spanish and English, which have different basic functional patterns, and consider whether the behaviour of clause-final focal elements in these languages actually warrants the positing of

special focus positions. One conclusion is that writers in both languages employ strategies which are designed to get constituents into clause-final position, but that there may be differences in the array of strategies employed and in their frequency of use. In seeking to account for these differences within Functional Discourse Grammar, we consider the role of language-specific pragmatic frames which speakers may choose from in order to help give shape to their utterances.

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*Pronoun position in European Portuguese and Spanish: An application of Functional Grammar*

A central pillar of Functional Grammar (FG) is the claim that the structural patterns of clauses contain a special initial position known as P1. This position is occupied by a constituent with a special pragmatic role. A recurrent ambiguity in FG has been the question whether the assumption of a 'universally relevant' position P1 entails that every single clause contains this position. This paper will consider the P1 position in European Portuguese (EP), comparing it with Spanish. In EP, the position of non-subject personal pronouns, which are clearly clitic, can be understood as resulting from the interaction of various FG principles, on the added and crucial assumption that the verb can also occupy P1; in Spanish, by contrast, the positioning of analogous clitics is handled by a fixed functional pattern. The paper will also make proposals for the treatment of explicit subjects in these pro-drop languages.

***RT2. Los nuevos enfoques de la Lingüística Contrastiva que se desarrollan en España***

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El objetivo fundamental de esta foro de debate es la revisión y divulgación de los estudios de Lingüística Contrastiva que se están haciendo en España. Dado que los miembros de la Mesa son investigadores de reconocido prestigio en este campo, gustosamente se ofrecerán a presentar los proyectos, estudios, líneas de investigación realizados por sus equipos de investigación o de otros colegas españoles.

Se pretende, sobre todo, abrir un foro de debate con los asistentes sobre los nuevos enfoques que está adquiriendo el estudio contrastivo de lenguas y culturas.

Se incidirá, por tanto, en los cambios que son necesarios en este campo para renovarse, actualizarse e integrar las nuevas teorías lingüísticas.

***RT3. Recursos de internet para el autoaprendizaje de Lenguas: estudio contrastivo del tratamiento del error***

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En el contexto de la sociedad global en que vivimos, el dominio de diferentes lenguas es una necesidad para el desarrollo académico y profesional. Internet se ha convertido en una herramienta relevante para el autoaprendizaje de lenguas. Según la lengua meta, nos encontramos con una gama variada de recursos y páginas web que ayudan a mejorar la competencia comunicativa. La literatura especializada en Aprendizaje de Lenguas Asistido por Ordenador (ALAO) ha destacado ciertas características de la red que, desde el punto de vista de la metodología del aprendizaje de lenguas, implican tanto ventajas como dificultades pedagógicas. Esta mesa redonda se iniciará con la intervención de Rafael Seiz, que detallará los principales aspectos relacionados con el aprendizaje del inglés como lengua extranjera recogidos en distintas páginas web. A continuación, Francesca Romero describirá los recursos existentes en Internet para el autoaprendizaje de la lengua catalana, detallando sus aportaciones y limitaciones. Además, contrastará estas herramientas con las anteriormente descritas para el estudio de la lengua inglesa. Finalmente, M<sup>a</sup> Luisa Carrió expondrá los errores más comúnmente cometidos por aprendices de las dos lenguas, que contrastará con los recursos disponibles en Internet para el aprendizaje de ambas lenguas. El objetivo de esta mesa redonda es analizar los recursos de Internet para el aprendizaje de estas lenguas con el fin de destacar el diferente tratamiento necesario según el aprendiz, el contexto y el medio. El contraste entre los errores cometidos y las necesidades de los aprendices permitirá comprobar si las herramientas que se encuentran en la red son consecuentes con las necesidades de los aprendices, tienen en cuenta el medio y se adecuan al contexto. Esta mesa redonda tratará de aportar razones para apoyar la conveniencia de especificar en cada recurso de la web para el aprendizaje de lenguas si éste se realiza en un contexto inmerso en esa lengua o por el contrario, en un contexto distinto.



## **SECTION PAPERS**

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### **CORPUS LINGUISTICS**

#### **BARLOW, MICHAEL**

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##### *Parallel texts and corpus-based contrastive analyses*

Using parallel (translated) texts, it is possible to formulate contrastive analyses based on usage where usage encompasses both the original language production and the process of translation. For the main part of the talk, we briefly demonstrate the use of multilingual concordancer, ParaConc, and show, for instance, how to search for passive constructions and how a parallel search can reveal non-equivalences such as those uses of English in that are not translated by French dans. In addition we discuss the 'richness' of corpus-based contrastive data, which comes from the multiple instances of target structures (and hence frequency counts); from equivalence of usage of lexis or constructions (e.g., Altenberg 2002); and from contextual information such as the role of animacy on choice of construction (e.g., Kemmer 2004).

#### **BUTLER, CHRISTOPHER**

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##### *Basically speaking: A corpus-based analysis of three English adverbs and their cognates in Spanish*

Given that dictionaries tend to define the adverbs basically, essentially and fundamentally in similar ways, and even in terms of one another, this paper sets out to describe the behaviour of these adverbs, and also those of their Spanish cognates básicamente, esencialmente and fundamentalmente, in large bodies of authentic textual materials. After a description of the corpora, text collections and analytical methodologies used, the paper deals with the frequency distributions of the adverbs in spoken and written English and Spanish, as revealed in the collections of text used. The collocational profiles of the adverbs are then analysed and compared, in order to detect the semantic areas associated with each. A corpus-based analysis of the syntactic (particularly positional) properties of each adverb is then presented, and comparisons are again made among the adverbs and between languages.

**CHIARCOS, CHRISTIAN & KRASAVINA, OIGA**

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*A parametrized approach of referential accessibility in cross-language evaluation: A corpus-based study*

This paper outlines a corpus-based study of referential accessibility with respect to discourse organization. Although most approaches agree that discourse structure impacts the choice of anaphoric expressions, their predictions are based on different data and are hardly compatible. To bring these theories to a common ground and compare them, we use corpora of newspaper articles in English and German: the RST Discourse Treebank (Carlson et al. 2003) and PCC (Stede 2004) - containing both coherence and anaphoric annotation. We present a general parametrized framework to implement approaches by Grosz and Sidner (1986), Cristea (1998), and Kibrik (2000). Then, we propose a method for assigning weights to our parameters with a simple neural network trained on the corpus data. Finally, we refine the predictions about referential accessibility as to specific types of coherence relations and investigate differences of English and German in this respect.

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*Participle clauses in English, French and Dutch. A corpus-based approach*

Principles of information packaging have often been assumed to be – partly at least – language-specific (Behrens 1998). This paper explores one way of

packaging information, viz. the use of present and past participle clauses both in their adnominal and adverbial function. Through a careful examination of a multilingual corpus functioning both as a comparable and as a translation corpus (Granger 1996; Gilquin 2001), it will be demonstrated, in line with Kortmann (1995), that English has a predilection for participle structures, compared to other languages, e.g. French and Dutch, which, by comparison, are less keen on using such constructions and usually favour other alternatives. It will be shown that, because of their semantic indeterminacy (Quirk et al. 1985), English present and past participle clauses can be translated with a wide variety of alternative constructions in French and Dutch (e.g. coordination, finite subordinate clauses).

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#### *Assessing semantic equivalence of French, Dutch, English, Spanish and Bulgarian lexical items in monolingual corpora*

Semantic equivalence plays a crucial role in any kind of language comparison. Meaning is by far the most popular tertium comparationis in contrastive and typological research, which means that elements, patterns,... usually are compared insofar they are semantically equivalent, or at least 'similar' (Chesterman, 1998). However common this practice may be, the question of how semantic equivalence is to be evaluated remains extremely difficult to solve. In my paper, I shall propose a method to assess the equivalence relations between items of different languages on the basis of monolingual corpora. The items involved are verbs governing embedded interrogatives and their

equivalence is evaluated on the basis of the frequencies of the wh-items which head the embedded interrogatives.

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*The ICLE Error Tagging Project: Analysis of Spanish EFL writers*

This presentation reports on the initial findings for the Spanish (peninsular) corpus (SPICLE) of the Error Tagging Project, based on the International Corpus of Learner English (ICLE) held at Louvain. A brief overview of the ICLE Error Tagging Project provides the background for discussion of the major concerns of the SPICLE Project: language typology, the relationship of lexis to syntax, transfer and avoidance, L1 and L2 learning of lexis and syntax, and the interaction of transfer variables and non-structural factors (rhetorical conventions). The study draws on the 50,000-word tagged SPICLE corpus of argumentative texts to empirically examine error types, showing the following results: Grammar (G-32%), Lexis (30%), Punctuation (12%), Form (10%), G Word Order (6%), Register (2%), and Style (1%). Various types of pedagogical strategies are suggested for student work.

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*First steps towards evaluation of machine translation from English into Portuguese: A semantic experiment*

We present an experiment carried out to evaluate machine translation from English into Portuguese as performed by 4 commercial engines available through the WWW. The sample included 227 pre-edited short sentences from various sources of both a technical and a general nature collected according to semantic and syntactic criteria of polysemy, homography and collocation. Submission of samples to the engines, classification of the critical segment of the resulting translations and information storage were undertaken through the TraVa Tool of Linguateca's PóloCLUP in Portugal (<http://poloclup.linguateca.pt/ferramentas/trava>). Translations were assessed qualitatively and quantitatively according to 5 aspects which were assigned a mark ranging from 'very bad' to 'excellent' and from 1 to 5. However rough, the

resulting machine translations show quite fair resolution of the above-mentioned linguistic problems, although there is clearly room for future improvements.

**GILQUIN, GAËTANELLE**

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*Causative 'make' and 'faire': A case of mismatch*

While causative *make* and *faire* are often considered as equivalents, a corpus-based contrastive analysis reveals that this is far from being the case. In fact, using Altenberg's (1999) concept of 'mutual translatability', it appears that the two verbs correspond to one another in only 15% of the cases. A number of explanations will be given for this lack of equivalence. Besides the obvious argument that English, unlike French, has other periphrastic causative verbs available (*cause, get, have*, etc.), it will be shown that other characteristics set *make* and *faire* apart, for example the more lexicalised nature of *faire*, with among others causeless constructions which have no direct equivalent in English (cf. *faire remarquer* 'make notice' or *faire penser* 'make think'), or the more informal status of *make*, which makes it less suited for some genres.

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*A corpus-based contrastive lexical analysis of German and English vocabulary*

It is well understood that the relationship between lexical items in two languages is rarely one to one. A single word in Language A may correspond to one of several possibilities in Language B: a single word, one of several words, a phrase, a special construction, or nothing at all. This paper will report on a contrastive study of German and English vocabulary using the University of Chemnitz English-German Translation Corpus. This corpus contains a variety of texts in one of the languages, aligned with a translation of each text in the other language. The texts represent a variety of literature and public documents. As an example, a search for the English Word *thing* will return all sentences in which that word occurs together with the respective German translations. Five words in each language have been selected for the study.

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*Japanese learner corpus of Spanish – L2 and L3 interlanguage contrastive analysis*

Japanese learners of Spanish chiefly commence to learn Spanish after they have studied English. The profiles collected from essays by Japanese learners prove the sequence of their learning: Japanese as L1, English as L2 and Spanish as L3. In order to analyse the learning process of Spanish by Japanese learners, the influence of English might be taken into account. Six universities and 264 Jstudents in Japan participated in this corpus project. The learner corpus is composed of 83,400 words. The criteria of the corpus, which determines the quality of corpus, follows that of the International Corpus of Learner English and aims to contrast with another corpus. Contrasting L2 English and L3 Spanish corpora reveals an identical tendency in the usage of conjunctions and prepositions and this result may be applied to verify the influence of English on Japanese learners in terms of their learning of Spanish.

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*Estudio del comportamiento en el uso de los mensajes cortos (SMS) y el uso de las abreviaciones (léxicas y sintácticas) en alemán, español e inglés*

La comunicación a través de mensajería (SMS) se ha convertido en un fenómeno social, económico y lingüístico con sus reglas propias. En cada lengua se ha estudiado un corpus de 100 mensajes escritos por individuos con una edad comprendida entre los 20 y los 30 años. El presente estudio concluye que en la lengua española las abreviaciones utilizadas son principalmente léxicas, fonéticas. En cambio, las características de la lengua inglesa permiten ambas abreviaciones, léxicas y sintácticas. Finalmente, en la lengua alemana la mayoría de las abreviaciones son de carácter sintáctico. A partir del análisis del corpus inglés se observa que las mujeres son las que escriben los mensajes de texto más largo, así como también son las que utilizan una mayor cantidad de formas abreviadas durante la redacción de estos.

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*Semantic-frame-based valence structure of Korean and German commercial transaction verbs*

The motivation for this paper is to describe the different semantic and syntactic argument-predicate-structure realization pattern of Korean and German commercial transaction verbs, using the Semantic-Frame based on semantic role of Fillmore which underlies the background knowledge of the lexical meanings and its semantic-concept-structure. Referring to the Semantic-Frames and the Frame-Elements, I capture semantic and syntactic valence-properties of verbal arguments in relation to grammatical categories such as the semantic role and morphological syntactic realization. In this corpus-based contrast Analysis, I create a frame-semantic-based formalism for capturing typological-fused structural differences and commonalities in the combinational potential equivalent of Korean and German verbs.

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*Using a corpus in a contrastive study of modality*

The proposed paper discusses the use of a translation corpus in a contrastive study of English and Norwegian expressions of the meanings covered by the modal operator 'possibility'. The corpus used is the English-Norwegian Parallel corpus. In addition to modal auxiliaries the study focuses on modal expressions such as adverbs, lexical verbs, nouns and adjective / participle constructions. The paper discusses how sets of items that express the same modal meanings can be established by exploiting the perceived similarities between expressions in the two languages as shown by translators' choices. The paper also describes how the various expressions are compared both intra- and interlingually to reveal the different functions of the expressions in the same language and how the inventories and distribution of items vary in the two languages. To illustrate this latter point some findings will be presented.

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*Los corpus lingüísticos del inglés: Estudio contrastivo de listados de frecuencias*

Un objetivo común de todos los corpus del inglés consiste en aportar una información sobre la realidad de la lengua tal como los hablantes la utilizan. Sin embargo, una combinación de distintos factores, tales como la extensión y el tipo de materiales utilizados en su recopilación, hacen que en la mayoría de las ocasiones dos productos que intentan reflejar la misma lengua sean diferentes. En consecuencia, los listados de frecuencias como la General Service List, y otros listados elaborados a partir del Brown Corpus, Cambridge International Corpus,

British National Corpus, Bank of English y Cambridge and Nottingham Corpus of Discourse in English, ponen de manifiesto una serie de interesantes diferencias cuya observación y análisis contrastivo es el objeto de este trabajo.

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*Estudio de la 'colocación léxica' a partir del contraste de dos corpora: CLNE y CAET I*

El objetivo del presente trabajo es contrastar los datos de colocación léxica extraídos de un corpus de la lengua española (CLNE) y los errores cometidos por los estudiantes taiwaneses mediante el análisis de los datos obtenidos de otro corpus, constituido por las composiciones de los estudiantes de español como lengua extranjera en Taiwán (CAET I). Por un lado, estudiaremos la tendencia distribucional de las diferentes categorías de colocación para los dos corpora y desarrollaremos dos jerarquías, una de frecuencia de la lengua natural y otra de dificultad en el aprendizaje. Por otro lado, examinaremos las relaciones significativas existentes entre las dos jerarquías desde los puntos de vista de la frecuencia y la concordancia. Por último, concluiremos que la aplicación de corpus en el estudio facilita la generalización de datos obtenidos, tanto de la observación de la lengua natural, como del análisis de errores.

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*Machine translation and human translation: Using machine translation engines and parallel corpora for teaching and research*

Machine translation (MT) has made progress over the last decade or so. However, many of the problems MT finds difficult to solve are similar to those experienced by human translators. This paper will describe how PoloCLUP of the Linguateca project (<http://www.linguateca.pt>) developed the METRA tool by using freely available on-line MT engines. It will also explain how the tool TrAva was designed to help students analyze the MT output, and discuss the theoretical problems involved. The objective in producing these tools was to allow students to observe cross linguistic problems in MT and to compare the results to the human translations available in our parallel corpus COMPARA. We shall discuss the pedagogical implications as well as the resulting project and research work.

**MAIA, BELINDA, BRITO, MANUEL & FROÍS, CECILIA**

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*Comparable corpora for studying the evolution of concepts and terms*

Concepts evolve over time as knowledge, and particularly scientific and technical knowledge, changes, grows, and becomes more complex. The terminology created to represent these concepts, and the definitions of these concepts/terms, have to adapt to this reality over time. This paper will discuss how the Corpógrafo, a suite of on-line tools created by the PoloCLUP of Linguateca project (<http://www.linguateca.pt>) for the construction and analysis of corpora and the building of terminological databases has been used to study this process. We shall describe the methodology followed and give examples from research in progress in areas such as genetics and telecommunications.

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*Lexis and learner corpora. A study of English / Spanish false friends on the basis of the data provided by SULEC (Santiago University Learner of English Corpus)*

Corpus-based approaches to the study of language have been proved to be particularly suitable for the analysis of lexical features as well as for lexicographic purposes. This general principle can also be easily applied to learner corpora. In this paper the so called English / Spanish false friends will be studied in the light of the data provided by SULEC, a learner corpus which is being compiled at the moment at the University of Santiago. We will start by defining the notion of false friend and describing its main characteristics. We will next focus on a number of English / Spanish false friends which are generally considered to be the most important in the literature. The examples provided by the SULEC material will serve to confirm their frequency and relevance in the learner language. The last part of the paper will concentrate on other information derived from the analysis of the previous data and which no doubt will be of use for grammarians, lexicographers, materials producers and English teachers in general.

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*Full inversion in narrative and scientific contemporary American English texts*

English is an example of an SVO (Subject-Verb-Object) language; though departures from this basic word-order type are uncommon, inversion of Verb and Subject is available in some cases. The present paper examines the phenomenon of *full* inversion – i.e. constructions in which the subject follows the entire verb phrase of a declarative clause – in Present-day written American English texts. The study is based on the *Freiburg-Brown Corpus of American English* (FROWN; compilation date: 1992). Its overall aims are to analyse, from a synchronic-contrastive point of view, the frequency of *full* inversion in narrative and scientific American English texts, and to shed some light on its patterns of occurrence in both textual categories.

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*A corpus-based contrastive analysis of English and Dutch sentencing patterns*

This paper will briefly outline the design of a discourse annotation system that has been developed and implemented in a self-compiled corpus of English and Dutch texts in order to investigate and compare the ways in which text sentences are structured in both languages in different genres. In this corpus sentences have not only been segmented into discourse units, where punctuation marks are considered to play an important role in marking unit boundaries, but the paratactic or hypotactic relationships that exist between these units and their syntactic realization have also been annotated. This has made it possible to uncover recurrent sentencing patterns in both languages, and subsequently to relate such patterns to rhetorical design and to syntactic differences between the two languages. This paper will present the first results of an analysis of sentencing patterns in three genres of English and Dutch texts, namely academic prose, newspaper articles and short stories.

## **CULTURAL STUDIES**

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### **AKAHORI, NAOKO**

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*The Japanese department store as a fantasy world – A marketing strategy of linguistic illusion*

Department stores in Japan try to emulate a fairyland. One of their favorite strategies is a lavish use of foreign names. There are stores named 'Times Square' and 'Marui City', suggesting that the stores constitute self-sufficient communities by themselves. Once customers step into the stores, they encounter a flood of foreign names, mostly taken from English and French. Simple passages are called 'avenues', or a floor where young girls can buy the fashionable clothes in trend is called 'Cinderella City' as if anyone who shops there could turn herself into a princess. On the other hand, anything which might embarrass the customers are given fancy names. Thus 'strawberry size' and 'clover size' are substituted for S-size and L-size, respectively. In this study, I will focus on the Japanese linguistic illusion-creating strategies and contrast them with the sober strategies used in American department stores.

### **BRÜCKNER, GERHARD**

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*Contrastes culturales: ¿Se pueden analizar y explicar las culturas sin utilizar estereotipos?*

La investigación de la cultura se puede llevar a cabo mediante enfoques macro analíticos (Hall, Hofstede), o micro analíticos, como es el caso de la antropología cultural (Geertz) o el análisis de discurso (Hymes) y la etnometodología. Una investigación sistemática de los estilos funcionales (estilos de comunicación, de negociar, etc.) en cada cultura permite una integración metodológica de los dos enfoques y de esta manera responder a un problema que se presenta siempre a la hora de investigar y contrastar diferentes culturas: ¿cómo reducir la complejidad del objeto de la investigación – la cultura en su totalidad – sin utilizar estereotipos? La investigación contrastiva (Galtung) de los estilos culturales en una perspectiva interactiva tiene una aplicación práctica en la recepción y traducción de textos en lengua extranjera, en la didáctica de las lenguas extranjeras (Landeskunde), y en los seminarios de formación cultural.

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*La huella de la historia en la lexicalización de expresiones y vocablos. Los piratas en Venezuela*

Los procesos humanos, al igual que los sedimentos arenosos, dejan su huella en el léxico de tal manera que podemos rastrear sus etapas e incluso los contornos geográficos donde se desenvuelven. Es esta dinámica la que permite contrastar entre el castellano estándar (L1) y ciertas variantes propias de regiones particulares, en este caso, de Venezuela (L2). Este estudio se detiene en algunas palabras-muestra del ámbito de las acciones piratas en el habla de nuestro país. Territorio abierto al Mar Caribe y al Atlántico, ubicado en la periferia del Imperio español americano desde el punto de vista político, vio sus costas infestadas de piratas y corsarios desde muy temprano en el siglo XVI. Esta realidad sembró en el vocabulario venezolano expresiones comúnmente usadas en nuestros días que evidencian la presión emocional y cultural que significó la presencia de estos visitantes, que produjo usos léxicos distintos a los peninsulares, como mostraremos en nuestra exposición.

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*Teaching-culture! Approaches to intercultural understanding*

This paper presents an ongoing, three-year Grundvig 1 project funded by the EU which focuses on teaching intercultural awareness while also looking at different cultures of teaching and learning. The project, 'Teaching Culture!', is developing a training course which aims at enabling teachers in adult education to deal with intercultural issues appropriate to life in the growing European community. In the project thirteen partners from nine European countries share their expertise in fields ranging from adult education and teacher training to online learning and cultural education. Working in an international network, the teachers are part of an intercultural learning situation and thus bring in their own experience in developing and testing teacher training modules in intercultural awareness with their own adult learners.

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*'Gringos' en México. La experiencia de Katherine Anne Porter*

La escritora norteamericana Katherine Anne Porter viajó en cuatro ocasiones a México durante la década de los años veinte. La relevancia de la experiencia mexicana en el desarrollo de la carrera literaria de la autora ha sido reconocida por una inmensa mayoría de los estudiosos de su obra. En esta comunicación lo que me propongo es observar el modo en que Porter trata y retrata el choque cultural entre dos mundos –EE. UU. y México- tal y como ella misma lo experimentó. Con este propósito en mente intentaremos adentrarnos tanto en su obra de ficción como en sus ensayos y en sus escritos personales para descubrir las claves de su perspectiva sobre este contraste cultural, contraste que afectó a la escritora de un modo muy especial debido a sus orígenes texanos.

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*The inside-outsider: Marked by self / marked by other*

The aim of this paper is to present both structural and semantic / pragmatic usage issues of contrastive linguistics as they apply to inside-outsider status. How is one marked for belonging and for not belonging? Brought closer in or pushed further away? By self and by other? This will be done through the presentation and analysis of (1) journal entries (2) creative literary pieces and (3) reader-text-author interactions. I bring to this paper my multidisciplinary background as: a bilingual speech and language pathologist, an introspective learner of various second languages, a teacher trainer in the areas of intercultural-bilingual and bilingual special education, a person who has lived for the past twenty years outside her culture, and a writer of short literary pieces that often highlight cross-cultural interacts.

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*Competencias interculturales en el ámbito del alemán específico para turismo*

La comunicación se centra en las competencias interculturales implícitas para el alemán como lengua específica en los estudios de Turismo en España. Se intentan determinar estas competencias que se pretenden conseguir exponiendo las variaciones que se hacen patentes según tres parámetros básicos en este campo: sector, motivo de comunicación y tipo de comunicación. Esta delimitación manifiesta que las necesidades interculturales a las que el especialista de la empresa turística debe responder son muy variadas, incluso

opuestas o contradictorias. El análisis nos permite discutir y concretizar metodológicamente resultados generales de los estudios teóricos sobre la interculturalidad a la vez que demuestra lo imprescindible que son estas competencias en la formación del alemán para el turismo, especificando contenidos y aportando posibles soluciones didácticas.

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*Realities and fictional world(s) – First person narrative and epistemic modality in English and Serbian or Croatian*

The paper explores the effects of expressing epistemic modality in English and in Serbian / Croatian on the reader's perception of reality in fiction. It analyses the text of a novel by Anthony Burgess, *A Clockwork Orange*, and its translations into Croatian and Serbian, examining the effects of the epistemic uses of English modals and their translational equivalents with respect to the narrative framework, i. e. first person narrative and retrospective narrative. The analysis provides an overview of means of expressing epistemic modality in Serbian and Croatian, used as translational equivalents, but also offers evidence that, occasionally, modal element is completely absent from the narrative discourse in Serbian, which influences reader's perception and in the end results in constructing of a slightly different fictional world.

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*Voice styles in British and Spanish commercials*

Our voices tell others a lot about our gender, where we come from and other information that we might not even be aware of. Abercrombie (1967) classified this information, which Lyons (1977) labels informative, that is, meaningful to the receiver as opposed to communicative, which is meaningful to the sender, in categories such as membership of regional or social groups. In TV commercials, where every single detail is infused with meaning, voices are carefully moulded to achieve the effect the advertising agency wishes to project and form part of the covert information. In this paper I will compare voices, not messages, in British and Spanish commercials to show how linguistic differences are caused by differences in the host cultures.

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*Teaching culture to Japanese students*

In recent years, Japanese government has determined on the main objective of its TEFL as the improvement of students' communicative competences. Various administrative measures have been taken to promote teaching activities, including revising guidelines and text books for school curriculums. But are these efforts effective enough to achieve the prospective goal?

According to Hymes(1966), cultural knowledge is one of the three aspects underlying communicative competence. I suppose, a misleading slip \_ neglect of intercultural communication education, in policy making by the Japanese government should be most responsible for the present delay of TEFL in Japan.

Japan is a culturally dependent country. Its traditional features have characterized its national images and prevented Japanese people from accepting different comprehensions and philosophies from the outside world. In this paper, I would like to (i) explore the issue of its lagging behind intercultural communication education, and (ii) analyze some of the factors impeding its progress, with the attempt to seeking better solutions to some of the unsettled problems in everyday teaching and addressing the existent controversies about culture teaching for future research.



## **DISCOURSE STUDIES**

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*An intera-cultural contrastive study of English and Arabic dissertation acknowledgements genre*

This intra-cultural study examined the generic structure of English and Arabic dissertation acknowledgments written by native Arabic speakers, and Arab non-native speakers of English in a variety of disciplines to find out what discourse genre components Arab writers employ to articulate the communicative purpose of these acknowledgments and what rhetorical generic moves of English and Arabic acknowledgments that are similar or different. A corpus of 200 acknowledgments accompanying 200 PhD and MA dissertations was subjected to the form of generic structure analysis proposed by Swales (1990) and Hyland (2004). The results revealed that writers with the same cultural background show various types of rhetorical move preferences used in different frequencies to articulate the same communicative purpose. While the Arabic texts include a large amount of honorifics and praising moves, their English counterparts were found to contain etiquette and conventional strategic moves, like 'Accepting responsibility' that do not exist in the Arabic texts.

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*On the relation of concession in TV interview: Dialogue vs. polilogue*

In recent studies on the discourse-pragmatic relation of concession in spoken language a claim has been made that the frequency of concessive schemata in spoken discourse results from a variety of situational factors, including sociolinguistic and psycholinguistic ones. Since the studies concentrated mainly on concession in English, it is crucial to investigate the findings in other languages and also in terms of other relevant factors. This paper aims at exploring the effect of a few other factors, among others the number of participants in one-to-one (dialogue-like) and one-to-many (polilogue-like) interviews and the current situationally-determined status / role of the interlocutors, on the structural and functional realization of cardinal concessive schemata in spoken Polish. Data for this study derives from a series of interviews on Polish TV.

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*Learning how to say no*

The tiny child learns early words by association with a situation. Nouns and action verbs cause little confusion compared to the multiple meanings involved with the word NO. The common semantic and pragmatic uses of negatives, particularly NO, for the child under three will be discussed. Strategies of caregivers are analyzed in regard to the ability of the child to comprehend and

express the word appropriately. Parallels of the child's confusion with NO are made to adult situations. Examples will be primarily in English, but also in Spanish and Chinese

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#### *Typology of benefactive applicatives*

This paper will provide an exhaustive classification of benefactive applicative constructions in order to offer a general definition of applicatives. To this end, we will examine the benefactive applicatives in 27 languages from several linguistic phyla. In these constructions, a beneficiary non-subcategorized

argument is incorporated in the clause as a central argument by means of a verbal affix. We will classify benefactive applicative constructions in attention to several semantic, morpho-syntactic, and structural properties, such as the following: The language-type in which benefactive applicatives are attested. The verb class employed in these constructions. The type of valence changing they give rise to. The possibility of alternation with an adjunct strategy for beneficiaries. The possibility of co-occurrence of more than one applied object in the benefactive construction. And the selection of the prime object of the clause.

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#### *Una guerra, tres discursos*

La guerra en Irak desarrollada entre los meses de marzo y abril de 2003 atrajo de manera unánime a los medios de comunicación de todo el mundo provocando así un bombardeo masivo sobre todo lo relacionado con el conflicto. Esto, nos incitó a la recogida de periódicos españoles en torno a la fecha mencionada y a realizar diversos estudios sobre el análisis de los discursos que se estaban produciendo a través de los medios de comunicación. Con ello, desde el inicio de nuestro trabajo, ya incluso desde la recogida del material, nuestro propósito fue siempre elaborar un estudio, no tanto centrado sobre elementos lingüísticos

solamente sino de cómo estos vienen complementados por los factores extralingüísticos, conformando unos y otros una estrecha relación imposible de separar en todo estudio de las características que presentamos. Hemos pretendido por tanto realizar un estudio del lenguaje en tanto comunicación que es, relacionándolo por ello con otras vertientes como la estética de la recepción, fundamental para poder entender las ideas planteadas acerca de la persuasión de los medios de comunicación.

Exactamente, en el trabajo que presentamos exponemos que el periódico es un elemento que se vende, es un producto que se publicita incluso a sí mismo insertando entre sus páginas marcas de reclamo además de compartir y comprender las ideas de sus lectores. Esta idea viene a relacionar en numerosas ocasiones al periódico, en teoría solamente informativo, con la publicidad, totalmente persuasiva, lo cual, como indica Ignacio Ramonet, es como una bomba de relojería que va estallando poca a poco y sin que nos demos cuenta. Con ello veremos así titulares que incitan a tomar una posición o que incluso, en vez de informarnos y darnos los elementos básicos informativos, nos los omiten con un afán de persuadirnos a leer el cuerpo de la noticia para encontrarlos. Hemos observado toda esta serie de factores en tres periódicos españoles de corte nacional e internacional, como son El País, El Mundo y el ABC y lo presentamos en un análisis centrado en el primer día del conflicto, esto es, del 20 de marzo de 2003, realizando un estudio comparativo sobre la portada y la primera noticia desarrollada. Hemos atendido a la sucesión de elementos espaciales y temporales, así como a la situación del foco de narración, o a la aparición de juicios valorativos e incluso marcas sentimentalistas, que apoyaría la relación con elementos persuasivos más propios de la publicidad. Así mismo, hemos podido observar intentos de despersonalizar la guerra no mostrando a persona o mostrándolas solo haciendo declaraciones, pero nunca disparando o dando órdenes de hacerlo sino que en todo caso son los vehículos los que disparan. Con una mirada más ligera y de manera secundaria, debido a los numerosos estudios que ya existen sobre el tema, hemos indicado algunos apuntes sobre elementos gráficos –extensión y división de la noticia, extensión de titulares, características de las fotografías... - ya que también formarían parte del discurso, entendiendo como discurso la relación entre el texto y el contexto en el que se inserta.

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*Language use in the advertising of financial products – A case apart?*

Studies carried out by a number of experts (Cook 1992, Dyer 1996, Block de Behar 1992, etc.) have established the characteristics of the discourse used in the

advertising of consumer goods. This paper compares the ways in which the semantics, syntax, phonic and graphic elements used in press advertisements for financial products differ from the established norms, and suggests reasons for the differences in terms of product type, legal constraints and the expectations of the recipients. Our findings are based on the analysis of a corpus of thirty press ads for financial products aimed at the general public, selected from the many ads for this type of product published in British quality newspapers (in this case *The Independent on Sunday* and *The Observer*) in January and February 2004.

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*The discourse of advertising in the sector of computing: A contrastive analysis of adverts in English and Spanish*

Within the field of advertising, printed adverts of computing products show a set of discursive features that differ from the promotion of other kinds of goods. But at the same time, they present some peculiarities depending on the social and cultural context where these texts are produced. The aim of this paper is to present the results obtained from a comparative analysis of two parallel corpora of adverts of computing products, one in English and the other in Spanish. The texts have been taken from international and Spanish editions of computing magazines such as *PC World* or *PC Magazine*. The analysis has been carried out in terms of macro- and micro-textual aspects, paying special attention to the communicative function and context.

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*The contrastive analysis of discourse markers: The case of 'well'*

The discourse marker well is probably the most frequently analysed in the literature. However, all authors coincide in its 'elusiveness' derived from its polysemous nature. The general hypothesis that I want to test in this paper is whether a Contrastive Analysis of the marker can contribute to identify its functions. I present an analysis of the occurrences of well found in the film *Four Weddings and a Funeral* and their equivalents in the Spanish and Catalan dubbed versions. Audiovisual translation, which implies that the translator seeks for a functional equivalent to the form, provides an optimal context to analyse the use of discourse markers cross-linguistically. In fact, the counterparts of well highlight different meanings of the discourse marker, and help define its use and its translation.

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*A contrastive analysis of English / Spanish discourse markers of reformulation*

In this paper it is my aim to compare a group of Discourse Markers of Reformulation in two languages, Spanish and English. Drawing on the Spanish literature on reformulators (Fuentes 1987, 1993, Casado 1991, Pons 2000, 2001,

Briz 1993, 1995, 1998, Portolés and Zorraquino 1999) and on my own research in English (del Saz 2003, Fraser&del Saz in press) I revise the different frameworks of analysis used in each language in order to compare a sub-group of English and Spanish discourse markers, their pragmatic functions, and their syntactic and distributional properties in a wide range of contexts. This preliminary study will allow us to establish tentative equivalences between the lexical units identify as reformulators in each of the languages surveyed or between their uses in both written and spoken language. The British National Corpus (hereafter BNC), and the Spanish corpus of the RAE will be used as a source of examples.

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*El uso de los conectores en las noticias de sucesos escritas por periodistas españoles y alumnos taiwaneses de ELE. Algunas aportaciones desde la Retórica Contrastiva*

Los materiales de composición en ELE priman, básicamente, la enseñanza de aspectos estructurales y fórmulas estereotipadas. No obstante, en un texto existen, además, convenciones y constricciones que operan en distintos niveles. Por eso, nuestra comunicación se centra en el uso de los conectores en las noticias de sucesos (NS) de periodistas españoles (PE) y alumnos taiwaneses (AT) de ELE. Para ello, hemos analizado 300 NS de PE y 30 de AT con estos resultados: i- algunos conectores presentan diferencias sustanciales de frecuencia de uso entre PE y AT; ii- algunos sólo los usan los PE o los AT; iii- otros no presentan grandes diferencias en su frecuencia de uso aunque sí en cómo los actualizan unos y otros; iv- otros se relacionan con la aparición de otros dispositivos cohesivos (bien porque son complementarios bien porque la aparición de uno puede implicar la aparición del otro y v- algunos conectores o sus actualizaciones se relacionan con determinados tipos de eventos (asesinatos...)).

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*Cohesive devices and the construction of cultural identities in cooking recipes*

The main aim of this paper is to trace the cohesive devices used in cooking recipes in English, Spanish and Catalan. As the great majority of cohesive links are anaphoric in nature, we are especially interested in illustrating the use of grammatical and lexical anaphora. The selection of an anaphoric device follows two stages: first, a choice of grammatical device is made (e.g. personal pronoun, verb complement ellipsis, demonstrative NP or coreferential definite NP). Then, if lexical NP has been chosen, the correct lexical anaphora is determined (e.g. repetition, nominalization or superordinate nouns such as “vegetable” instead of “carrots, leeks and cucumber”). As we will point out, there are several differences among the three languages that are not taken into account while translating recipes. Thus, our study will shed new light on the choice of the cohesive devices used in English, Spanish and Catalan recipes.

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*O marcador discursivo 'pois' en dúas linguas veciñas: galego e portugués*

Esta exposición baséase nun traballo que será publicado nos *Cadernos da Lingua Galega* onde se pretende facer un achegamento ó comportamento semántico, sintáctico e pragmático de *pois* a través da análise dun corpus. Este consta dun total de 2881 rexistros extraídos de textos orais e escritos pertencentes a un período temporal que vai do século XVII ata os primeiros meses deste ano 2005. Mais nesta intervención fáiselle a este traballo un engadido que enriquece os resultados: o contraste coa situación de *pois* en portugués. Foron fundamentais para isto os artigos de Oscar Lopes.

Presentaremos dúas ideas fundamentais: (1) Demostrar que *pois* ten un comportamento sintáctico, semántico e entoativo que o particulariza dun modo que vai máis alén da conxunción; e (2) Observar se os valores que *pois* lles engade ós enunciados nos que se inclúe son idénticos nas dúas linguas romances.

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*False friends? Spanish approximations to English 'surely'*

In British English surely is a pragmatic marker which indexes a range of stances, from the confrontational and challenging to the self-questioning or persuasive, according to context. It occurs typically in face-to-face interaction and functions as a positioning device to re-define common ground between individuals. Using data from the British National Corpus and from the Corpus de Referencia del Español Actual (CREA), this paper reports a contrastive study of the possible linguistic forms which might serve in Spanish to capture the nuances and stances expressed by English surely.

The fact that initial surely has been semantically bleached while medial surely less so revealed some interesting partial correspondences in the Spanish data.

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*Les fonctions du discours rapporté dans les textes de la presse*

Ce travail essaiera d'étudier, à partir d'exemples récents de textes de la presse écrite portugaise, l'utilisation du discours rapporté et les différents effets qu'elle provoque (Tuomarla, 1999). On verra aussi les différentes variétés de rapporter les mots des autres locuteurs (Duarte, 2003). La manipulation des mots des autres est au service de l'orientation argumentative de celui qui rapporte, plus

ou moins explicitement. D'autres utilisations du discours rapporté dans les textes de la presse seront étudiés: feindre de l'objectivité, essayer de protéger celui qui cite, s'éloigner des positions prises par le locuteur dont le discours est rapporté (NØlke, 1994), obtenir de l'autorité, etc (Rosier, 1993).

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#### *Approche sémantique-contrastive français-espagnol des mots de la gestion*

Les exigences inhérentes au traitement automatique des langues ont mis en exergue la nécessité de formaliser l'articulation forme/sens, et impliquent une procédure descriptive de la langue, infaillible par son exhaustivité, mais susceptible de rendre compte finement du rôle et du fonctionnement sémantique, dans les discours, de chaque unité lexicale ainsi que des évolutions et des facteurs socioculturels qui interviennent, tout particulièrement lorsqu'on analyse dès la perspective contrastive les aspects sémantiques des deux langues telles que le français et l'espagnol puisque nous avons affaire à des langues vivantes. Afin de contribuer à la connaissance du fonctionnement sémantique des unités lexicales en question et de favoriser leur traduction en espagnol, nous analyserons lors du présente travail de recherche, les procédures néologiques des mots de la gestion ainsi que le(s) critère(s) et la façon dont s'opère l'exploitation contrastive du système lexical et sémantique en vigueur dans ces deux langues, sur laquelle s'appuient les néologismes. La création d'un nouveau mot mobilise toujours les ressources de langue en utilisant soit les procédures morphologiques classiques de dérivation, composition, abréviation, ou encore d'appropriation d'un mot d'origine étrangère, soit de procédures de 'dérivation sémantique' de type métaphorique, métonymique, etc. qui infléchissent le sens des unités préexistantes pour créer de nouvelles associations forme / sens. Privilégiant une approche sémantique du lexique français-espagnol, dans la ligne de Benveniste, nous observerons les valeurs des mots faisant partie d'un corpus préalablement déterminé, à partir de leurs occurrences dans des discours

spécialisés concernant le domaine de la gestion. Cette analyse nous permettra d'explorer les réseaux sémantiques tissés, et d'examiner les procédures d'inscription de nouveaux lexèmes dans les systèmes linguistiques des deux langues objet d'étude, c'est-à-dire le fonctionnement interactif langue / discours.

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*Negative theme zones in political interviews: A contrastive analysis of German and English turn-initial positions*

The communicative act of a non-acceptance represents a face-threatening act (Brown & Levinson 1987) par excellence in the domains of ordinary discourse and of public and mediated discourse. Against this background, a contrastive

analysis of its linguistic realization was conducted in the communicative genre of a political interview thus extending the analysis of text types in the press to the analysis of spoken discourse in the media. The study is based on 12 short dyadic interviews (2 to 5 minutes) between professional journalists and the losers of the general election in Britain (1997), viz. the conservatives, and the losers of the general election in Germany (1998), i.e. the Christian Democrats and its Bavarian sister party, the Christian Social Democrats. The German data and the British data share identical external parameters and very similar contextual features. Moreover, the coparticipant's argumentation is based on almost identical premises, namely that they are not in a position to comment on their particular situation as their defeat has not (yet) been assigned an official status. In spite of these contextual similarities, the linguistic realizations of the British and German non-acceptances differ significantly, which is primarily due to language-specific preferences regarding the linguistic realization of turn-initial positions and their functions as interpersonal, topical and textual themes.

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#### *Contrastive perspective of language pathologies: A cross-linguistic map on a language pathology*

Contrastive linguistics traditionally has focus on several topics such as acquisition of languages, second language acquisition, discourse analysis, .... Nevertheless, its application can go further, as is the case of language pathologies. If we take a look on a specific language disability it is easy to see that it is described differently depending on the language the study has been made; this is a very normal thing, but also amazing. If we take a general view, we observe that we must be careful because each language has its own way of behaviour, so data obtained with native English persons little have in common with those obtained with Spanish native persons, and so on. In this work we want to give a cross-linguistic point of view of language pathologies. We will present data from Spanish Williams syndrome persons and we will compare

them with WS of other countries with different native languages to see what we do agree with and what is different in order to design a cross-linguistic map of the WS language to see if we really can talk about a unique profile, as it has been said in several occasions.

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*An empirical approach to lexical cohesion in broadcast discussions*

Previous work on cohesion has mainly concentrated on grammatical cohesion in written discourse. Here we shall rather explore *lexical cohesion in spoken language*, the dominant mode of communication in our society. First, we shall give an overview of the notions of *cohesion* (as opposed to that of coherence) and *cohesive tie*, to offer in a later stage a more detailed discussion of *lexical cohesion devices* to be used as the framework for our empirical research. After a cursory account of the corpus under analysis, the broadcast discussions section of the *International Corpus of English* (ICE-GB), we shall report on the results of this intralinguistic pilot study obtained from testing:

- (i) the relative frequency of lexical cohesive devices across the broadcast discussions under analysis;
- (ii) the place of occurrence of such devices, that is, whether they occur either within or across *speakers' turns*, which could be defined as 'everything the current speaker says before the next speaker takes over' (Stenström 1994: 4); and
- (iii) the relative frequency of the different kinds of *semantic ties* (viz. *co-referentiality*, *co-classification* and *co-extension*) in relation to the variables of (a) *distance* and (b) *turn type*.

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*A multimodal approach to English TV comedy series. A contrastive analysis of oral and written modes*

Recent developments in technology and communication have sped up changes in the way people interact with each other. Thus, language is now considered to form part of a complex system of modes which composes any communicative exchange (Kress & Van Leeuwen (2001), Burn & Parker (2003), Norris (2004)). Taking this assumption as the point of departure for this paper, I have chosen to study several episodes of an English TV comedy characterised by the fact that they all contain intralingual subtitles (De Linde & Kay (1999)). I will, then, contrast the spoken and written modes in order to analyse the main differences regarding the distribution of information in both modes.

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*Construing personal reference in Internet discussion groups: Non-specific reference forms in Finnish and French*

Both Finnish and French have several personal forms which can be used for both specific and non-specific reference. In this paper we will focus on the following forms: first, the passive, and second, certain 3rd person forms, namely, the French pronoun on + 3rd person verb form and the so-called zero person in Finnish, which contains a 3rd person verb form without an overt subject and is interpreted as conveying non-specific reference. Our data come from Internet discussion groups maintained by major national newspapers in Finland and France. The participants are discussing the pros and cons of the new currency, the Euro. The reference forms will be studied in their contexts of use in order to show how the linguistic context contributes to the construal of reference in the social situation between the participants, i.e. the on-going Internet discussion, and in the larger sociocultural situation, i.e. Finland and France.

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*Not so different languages for different discourses: An analysis of the power of the media and politics this century*

The Language of the Media and Politics have acquired a growing interest these last years as globalization has become a current concept and important international events have been developed. The essence of these messages is try to convince the readers that what they state is the truth even though they can be conscious of the certain degree of manipulation inserted in them. This paper tries to analyze some pieces of speech uttered by a well-known politician and the interpretation of the same international pieces of news in different well-known newspapers and magazines to state the degree of objectivity or subjectivity that lays under these reports.

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#### *Communicative functions of inter-related tense forms in South Conchucos Quechua*

In exploring speakers' use of tense forms in naturally occurring discourse, the analyst might try to identify a specific function for each form, a function that would contrast with the functions of the other forms (as Muysken 1977, Brauch 1981, Howard-Malverde 1988, Levinsohn 1991, and Hintz 1996 seek to do for several varieties of Quechua). To a certain extent, a form/function correlation can be specified; however, this relationship appears to be subsumed under something larger. An examination of the complex patterning of tense form use in South Conchucos Quechua reveals that a shift in forms as the discourse progresses conveys meaning. In addition to codifying relative time, shifts in tense forms are used in this language to serve other communicative functions, such as to mark a rise in intensity of the action or cause an event to stand out as more vivid, seeming to make the event more foregrounded for listeners. As well, a speaker may switch tenses to recount less suspenseful events or to give background. This paper shows that tense forms used in relationship to each other serve communicative functions that a single form cannot.

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#### *Advertising genre across cultures: Some reflections on the use of metaphors as a persuasive tool*

Our everyday communicative exchanges are filled with figurative speech, in other words, use of language in which the speaker's proposed meaning does not concur with the literal meaning of the words uttered. This has not remain ignored by advertising creators, who have discovered in figurative meaning a powerful device to communicate more successfully with their target audiences. Following Wierzbicka (2002) who said that 'Human communication depends on metaphors', in this paper we analyse the explanatory and emotional potential of metaphors used as a persuasive tool in the advertising genre. For the purpose of our study, we have chosen some advertisements in three different languages (Polish, Spanish and English) but related to the same product.

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#### *Contrastive academic writing in Japanese and English*

In contrast to English, written Japanese texts have been often characterized as being inductive, indirect, and even illogical (Hinds, 1983, 1987, 1990; Kobayashi, 1984; Kubota, 1997; Nanri 2001). The objective of this paper is to examine if such characteristics hold true in the genre of academic writing. It compares linguistic

and rhetorical features found in academic writings in Japanese and English. Data are collected from articles published in academic journals written in Japanese and English; both being highly regarded journals in the area of applied linguistics. Similarities found in Japanese and English articles are the writers' attempt to express objectivity as well as their patterns of rhetorical organization. Differences are, however, found in the way language is used to express objectivity. In Japanese, for instance, ellipsis of 1st person pronoun in declarative sentences is an unmarked linguistic feature and it is used effectively in academic writing.

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#### *Evaluation and structuring in the discourse of fact and opinion: A contrastive study*

This paper explores the treatment of 'the same event' in 'hard' news and leading articles in two languages (English, Spanish). We focus on two crucial differentiating features: the expression of evaluation and the discourse structure of the two subgenres. In our analysis of the evaluative dimension, we will be working within the framework of Appraisal Theory (Martin 2000; White 2002, inter alia). Regarding the discourse structure, we will draw on functional proposals (Eggins & Martin 1997; van Eemeren et al. 1997; Vestergaard 2000). More specifically, we aim to: (i) make visible the presence and patterning of the various linguistic resources for the expression of evaluation in the texts, and establish comparisons across languages; (ii) analyze the discourse structure of the texts and the relation to the expression of fact and opinion. (Research is funded by the Comunidad de Madrid, Project: 06/HSE/0272/2004).

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*Sharing experiences. A contrastive study of our students writing style: Architects versus engineers at the UPM*

This paper reports on a number of learning experiences got when working with our students from the Schools of Architecture and Mining Engineering (UPM), and it focuses on the differences and similarities existing in the way our students write on topics related to their own fields of interest.

In order to elaborate the paper we have analysed 40 pieces of writing belonging to students from both Schools who have a very similar English level and a sound grasp of their own technical field. Our analysis has been based on a holistic approach but it has also followed the general criteria used in some revision guides (such as the BABAR), which include: text content, organization, vocabulary, stylistic resources used and text layout.

The general conclusion is that we do not find extreme differences in our students' writing style, even if we can appreciate a certain tendency in the students from the School of Architecture to express themselves by using drawings and other visual information, a fact that, sometimes, hinders their writing skills. We also appreciate that Engineers tend to use a more descriptive style than architects, who usually write in a more 'literary' manner.

Our proposal, that has been worked out by two teachers from the Schools of Architecture and Mining Engineering, is thought to serve a contrastive aim mainly, and combine our teaching experiences when working in our fields.

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*Contrastive study of the macrostructure of medicine instruction leaflets in English and Spanish*

The purpose of this paper is to contrast medicine instruction leaflets in English and Spanish in order to determine their macrostructural patterns. The structure of information in all sections of medicine instruction leaflets was investigated using Swales' (1981, 1990) genre-analysis model. A total of 100 medicine instruction leaflets were analysed, 40 from the United States and 60 from Spain. Since these texts are subject to national laws in both countries, their macrostructures are fairly similar, but not identical. This study is very useful for teachers and students of Medical English, Medical Spanish and Translation.

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*Where do academics draw their conclusions from? An English-Spanish contrastive study of research articles on business and economics*

The present contrastive study assumes that, despite a relatively uniformity of research articles (RAs) imposed by the requirements of the genre, there may be intercultural variation in the rhetorical preferences of different writing cultures. Based on a comparable corpus of 36 research articles on Business and Economics in English and 36 in Spanish, the study seeks variability in relation to the type of premise(s) authors from these two writing cultures refer back to in order to draw their conclusions. The constant of the comparison is established at the rhetorical level represented by a premise-conclusion sequence. The research concludes that both English and Spanish show a greater tendency to use research-related nouns and visual unit nouns to label their premises when drawing conclusions, but the distribution of these tendencies differs. In

addition, English shows a greater tendency towards the use of non-metalinguistic labels, as compared to Spanish.

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*The rhetorical structure of academic book reviews: An English-Spanish contrastive approach*

The increasing interest in the study and definition of generic types emerging in the 1990's has led to the analysis of a large number of academic genres (cf. Swales, 2004). However, the academic book review has only started to get scholars' attention in the last few years (Motta-Roth, 1998; Hyland, 2000; Nicolaisen, 2002a). The present paper reports on an English-Spanish contrastive study of literature academic book reviews in an attempt to identify common and

differing patterns of organisation of the genre across these two languages. A comparable corpus of 20 book reviews in each language is analysed in terms of their rhetorical structure (Swales, 1990). The study reveals that the two languages studied do not differ much in the overall rhetorical organisation of book reviews. However, differences are found in the preference of use of certain moves and move sub-functions over others. The results are not only useful in the L2 writing classroom but also for designing guidelines for prospective authors of book reviews.

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#### *A contrastive study on topic maintenance within the framework of FG*

Following a functionalist view of topic as a discourse, cognitive and contextually-referential notion, independent of special language-systematic coding (Cornish, 2004), this paper aims to study topic continuity strategies (Givón 1983, 1995; Dik 1997; Hengeveld 2005) in journalistic and travel texts.

While in the news items the use of active voice and anaphoric proforms are the prototypical strategies for topic continuity, in the tourist brochures nominals preceded by definite articles, possessives or demonstratives, and proper nouns are the most commonly used resource for maintaining a topical referent alive in the discourse. This does not mean that these linguistic strategies are exclusive to each subgenre. They have been found in both types of texts analysed, but their relative frequencies differ significantly in each of them. This seems to be basically determined by the characteristics of genre and register of the two text types under study.

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*Pragmatic word order errors: A corpus study*

This presentation, part of a larger research project, the INTERNATIONAL CORPUS OF LEARNER ENGLISH ERROR TAGGING PROJECT, will focus on WO errors in Spanish EFL argumentative texts. These errors, signalling Spanish-English differences in information structuring, involve three constructions in Spanish which trigger many syntactic errors in Spanish EFL writers' academic texts: 1) The unaccusative (AVS) pattern (Mendikoetxea, 1999; Biber, et al., 1999); 2) The hedging, attitudinal, emphatic or attribution pattern (Hewings and Hewings, 2002); and, 3) The 'se' passive pattern (Contreras, 1976). The constructions are important because, in English, they constitute part of the strategies that academic writers may use to evaluate propositions while remaining in the background (Neff, 1991). The presentation will be of interest to those working on contrastive grammar and to teachers of academic writing in English.

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*Cultural variability within Brown and Levinson's politeness theory. English, Polish and Russian apologies*

B & L's politeness theory triggered off an abundance of cross-cultural research, some of which has challenged their claims of universality. What is certainly problematic about their theory is the implied correlation between indirectness and politeness, which reveals its Anglo-Saxon roots, as well as its focus on speech acts threatening the hearer's face. The aim of this paper is, therefore, to examine Polish and Russian cultural values underlying their respective concepts of politeness, within which indirectness does not necessarily result in politeness and, at the same time, to analyse a speech act which does not become more polite by being realised indirectly. Theoretical considerations as well as empirical data on apologies will illustrate to what extent cultural differences can be accommodated within B & L's theory and viewed as factors determining the assessment of the variables P and D, preference for positive or negative politeness, and emphasis on own vs. other's face needs.

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*Translating corporate rhetoric: Hyperbolic and metonymic hyperlinks on company websites*

The set of hyperlinks on corporate websites reflects and reinforces a company identity through association. How is this identity transferred rhetorically into other languages? This paper presents a contrastive study of American companies, that sell products and services both in the United States and in Sweden. The study focuses on the hyperlinks on the corporate websites, judging these in terms of hyperbole and metonymy, and comparing the American and the Swedish sites of the same company. Preliminary results indicate that the hyperbole of many American links is toned down in the language transfer process to the Swedish site, resulting in a more neutral rhetoric on the Swedish pages. Metonymic associations of identity, however, are mostly unchanged when transferred to the Swedish version. By approaching hyperlinks as tropes, we can gain a deeper understanding of the joint effect of company and national culture on marketing rhetoric.

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*Fraseología metafórica metalingüística: Ensayo de análisis contrastivo entre español y francés actuales*

Esta comunicación se inscribe en el marco de los estudios sobre metalenguaje desarrollados por el Proyecto de Investigación 'Lo metalingüístico en español. Estudio semántico, discursivo, fraseológico, sintáctico y sígnico. Aplicaciones en la enseñanza del español', financiado por el Ministerio de Ciencia y Tecnología (nº de referencia: BFF2002-00801).

En particular, el presente trabajo pretende continuar, por un lado, con la línea de descripción de la fraseología metalingüística del español actual de la que se ha ocupado el mencionado Proyecto, y que tiene como objetivo la caracterización semántico-pragmática de este tipo de unidades tan reveladoras de los juicios y creencias que sobre lo lingüístico hacen cristalizar los hablantes de cada comunidad idiomática. Algunos de los resultados de esta línea de investigación pueden observarse, entre otros trabajos, en Aznárez Mauleón (2000 y 2004), González Ruiz (2004) y Casado Velarde, González Ruiz y Loureda Lamas (2005).

De otra parte, el estudio de los procesos metafóricos que intervienen en la creación de estas unidades fraseológicas con significado metalingüístico se ha presentado como sumamente interesante en ese empeño de perfilar cómo percibe y categoriza la realidad del lenguaje cada comunidad.

La identificación y análisis contrastivos de algunos de los esquemas metafóricos (cf. Lakoff y Johnson 1980) que organizan significados metalingüísticos en español y francés actuales –piénsese, por ejemplo, en el discurso es un líquido: hablar a borbotones en español; y parler d'abondance, con el mismo origen metafórico ya opaco, en francés– constituye el objetivo principal de esta comunicación, que, apoyándose en un corpus extraído de diccionarios y bancos de datos de referencia actuales –principalmente, de Seco et al. (2004) y de Rey y Chantreau (1993)–, delimitará y caracterizará los dominios origen que preferentemente se proyectan en el dominio destino lenguaje en ambas lenguas.

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*Negation in discourse: A comparative analysis of negated expressions in Viktor Pelevin's novel Generation P and their Finnish and English translations*

The paper develops an analysis of negation as a discourse phenomenon. The analysis focuses on explicit negative utterances, i.e. syntactic negation and morphological negation (in Russian carried out by *ne* 'not', 'no' and by prefix *ne-* 'in-, im-, il-, dis-') and their Finnish and English translations. The study is based on the idea that negation is an ambiguous phenomenon in a natural language. The analysis follows the frameworks developed by Werth (1999) and Hidalgo Downing (2000). Werth, Paul (1999). *Text Worlds: Representing Conceptual Space in Discourse*. New York: Longman). Hidalgo Downing; Laura (2000). *Negation, Text worlds, and Discourse: The Pragmatics of Fiction*. Stamford: Abelex Publishing Corporation.

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*Aspectos interculturales en la elaboración del corpus del software de comunicación LinGaleno Internacional*

LinGaleno Internacional es el software multimedia que permite la comunicación entre el personal sanitario y el paciente inmigrante de reciente llegada a nuestro país. La elaboración del corpus que ha servido de base para la elaboración de

este software se llevó a cabo por médicos de atención primaria con alto porcentaje de población inmigrante entre sus pacientes. La traducción y la grabación de este corpus se ha realizado por los propios pacientes inmigrantes en su propia lengua. Esta traducción y grabación del corpus ha supuesto una renegociación del corpus original hasta adaptar el registro del personal sanitario a la lengua habitual del paciente. Por otra parte, esta cooperación lingüística ha abierto las puertas a un debate constructivo e integrador acerca de la importancia del conocimiento de los usos y costumbres culturales que subyacen bajo las ocho lenguas que traduce este programa.

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*Analysing political advertising in the context of visual communication and multimodality*

The aim of this paper is to analyse the importance of visual communication (Brosch, 2004) as a way of producing multiple modes of expression. I will focus my attention on the multimodal analysis of three political posters published in the 2001 British election campaign, three posters published in 2005 on the way to the general election and cartoons (published in quality newspapers) dealing with the same topics developed in the posters. The analysis will show similarities and differences in the use of images and text and the different ways in which the same message is transmitted across genres (Kress and van Leeuwen, 2001: 2-20). It will also show the loss of importance of the written medium and the way that different modes of expression appear in different media, depending on the specific needs of the speaker/writer (Kress, 2003).

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*Word order and pragmatic functions in English, Russian and Estonian*

The paper is a contrastive study of correlation between word order and pragmatic functions in three non-cognate languages: English, Russian and Estonian. Following Comrie 1981, we use the term 'word order' for the order of constituents, such as subject, verb, object, etc. The three languages under consideration have the same basic word order, SVO. However, the main difference is in the ratio of marked and unmarked word order, the degree of markedness of other types of word order, such as OVS, VOS and VSO, their restriction to particular types of clauses and the role of V-2 rule in Estonian (Tael 1990; Huumo 2002).

One of the aims of this research is to establish to which extent the word order in Russian and Estonian is free, compared to English where it is fixed. The paper also deals with the interrelation between the role of word order and alternative ways of expressing pragmatic functions if word order fails. The research focuses on fronting objects and predicatives, as well as on the passive.

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*English and Spanish expressions for the Internet: contrasting conceptualizations*

The Internet is widely spread in our lives. We all roughly know what it is and how it works, but it is still an elusive concept that we can only fully apprehend by projecting on it what we know better from other areas of experience, that is, by means of conceptual metaphors (Lakoff and Johnson 1980, Lakoff and Turner 1989, Kövecses 1986 and 2000). The metaphors we use to understand the concept are revealed by the metaphorical expressions used to refer to a variety of aspects of the Internet (website, webpage, navigator, browser...). In spite of the great

number of English expressions imported into Spanish to talk about the Internet, there are still some differences in the metaphors that each language reveals, which might evidence a remarkable difference in the mental images that English and Spanish speakers construct of the concept.

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#### *Emotive expression in Italian and English stories for children*

Story-telling plays an important role within pre-school children's education both at home as well as at nursery school. Both psychologists and educationalists have long argued that stories can transmit emotive content in such a way that may facilitate aspects of the children's own emotive development (Bettelheim, 1976; Tucker, 1981; Cooper, 1983; Egan, 1988, Rosen, 1991; Tatar, 1992; Greenhalgh, 1994; Unnsteinsdottir, 2002). This paper deals specifically with the nature of the emotive expression to which children are exposed through the stories they are told. The paper attempts to answer the following question: is the nature of such expression different in the English and Italian stories? The first part is concerned with those aspects of language that typically encode emotion in Italian and English and the means by which they can be investigated in the particular case of stories. Reference is made to Wierzbicka's categorization (1999) and, particularly, to Martin, Rose and White's concept of 'appraisal' and 'affect' and their application to discourse analysis (Martin, 2000, Martin and Rose, 2003; White, 2002). The second part outlines the nature and outcome of an investigation undertaken on the basis of a selection of the most popular stories read to English and Italian children in the context of nursery education. The findings are discussed in terms of such context (as outlined by Penn, 1997; New, 1999 and Lindon, 2000) and any additional social factors that may bear on the expression of emotion in the two different cultural settings (drawing on Lewis and Saarni, 1985; Planalp, 1999 and Wierzbicka, 1999 and 2003).

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#### *Los turnos conversacionales: Lengua oral versus lengua de signos*

El trabajo versa sobre el sistema de la toma de turno en la lengua española, proporcionando un análisis contrastivo entre la lengua oral y la lengua de signos española (LSE), a partir de un corpus de datos de conversaciones no programadas en contextos naturales de interacción. Asimismo se analizan las implicaciones que las distintas modalidades comunicativas (oral-auditiva en el caso de la lengua oral y visual-gestual en el de la LSE) presentan en el aspecto concreto del turno de palabra.

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*Cross-disciplinary and cross-cultural variation in academic lectures*

While cross-cultural and cross-disciplinary variation in written academic discourse has been widely investigated (Mauranen 1993, Berkenkotter and Huckin 1995, Hyland 1998, Chang and Swales 1999), relatively little is known about variation in spoken academic discourse, which, however, is beginning to change with the availability of large scale corpora of spoken academic language (Poos and Simpson 2002, Csomay 2002, Swales and Burke 2003, Schleef 2004, Mauranen forthcoming). Uncovering how context, conversational role, varying traditions of knowledge building in different disciplines, and cultural background influence academic styles is important in regards to the teaching of spoken language and a better understanding of cross-cultural differences.

This paper describes cross-disciplinary as well as cross-cultural variation in spoken academic discourse, concentrating on the lecture genre in two academic divisions in the US and in Germany. This paper has two aims: first, to outline differences in linguistic styles and knowledge building in the Natural Sciences and the Humanities; and second, to conduct a cross-cultural comparison investigating American and German lectures on the level of their social structure as well as linguistic styles, focusing on linguistic items that serve primarily interactional and structural functions such as various types of question tags, transition markers, and backchannel signals. The data for this project are drawn from the MICASE corpus of academic speech compiled at the University of Michigan and a smaller corpus of German academic speech assembled by the author. This paper shows that some of the structures under investigation vary by academic discipline in both languages. However, German instructors use such structures less frequently and the German data differ from the American data in some other aspects, such as the use of 'fresh talk' (Goffman 1981) and group vocatives.

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*Contrasting the rhetoric of digital genres in Brazilian Portuguese and English*

This paper will trace contrastive rhetoric research into various digital genres, carried out by MA and PhD students at the Universidade Federal Fluminense in Niterói, Brazil, in 2004. The analytical categories used for the research were taken from Functional Grammar, (e.g., Halliday & Matthiessen, 2004), from Martin & Rose (2003) and various suggestions for genre and text analysis (e.g. Bhatia, 2004; Hoey, 2001). The genres analysed in both Portuguese and English included letters-to-the editor sent by email, websites of Brazilian EFL franchise schools, novel blurbs Agony Aunt columns and on-line dating. Examples will be provided of both texts and analysis, as well as potential pedagogic implications.

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*¿Cómo se piden las cosas? Estudio pragmalingüístico de las peticiones en español y en alemán*

En la presente comunicación se analizan las distintas estrategias de cortesía en español y en alemán tal como se manifiestan en la realización del acto de habla de pedir. Por un lado se pretende investigar cuáles son los contextos socio-

pragmáticos que evocan la expresión de una petición en español y en alemán, y por otro lado se describen las diferentes estructuras internas de dicho acto de habla en las dos lenguas, con la finalidad de obtener unos datos empíricamente fundados que pueden ser utilizados en el aula para una enseñanza intercultural del alemán y del español como lenguas extranjeras.

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*Individual act-out or performance for global communication: Text-writing for art catalogues*

This paper reports the first results of on-going research on analysis of a corpus of texts published in contemporary art catalogues. A study will be made of some of the problems related to this specific field of research, and some basic ideas applying to this sort of text will be discussed. In order to make an accurate descriptive analysis of the texts selected for this corpus, the 'Corpógrafo' tools (see <http://www.linguateca.pt/corpografo>) will be used as this will permit a more consistent, responsive and comprehensive classification of possible writing trends for discourse level purposes. We also hope to demonstrate the relationship between this artistic discourse and the evolution of trends in contemporary art.

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*The epistemic inferences of discourse particles*

The epistemic inferences reflect the mental attitude of the speaker. Some discourse particles have this cognitive function; it is the case of English *well* and Romanian *păi* (cf. Jucker), or the case of the informal *like* (Rm. *sau (cam) a<sup>o</sup>a ceva*). The presence of cognitive inferences is signaled in the discourse by the temporary blockage of narrativity, or by a short sequence in which there is no new referential information, by some metarepresentation, and by the tendency to have agreements or disagreements. The contextual effects of these inferences are mainly elimination or emphasis of contextual assumptions (cf. Sperber & Wilson), or of previously asserted propositions. In this last case, they directly act upon the truth conditions of the sentences. The paper comparatively surveys the epistemic functions of *well* - *păi*, and *like* - *cam a<sup>o</sup>a ceva*, and tries to establish if these inferences are implicatures or explicatures.

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*Evaluation and subjectivity across languages*

In this paper we present a study of evaluation and subjectivity as expressed in texts in English and Spanish. The framework for the analysis of evaluation is Appraisal, which stems from work in Systemic Functional Linguistics (Martin 2000, White 2003). The texts selected are reviews collected from various websites, such as Epinions. The reviews rate movies, books, music, computers, hotels, cars, etc. A detailed Appraisal analysis of texts in both languages reveals the lexicogrammatic patterns and discourse structures involved in evaluating consumer products.

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*Intercultural communication in healthcare settings. A case study*

Our proposal deals with intercultural communication, or interdiscourse communication, as described by Scollon and Scollon (2002: 13): 'communication when members of different groups are directly engaged with each other'. The main purpose is to compare /contrast the standard structure for doctor - patient interaction in two different situations: a) doctor - patient interaction, b) Spanish doctor -immigrant patient who is not fluent in Spanish. We will concentrate on

the doctor's role. In previous studies (Valero-Garcés 2002, 2003, 2004), and from different perspectives, we have analysed the patient and 'interpreter' roles in triadic exchanges. The corpus used forms part of a larger corpus of audio taped recordings made in public services by the Group FITISPOS (Grupo de Formación e Investigación en Traducción e Interpretación en los Servicios Públicos) at the University of Alcalá, Madrid, Spain.

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#### *Who are 'we' in Russian and Finnish media texts?*

The aim of the paper is to discuss the construction of the concept of 'we' in Russian and Finnish media texts, particularly in news texts. The study is based on the theory and method of critical discourse analysis (Fairclough 1995, 2001; Fairclough & Wodak 1997). This approach allows to join together the analysis of linguistic features and the socio-cultural context of the text.

The role of the media in defining and constructing concepts such as ethnicity and identity is very today important (Wodak et al. 1999). It is interesting to find out what is said in news texts about these concepts, but it is more significant to analyze the ways in which it is said and why it is said. The study explores the linguistic means and functions used in Russian and Finnish news texts for categorizing and grouping 'us', our 'home' society and 'others', their societies.

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*Corpus, context and collocation in specialised translation: The case of the noun 'report' in biomedical articles*

This study used a specialised corpus to examine certain problematical lexical items in medical translation (Navarro 2000). Quantitative analysis compared the frequency of the lexical items used for 'report' in Spanish translations and Spanish native texts (see Williams 2004). Contextual analysis of the native language texts established the communicative and lexical settings in which they appear. These profiles were then used to assess the appropriateness of use in the translations (see Toury 1995). Significant excesses were found for informe / s and artículo / s, and a deficit for trabajo / s. 'Report' occurs in 3 basic settings: institutional; community and patient; and research. For research, there is an asymmetrical relation between trabajo / s and its English equivalents, since 'report / s' can usually be translated by trabajo / s, but the reverse is not true due to collocational restrictions. The study underlines the usefulness of a specialised corpus in raising awareness of the importance of context and collocation in determining lexical choice.

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*The generic structure of movie reviews in Finland and Poland*

This paper sets out to identify the generic pattern(s) of movie reviews published in the leading newspapers in Finland (Helsingin Sanomat) and in Poland (Gazeta Wyborcza). My research questions are the following: What are the

regularities and tendencies in the structure of movie reviews and how can they be classified? What kinds of movie review structures can be recognized in the Finnish and Polish data?

I compare the use genre-defining structural elements in both Polish and Finnish movie reviews in order to identify key elements in this type of discourse. Furthermore, I present various realizations of the abstract structure of movie reviews and describe their typology, which is a key to recognizing the conventions of the structural tendencies of movie reviews in Finland and Poland. Adopting a contrastive point of view, the study thus contributes to our understanding of the specific structural conventions of movie reviews in a particular professional context.

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*The 'Politeness' framework in the contrastive study of Polish and British commercials*

The theory of politeness formulated by Brown & Levinson (1987) seems to be the most extensive and detailed model, covering a wide variety of issues contributing to the linguistic expression of the phenomenon. It has been successfully used by many authors (e.g. Sifianou 1992) to account for the strategies used by communicators in a variety of contexts. The model has been developed to cover mainly the interpersonal, spoken type of communication. The present paper investigates the applicability of the theory to the description

of the advertising discourse. As a special form of communication, with an untypical assignment of roles of the sender and the addressee of the message, and the predominant persuasive function, it is expected to reveal different tendencies in the use of politeness strategies, both in the communication between the characters appearing in the commercials, and along the sender-addressee dimension. Frequent application of stereotyping in the construction of advertising messages is another possibly significant factor. For the illustrative purposes the study uses contrastive samples of data, in the form of British and Polish advertisements, in the hope to discover certain tendencies prevailing in the advertising communication within the Polish and English environment.

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### *Discourse anaphora in Romance languages*

In this paper, I present some properties of the discourse anaphora which are relevant in a contrastive and typological analysis: the relation between the syntactic and the pragmatic type (cf. Blackwell 1998, Huang 2000a,b), the importance of null anaphora, the degree of textual cohesion (redundancy, correlatives), the possibility to choose among null anaphora, personal pronoun, and demonstrative expression, the modes of disambiguation, and the tendency to transform other items into anaphoric elements. Special attention is devoted to the demonstrative pronouns (cf. Kleiber 1994, Corblin 1998) and their frequency in use as anaphoric correferentials or as instruments of categorial reprise, reflecting thematic shifts, indicating narrative distance (Tasmowski 1990), etc. The examination of the discourse anaphora in the Romance languages - mainly Romanian, Italian, French, with references to Spanish, Catalan, Portuguese -, on the basis of a recent press corpus, will conduce to some theoretical conclusions concerning the typological and contrastive approach applied in discourse analysis.

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## **GRAMMAR**

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*Parsers know which parts of the grammar they can trust*

The pattern illustrated by a string of the form *She shot the servant of the actress who was on the balcony* has been the major battleground for models of syntactic processing ever since it was proved that British and Spanish people processed it differently. The structure in question is ambiguous between an interpretation in which the RC adjoins to the first noun in the complex NP (servant) and another in which it adjoins to the second (actress). The cross-linguistic disparity undermined the validity of universal strategies like Late Closure and, in so doing, it launched a quest for true universal principles. Here I intend to examine what the new theories reveal about the nature of syntactic processing and to argue for a radical hypothesis: namely, that the emotional index of the nouns making up the complex NP may interfere with presumably autonomous syntactic processing.

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*El rasgo (anterioridad) en francés, castellano y gallego*

La configuración del sistema temporal verbal del castellano lleva a distinguir dos funciones gramaticales de anterioridad simple primaria: la anterioridad al punto cero (vehiculada por el pretérito perfecto simple: canté) y la anterioridad a una referencia de no anterioridad y de no posterioridad al punto cero (vehiculada por el pretérito perfecto compuesto: he cantado). El sistema francés literario presenta las dos mismas funciones, correspondientes respectivamente al passé simple y al passé composé. Pero el sistema francés standard presenta, como es bien sabido, la desgramaticalización de esa oposición, es decir una única función de anterioridad primaria sin referencia de posterioridad, vehiculada por el passé composé. El sistema temporal verbal gallego siempre tuvo una única función de anterioridad simple, expresada por la forma cantei. La influencia del sistema temporal gallego en castellano hablantes gallegos hace que reduzcan las dos funciones a una sola, expresada por el pretérito perfecto simple. Ello hace que ahí donde el francés standard utiliza el passé composé, en castellano se tenga que introducir la distinción entre dos funciones distintas.

Pero un castellanohablante gallego, en la mayoría de los casos, sólo tiene que utilizar una forma simple (canté) para traducir la forma compuesta del francés (j'ai chanté).

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*Nouvelles tendances dans la composition nominale: Français, allemand et espagnol mis en contraste*

Notre travail aborde l'évolution de différentes phrases prépositionnelles en français qui se transforment en un nouveau modèle morphologique de composition nominale. Dans une phase initiale, ces nouvelles unités ont été observées non seulement en fonction de leur dynamique flexionnelle mais aussi à travers leurs processus de composition. L'objectif est de découvrir jusqu'à quel point ces évolutions spontanées gèrent des règles morphologiques intériorisées par les locuteurs. À l'analyse de ces nouvelles unités, nous avons ajouté une étude contrastive intégrant l'espagnol et l'allemand et basée sur un corpus élaboré à partir de recherches sur Internet. Il s'agit là de vérifier si les locuteurs de ces langues opèrent avec ces nouveaux éléments de la même façon qu'avec le reste de compositions nominales, indépendamment de leur origine distincte.

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*Análisis contrastivo del artículo en español y en vasco*

En este trabajo comparamos la semántica y la distribución del artículo en español y en vasco y analizamos, en concreto, dos casos en los que el artículo está ausente en español pero aparece en vasco: las expresiones con nombres discontinuos o continuos en plural en posiciones regidas (He bebido vino/Ardo-\*(a) [Art.] edan dut) y los predicados nominales (Soy pequeño/Txiki-\*(a) [Art.] naiz). Propondremos que en el primer caso el artículo del vasco funciona como un cuantificador existencial (Cuan) que en español no se realiza fonéticamente pero está presente (Pred pequeño). Cuan vino). En el caso de los predicados nominales supondremos que el artículo del vasco es aquí una 'marca de predicación' (Pred), que de nuevo no tiene realización fonética en español (Txiki-aPred naiz/Soy en la estructura (Ardo -aCuan edan dut/He bebido ).

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*The syntactic position of the perceived participant in the infinitive construction: A comparative analysis Spanish – French*

The direct perception of an event is generally represented by the construction perception verb + perceived participant SN2 + infinitive. In Spanish and in French, the position of the perceived participant varies; it can be anteposed (a) or postposed (b) to the infinitive: (a) Oigo (a María)SN2 cantar; J'entends (Marie)SN2 chanter (b) Veo llegar (a María)SN2 ; Je vois arriver (Marie)SN2. In this presentation, I will examine the various factors -morphosyntactic, pragmatic, semantic and lexical ones- which determine the syntactic position of the perceived participant SN2. Based on a large corpus -containing about 7000 infinitive constructions- I will show that, although at first sight Spanish and French prefer different word orders, a more universal conceptual parameter explains some striking analogies, namely the modality of perception of the main verb. The interdependency between the grammatical structure of the infinitive construction and the extralinguistic and conceptual properties of the perception process constitutes my main topic.

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*EPP-features, nominative case and Western Romance languages*

It is generally assumed that interrogative sentences show some type of T-to-C movement in Romance languages and in English in order to account for the position of the subject with respect to the verb. However this is not so clear in the Romance languages. Spanish, as well as Galegan and Asturian, shows an 'inverted' order also in non-interrogative context, in which no T-to-C movement is proposed. Minimally, this lack of T-to-C movement in these contexts would also account for the same distribution in the interrogative sentences; hence, no T-to-C movement is assumed in any context; therefore, we propose that the subject remains in [Spec, vP], never raising to [Spec, TP] any time, and the verb does not raise any higher than T. If such is the case that subjects never raise in Spanish to [Spec, TP], a question regarding the EPP feature of T is at stake, and also the checking of the Case that the subject DP bears.

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*Case and VP structure in Infinitivals*

Traditionally literature assumes that Tense is present in all propositions, but bears Case feature only in finite ones. However, that is not the case in some languages. Namely Nominative case is checked in Asturian, Galegan and Spanish infinitival clauses, as well as Ergative and Absolutive cases are in Basque, as if these non-finite sentences bore [+T] feature. The purpose of this paper is to show that infinitivals in these languages have different properties than the ones traditionally assumed. Assuming that there exist different types of vP, these different properties of the infinitivals will depend on the features this vP bears and licenses

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*Elementos para un análisis contrastivo / comparado español / francés*

En nuestra investigación presentaremos los resultados de una investigación cuyo objetivo reside en la búsqueda de los términos necesarios para elaborar un glosario pertinente en el ámbito del análisis contrastivo / comparado en francés y español. Inicialmente hemos seleccionado los siguientes términos: 'gramática', 'lingüística', 'comparación', 'contraste' y sus derivados. En un segundo tiempo, hemos incorporado progresivamente otros términos: 'dificultad', 'error' e 'interferencia'. Hemos realizado la búsqueda en diccionarios y enciclopedias en

ambas lenguas. Dentro de este amplio espectro de fuentes y materiales, hemos establecido la distinción entre obras de carácter etimológico, general y especializado. No se trataba pues un mero listado de términos, sino de elaborar un repertorio conceptual argumentado. El trabajo está encaminado a justificar, definir e interrelacionar esos conceptos básicos para una mejor comprensión de la terminología en los análisis contrastivos / comparados.

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*The semantics of 'middle marking' in German and Spanish*

The detransitivizing clitics *se* and *sich* function as 'middle markers' in Spanish (eg 'Este libro se lee bien') and German (eg 'dieses Buch liest sich gut'). In both languages the non-referring clitic seems to be indicative of the syntactic operation by which the agent is deprofiled and the subject is presented as affected. Following Kremer (1993), I will try to describe the 'situation types' and semantic verb classes associated with middle marking in the two languages studied. Hopefully, the cross-linguistic generalizations of this study will help to account for the felicitous uses of the middle construction in languages such as English, which is not a middle-marking language. On the other hand, this analysis will be instructive to analyze the function of the detransitivizing Spanish clitic *se*, which marks both the derivation from transitive to intransitive and from transitive into passive in this language

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*'Aussi' versus 'ook'. Une analyse contrastive de deux adverbes polyfonctionnels (français / néerlandais)*

C'est un fait connu que la plupart des adverbes permettent plusieurs emplois, qui se distinguent à la fois sur le plan de la syntaxe et de la sémantique / pragmatique. Comme, d'une langue à l'autre, les spectres d'emploi des adverbes correspondants ne se recouvrent pas nécessairement, les adverbes polyfonctionnels posent un problème d'ordre contrastif. Tel est le cas de *aussi* et de son équivalent néerlandais *ook*. Dans cette contribution, nous proposons une analyse en miroir des différents emplois de *ook* / *aussi* (qui se situent à différents niveaux de la hiérarchie phrastique). Au-delà des constats descriptifs, l'analyse nous conduira à des différences structurelles (syntaxiques) plus générales entre le français et le néerlandais, ainsi qu'à des observations relatives au degré de grammaticalisation des deux adverbes en question

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*Construing emotive processes in English and Spanish: A contrastive study*

The domain of emotion can be construed differently across languages and cultures. This paper examines the main properties which characterise emotive processes in English and Spanish both in their semantic characterisation and in their grammatical realisation, pointing out their similarities and their differences. Some of the properties investigated are the type of phenomenon involved, the directionality of the process configuration, the possible alternative construals of the emotion as a quality, the scalability of emotive processes, and their metaphorical reification as things. The study is based on the analysis of samples of monolingual (English and Spanish) and translation corpora which provide empirical evidence for the patterns of use in both languages, complemented with the consultation of dictionaries.

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*Construcciones causativas en español y en alemán*

En este trabajo se estudian construcciones en las que un verbo opera sobre el infinitivo de otro, aportando un valor causativo (factitivo o permisivo) a la cláusula. Los verbos hacer y dejar en español y lassen y machen en alemán se combinan con grupos de infinitivo y forman construcciones complejas de este tipo, que han recibido análisis sintácticos poco homogéneos en las gramáticas de ambas lenguas. En nuestra comunicación examinaremos una serie de ejemplos de corpus y aportaremos algunas conclusiones con el fin de aclarar las relaciones sintácticas y semánticas entre los verbos finito e infinito, poniendo especialmente de relieve los contrastes existentes entre las construcciones causativas del español y del alemán.

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*A contrastive study of the use of 'who' and 'whom' in American, British and New Zealand English*

As is well known, the interrogative and relative pronoun who is often found in Present-day English in object and prepositional complement functions, thus encroaching upon the territory of whom (Kaye 1991, Givón 1993). From this it

follows that there exists variation between both pronouns which seems to be conditioned by matters other than purely syntactic ones. In order to prove such a statement, I will examine, through a corpus based study, in which contexts – stylistic, syntactic and geographical- who and whom are found in variation, and I will look for potential preferences for either who or whom in contemporary American, British and New Zealand English. Data will be drawn from the following sources: the FROWN and CSPAE for American English, the FLOB, COLT and LONDON-LUND for British English and the WWC and WSC for New Zealand English.

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*La position des circonstants dans la phrase en français et en néerlandais: étude comparative à partir de l'organisation pragmatique de la phrase*

L'étude met en œuvre le couple de notions non focalisable ( foc) et focalisable (+foc), qui peut être appliqué non seulement aux constituants phrastiques, mais aussi à la phrase même. La phrase française contient une partie foc et une partie +foc, séparées l'une de l'autre par la position de la particule de négation pas; en néerlandais, la phrase entière, à l'exception des deux positions périphériques, est +foc. En français, la caractérisation des positions phrastiques et la caractérisation des circonstants coïncident: les positions +foc ne peuvent abriter que des circonstants +foc; les circonstants foc occupent toujours une des positions foc, qui, elles, peuvent cependant contenir des circonstants +foc si ceux-ci ne sont pas focalisés. En néerlandais, par contre, les positions +foc peuvent abriter des circonstants +foc ou foc, tandis qu'une des deux positions foc exclut certains types de circonstants foc.

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*Paralelismos existentes entre las estructuras escindidas y pseudoescindidas en francés y en español*

A lo largo de la historia de la lingüística el fenómeno de la escisión ha sido tratado de formas muy diversas. esta diversidad ha afectado incluso a la terminología. Ciertas corrientes han estudiado siempre de forma paralela dos tipos de estructuras: escindidas y pseudoescindidas. El objetivo de nuestro trabajo es establecer estos paralelismos dentro de la lengua francesa. Intentaremos establecer un análisis contrastivo entre ambos tipos de estructuras puesto que, las dos tienen elementos comunes que las acercan y también

presentan algunas diferencias. En una segunda parte de nuestro trabajo, pretendemos establecer un segundo análisis contrastivo entre dos lenguas: el francés y el español. Desde nuestro punto de vista, el español sólo posee una de estas dos estructuras: la pseudoescindida. Intentaremos demostrar esta teoría a través del contraste con la lengua francesa.

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*Typological comparison of the prepositional object in Dutch and Italian*

My research consists of a typological comparison between Dutch and Italian grammatical categories. As a theoretical basis I have chosen functional grammar (Givón, Dik, Payne). The starting-point of my research is the questions that have arisen during my teaching of Dutch to Italians. Some of these are impossible to answer without having a deeper insight into the different structures of both languages. In my presentation I want to examine whether the traditional Dutch category prepositional object corresponds to a prototypical grammatical function and if, from a cross-linguistic point of view, it is useful to distinguish it from the directional and locative prepositional objects (adverbial complements). On the basis of a division of the verbs into semantic categories, I will investigate which of the quite different semantic roles that are covered by these arguments are realized as a direct or as a dative indirect object in Italian.

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*Continuative aspect in French and Dutch: Comparison and grammaticalization*

With this paper, I would like to address the issue of continuative aspect as it is expressed by various grammatical, semantic and morphological means in French and Dutch. The aim is to examine this from a contrastive point of view and within the frame of grammaticalization theory (Bybee 1994, Heine 1993). In Dutch, continuity is expressed mainly by the partially grammaticalized verb *blijven* (litt. 'to stay'), but one also disposes of an entire range of morphological means, such as the (locative) prefixes *voort-*, *door-* or *verder-*. In French, continuity is expressed solely by the verb *continuer à / de*. These differences will be described and illustrated with examples from a contrastive corpus of literary and journalistic texts. All the while drawing some parallels with the expression of progressive aspect (Mortier 2004, 2005), we will examine whether the claim that French is a 'more grammaticalized' language than Dutch or Spanish (Lamiroy 2001, Laca 2004) also stands for continuative aspect.

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*Algunos 'hechos' en español y en italiano: Evidencialidad y factividad en la nominalización*

Proponemos un estudio contrastivo español-italiano de los nominales complejos en que una oración subordinada aparece como complemento del nominal 'interpretador' *hecho / fatto*. La especificidad estructural y funcional de esta estrategia de nominalización en las dos lenguas se puede valorar observando las relaciones de variación que se establecen con respecto a otras estructuras similares. En español destaca el hecho de que estas relaciones son mucho más variadas y abarcan los casos, no admitidos en italiano, en que la cabeza de la estructura nominal es un artículo masculino o neutro. Nuestra hipótesis es que para el análisis de esta variación sintáctica sean pertinentes distinciones de factividad y evidencialidad: frente al italiano, el español manifiesta mayor sensibilidad gramatical hacia estos parámetros semánticos, que se han demostrado relevantes también en otros dominios de variación gramatical (ej. el fenómeno del (de)queísmo y el uso del subjuntivo).

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*'Dire' et 'répondre', un couple à comparer*

Toujours dans le cadre de notre projet de recherche sur 'Les constructions verbales du français de la presse», nous essaierons dans cette étude d'établir les différents schèmes syntaxiques et sémantiques des deux verbes afin de déceler les ressemblances et les différences de construction. Des données à propos de la caractérisation des constituants fonctionnels en cause seront fournies, notamment à propos du sujet et de l'objet, ainsi qu'un tableau de fréquences d'emploi.

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*Comportamiento de algunos verbos de causa externa e interna en inglés y español*

McKoon y MacFarland (2000) analizan la estructura sintáctica y semántica de un grupo de predicados verbales del inglés utilizando como prueba principal el estudio de las propiedades de los argumentos seleccionados por cada tipo de predicado. Su objetivo básico es el de ofrecer un diagnóstico que ayude a

distinguir claramente entre los verbos que poseen una causa externa (break, cook) responsable del cambio que se produce en el objeto y los que tienen una causa interna (bloom, blossom), caracterizados por el hecho de que la acción se puede ejercer sin la intervención de un agente externo. El objetivo de mi trabajo consiste en comparar los resultados obtenidos por McKoon y MacFarland en inglés con los datos de predicados verbales del español, con el fin de ofrecer una propuesta en torno a las diferencias y semejanzas entre ambas lenguas.

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*Modals and prototypes: English and German in contrast*

One approach to contrastive linguistics is to set up typological categories and then to compare languages in relation to these categories. We argue that this should be done using a prototype model, and we apply this model to the category of modality. We propose a set of criteria which identify the core of modality. When English and German modal verbs are analysed with respect to the criteria, some of them turn out to meet all the criteria and can be said to have a high degree of modality. Others, however, frequently fail to meet the criteria and are therefore not core members of the category – in other words, they have a low degree of modality. Our analysis sheds new light on several differences between modals in English and German. Using data from a translation corpus, our analysis can explain some contrasts between CAN and KÖNNEN, and between SHOULD and SOLLEN.

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*O (macro)papel semántico de experimentante: Análise descritiva-contrastiva*

As gramáticas adoitan presentar o experimentante como a entidade (+animada) en que se opera algún tipo de mudanza interna ou externa. Esta definición xenérica pode servir de base a múltiples teorizacións sobre o tema, contrastables entre si. Dende esta premisa e tomando como base contidos do galego, enriquecidos e contrastados con datos doutras linguas, trataremos os seguintes puntos: 1. A caracterización e delimitación do papel semántico de experimentante fronte a outros que interaccionan coma o de afectado. 2. Algunhas estruturas semántico-sintácticas prototípicas do papel semántico que nos ocupa. En paralelo con isto, examinaremos e contrastaremos a relación que se produce na construción entre, por unha banda, o papel de experimentante e pola outra a voz, a actualidade, o control e a animación do suxeito, a orde e o

número de argumentos da cláusula en que funciona este papel semántico, o carácter activo e progresivo do predicado e / ou da construción, etc.

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*Raumsensibilität und Binärlogik. Die kognitive Basisstruktur bei Dativ- / Akkusativkonkurrenz als Besonderheit des Deutschen*

Es gibt bis heute noch keine befriedigende theoretische Lösung der Frage, wie im Deutschen bei Dativ- / Akkusativkonkurrenz die Kasuswahl begründet werden kann. Bisherige Erklärungsentwürfe (etwa Leys, Langacker/Smith, Willems) haben zwar Fortschritte und Einsichten in dieser Frage erarbeitet, bleiben aber dennoch unbefriedigend. Der Autor davon aus, dass die Kasuswahl von sich überlappenden heterogenen kognitiven Strukturierungs- und Entscheidungsprozessen bestimmt wird, deren Grundcharakter mit den Begriffen Raum-sensibilität und Binärlogik zu fassen ist und die bezüglich der linguistischen Forschung auf nicht nur eine, sondern unterschiedliche Forschungsperspektiven (Langacker, Fillmore, Weisgerber, Trubetzkoy) verweisen. Für die kontrastive Linguistik interessant ist der Einblick in ein typisch deutsches Phänomen, was Fremdsprachlernern seit eh und je grosse Probleme bereitet.

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*Los 'distributivos aleatorios' en rumano y en francés*

Nos proponemos hacer un estudio contrastivo, desde una perspectiva morfosintáctica y semántica, de los indefinidos denominados 'distributivos aleatorios' (cf. Marc Wilmet), fuente de errores de interferencia para los rumanos que aprenden el francés. El rumano dispone de una serie completa y homogénea de formas: oricine, orice, oricare, oriunde, oricând, oricum, oricât (formas compuestas con el elemento invariable ori seguido por un pronombre/adjetivo/adverbio interrogativo-relativo), que pueden funcionar sea como términos autónomos sea como elementos que introducen una subordinada concesiva. El francés cuenta con una serie de términos compuestos: n'importe + qui / quoi / lequel / quel / où / quand / comment, utilizados como términos autónomos, y una serie de términos correlativos, utilizados en las subordinadas concesivas: qui / quoi / quel / où / quelque...que. También señalaremos la situación de otras lenguas romances (español e italiano).

**VAN GOETHEM, KRISTEL**

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*A contrastive study of French and Dutch preverbs*

Words as *contre / tegen, sur / op, entre / tussen, pour / voor* and *par / door* can be considered as matching pairs when they are used as prepositions: e.g. *le livre **sur** la table / het boek **op** de tafel*. However, used as preverbs these similarities seem to be much weaker: e.g. ***surestimer** quelque chose / iets **overschatten***.

On the basis of quantitative data resulting from our corpus research, we will investigate this specific phenomenon. On a morpho-syntactic level, on the one hand, we will show that French and Dutch preverbs appear in different types of constructions. The thin boundaries between preposition, postposition and adverb in Dutch play an important role in this issue. On the semantic level, on the other hand, it will be made clear that prepositions in preverbal use can develop new, often aspectual, meanings, but that this resemantization process does not necessarily follow the same paths in French and Dutch.

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*Perífrasis verbales del español y rumano: correspondencias y vacíos léxicos*

En esta comunicación nos proponemos mostrar los mecanismos de los que dispone el rumano para expresar lo que en español se expresa a través de la perífrasis verbal (PV) aspectual. Hemos partido de 30 PV del español que hemos clasificado según la propuesta de Co<sup>o</sup>eriu 1996. Se ha observado que el recurso más habitual del rumano es la PV construida con el subjuntivo -verbo conjugado +verbo en subjuntivo- pero en los casos en que no se da la correspondencia entre una PV española y una PV del rumano, éste se sirve de otros recursos sintácticos -verbos léxicos + locuciones adverbiales o sintagmas preposicionales de modo, tiempo o de cantidad que funcionan como adverbios-, morfológicos -verbos conjugados en futuro- y léxicos -la locución verbal. Además, se ha observado que existen vacíos semánticos, es decir, algunas categorías aspectuales del español no tienen correspondiente en rumano.



## **LEXICOGRAPHY / LEXICOLOGY**

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*Calquing: A means of terminological enrichment*

This paper investigates a widely practiced process of term-formation in modern standard Arabic (MSA), particularly in technical fields, namely calquing. This process, also known as loan translation, which typically consists in the direct, morpheme-for-morpheme translation of foreign terms, is looked at in light of various linguistic and extralinguistic factors. Depending on the morphological nature of the Arabic counterpart resulting from this process and the extent to which it reproduces the source language (SL) term, the study identifies seven types of calques: full, partial, semantic, compound, hybrid, and acronymic calques, in addition to foreign-induced neologisms. In the course of the discussion, ample examples are provided to illustrate and support the views and arguments put forward

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*Verbs of dying in English and Hungarian: A contrastive, corpus-based study of near synonymy*

This case study of near synonymy provides a multi-feature, corpus-based analysis of 'verbs of dying' in English and Hungarian, wherein the relational, selectional, collocational features, as well as the conceptual frame- and script relatedness of a set of verbs belonging to this lexical field are studied in contrast. The analysis is corpus-based, with COBUILD's Bank of English, the BNC, and the Hungarian National Corpus serving as basic sources of the data interpreted. The corpus-based analysis will be contrasted with the representation of 'verbs of dying' in six monolingual learners' dictionaries of English and three Hungarian dictionaries, and they will also be studied against the results of data of the psycholinguistic testing of the nature of lexical storage performed with 40 native speakers of English and Hungarian as experimental subjects.

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*Las expresiones fijas con numeral. El valor simbólico a través de las lenguas*

Partiendo de los trabajos de Dobrovol'skij (Dobrovol'skij / Piirainen 1997; Dobrovol'skij 1997) sobre el valor simbólico de las expresiones fijas en diversas lenguas (alemán, neerlandés, el dialecto del Westmünsterland, inglés, ruso, finlandés y japonés), queremos seguir investigando el significado de las expresiones fijas con numeral, ya que presentan, a nuestro parecer, un comportamiento algo diferente en las lenguas que nos proponemos estudiar (castellano, catalán, portugués, francés). Prestaremos especial atención a los numerales dos y cuatro y las variantes que presentan en dichas lenguas. Efectuaremos nuestro análisis con la ayuda de los diccionarios fraseológicos pertinentes y comprobaremos los resultados a partir de consultas al CREA y una encuesta realizada entre hablantes bilingües del catalán y castellano. Dobrovol'skij, Dmitrij / Piirainen, Elisabeth 1997: *Symbole in Sprache und Kultur. Studien zur Phraseologie aus kultursemiotischer Sicht*. Bochum: Universitätsverlag Dr. N. Brockmeyer. Dobrovol'skij, Dimitrij 1997: *Idiome im mentalen Lexikon. Ziele und Methoden der kognitivbasierten Phraseologieforschung*. Trier: WVT Wissenschaftlicher Verlag Trier. García-Pagé Sánchez, Mario 2000: *El numeral en las expresiones fijas*. En: Corpas Pastor, Gloria (ed.): *Las lenguas de Europa. Estudios de fraseología, fraseografía y traducción*. Albolote: Comares, 197-212.

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*Criterios para una lexicografía bilingüe de falsos amigos*

Este trabajo se propone analizar las cuestiones básicas que se plantean a la hora de la elaboración de un diccionario de falsos amigos. Estas reflexiones proceden de la experiencia práctica en la elaboración de un diccionario de falsos amigos alemán español, pero son fácilmente trasvasables sus resultados en el dominio lexicográfico de los falsos amigos a cualquier otro par de lenguas. Las siguientes cuestiones a tratar afectan a la macroestructura del diccionario, esto es, cómo se ha confeccionado el corpus, qué criterios se han seguido a la hora de la elección de las palabras, qué similitud formal han de tener los pares para que puedan ser definidos como falsos amigos, cómo ha de ser la vecindad semántica o incluso si ésta es necesaria y en qué medida y según que criterios ha de aceptarse variantes dialectales, tecnicismos y variantes diastráticas. En lo que respecta a la microestructura del diccionario, se tratarán las siguientes cuestiones: criterios más apropiados para la clasificación de los falsos amigos, la estructura sobre la base de diversos equivalentes traductológicos o sólo en base a divergencias semánticas, qué indicaciones han de figurar, nivel de lengua, connotaciones, y

en qué medida equivalentes de traducción y sinónimos y ejemplos ilustrativos son necesarios.

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*Intercambio léxico-semántico entre la lengua francesa e inglesa en dominios específicos*

En este trabajo haremos un estudio contrastivo de las lenguas francesa e inglesa en tres dominios específicos. Analizaremos las relaciones léxicas y semánticas de estas dos lenguas primero, en la terminología del marketing y la publicidad como disciplinas académicas en las que se evidencia la predominancia del inglés. También compararemos el léxico utilizado en el mundo deportivo, desde juegos y actividades más tradicionales que en su día aportaron neologismos y préstamos especialmente en la lengua francesa y a cuya expansión contribuyeron en gran medida los medios de comunicación. Y por último, nos centraremos en el léxico gastronómico, que aunque es un vocabulario fuertemente marcado por los aspectos culturales, ha traspasado también fronteras lingüísticas por razones históricas y de prestigio.

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*Estudio comparado de ciertos términos de la familia semántica de calidus*

El objetivo del presente trabajo es la realización de un estudio comparado de ciertos términos, relacionados semánticamente con el latín calidus, en varias lenguas romances, principalmente en español y en francés. El punto de partida lo constituyen los términos latinos calor, calidus, calere y calefacere, a partir de los cuales se han generado una serie de términos de la misma familia semántica en diferentes lenguas romances. La lengua francesa se caracteriza por la coexistencia de dos series de términos que suponen la palatalización o la no palatalización de la consonante /k/ inicial latina. El estudio comparado pone de manifiesto que existen diversas circunstancias que hacen que no siempre se de una correspondencia exacta término a término entre las lenguas comparadas.

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*CorpLex: Blueprints of a basic corporate dictionary and editing system*

So far there has been little focus on corporate lexicography, and that is in fact quite unfortunate. Specialized terminology and elitist language technology

alone are obviously not enough. Nor are insubstantial corporate communication strategies and policies. What the ordinary employee wants is easy access to data from at least three levels: the lexical, the syntactical, and the textual level in order to communicate effectively. This paper makes the case for corporate lexicography and contends that corporate lexicography and corporate communication separately will not do the job. Instead, the paper advocates a convergence of considerations from both fields, and it outlines how a combination of a number of theoretical considerations leads to value-adding solutions. Finally, the paper outlines and discusses the blueprints of an integrated basic corporate dictionary and editing system.

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*Manipulation in translation: The case of Orwell's newspeak compounds*

This paper puts forward a critical analysis of the Spanish translation of the set of items described as 'the B vocabulary' in the appendix of Orwell's Nineteen Eighty-Four, basically Newspeak full compounds (thoughtcrime, doublethink) and abbreviated or clipped compounds (Ingsoc, Recdep, Minipax). The interest of the topic lies in the fact that the accurate rendering of these items into any language must overcome two important difficulties. Firstly, the language-specific nature of those neologisms, since the guiding principles for their creation are euphony and the possibilities of phonic and graphic shortening in the source language. Secondly, and most importantly, the semantic connotations inherently associated to the process of shortening: as explained in the appendix, these words are deliberately created to impose a mental attitude; the items formally shortened undergo a simultaneous process of semantic shortening which prevents undesirable associations. By means of the analysis of particular examples, the paper reviews the different methods of translation resorted to (f. ex. literal renderings and borrowings) and examines the accuracy of the results, that is, whether the translation successfully conveys the feelings of dullness and formal and conceptual restraint that pervade the original.

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*El comportamiento específico del artículo en las frases idiomáticas del alemán. Un estudio contrastivo con respecto a los sintagmas libres*

En este estudio empírico se analiza el comportamiento del artículo determinado, indeterminado, así como del artículo cero sobre la base de un corpus de 1385

fraseologismos alemanes. El objetivo de este análisis está en determinar cuáles son los puntos de divergencia con respecto al uso de cada uno de los tres tipos de artículo en sintagmas libres no fraseológicos. Se verá, asimismo, el papel que desempeña el factor de la fijación diacrónica convencionalizada y el de la motivación semántica o gramatical.

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*Semantic anglicisms in contemporary Spanish: A lexical-pragmatic approach*

Although semantic anglicisms have been for a long time the object of study of different linguistic disciplines, little has been said so far about the pragmatic processes involved in the interpretation of these foreign uses, nor about the role they play in semantic change in Spanish. In this paper, these less explored aspects of semantic anglicisms are dealt with from the theory of lexical pragmatics, a newly-developed branch of linguistics that studies the processes by which, within a given language, linguistically-specified word meanings are modified in use. The paper sets out to demonstrate, in the first place, that the inferential processes that lexical pragmatics deals with are not too different from -and consequently can be used to account for- those involved in the comprehension of semantic anglicisms in Spanish; after all, in both cases the inferential operations are triggered by the search for relevance. In the second place, the paper goes on to establish a further connection between these types of process by showing how just as the repeated application of some lexical-pragmatic operations may lead to semantic change, so too the repeated use of many semantic anglicisms in Spanish may eventually result in the extension of the denotational range of their respective 'host' words and their inclusion in the Spanish lexicon, e.g. Sp. *ingorar* ('not to pay attention to sb/sthg') < Eng. *ignore*.

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*A lexical-syntactic study of cooking verbs in English and Spanish*

This work presents a contrastive semantic-syntactic study within the framework of the Lexical Grammar Model (Mairal (2004); Mairal and Cortés Rodríguez, in

print; Mairal & Faber (2002); Mairal & Van Valin (2001); Faber and Mairal (1999)). The LGM conceives lexical templates as a means of lexical representation that accounts for the syntactic and enriched semantic features describing those predicates and allowing for the capture of their syntactic and morphological phenomena. We also explain the semantics to syntax linking of those verbs by applying the Lexical Template Modelling Process (Mairal 2004) which operates upon the application of lexical rules that govern the mapping between the different syntactic structures and their corresponding lexical templates derived from the canonical lexical template codified by a lexical class.

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*Hacia una tipología de los falsos amigos*

El fenómeno de identificación de dos vocablos pertenecientes a dos lenguas diferentes por su parecido formal, pero con significados distintos, se denomina falsos amigos. No es tarea fácil la de la elaboración de una tipología de falsos amigos y ello porque son diferentes las circunstancias que dificultan tal labor. La primera y, tal vez más importante, es la dimensión individual del fenómeno, puesto que es el hablante el que constituye el punto de contacto entre dos lenguas. Ahora bien, la capacidad asociativa del hablante siendo ilimitada es en cierto modo predecible. En efecto, teniendo en cuenta la dimensión lexicológica y contrastiva del fenómeno, podemos llegar a señalar posibles zonas de interferencia entre lengua materna y segunda lengua atendiendo a criterios formales, semánticos y etimológicos.

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*Intercambio léxico-semántico entre la lengua francesa e inglesa en dominios específicos*

En este trabajo haremos un estudio contrastivo de las lenguas francesa e inglesa en tres dominios específicos. Analizaremos las relaciones léxicas y semánticas de estas dos lenguas primero, en la terminología del marketing y la publicidad como disciplinas académicas en las que se evidencia la predominancia del inglés. También compararemos el léxico utilizado en el mundo deportivo, desde juegos y actividades más tradicionales que en su día aportaron neologismos y préstamos especialmente en la lengua francesa y a cuya expansión contribuyeron en gran medida los medios de comunicación. Y por último, nos centraremos en el léxico gastronómico, que aunque es un vocabulario

fuertemente marcado por los aspectos culturales, ha traspasado también fronteras lingüísticas por razones históricas y de prestigio.

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*'Hidráulico' o 'fontanero'? En torno a los 'falsos amigos' del griego y el español*

En primer lugar, se dará una definición del grupo de palabras llamadas 'falsos amigos' a partir del término 'transparencia engañosa' (deceptive transparency) que introdujo Batia Laufer. También se examinará el papel que pueden desempeñar estas palabras para el estudiante de una lengua extranjera. En segundo lugar, el estudio se centrará en los falsos amigos entre el griego moderno y el español con una propuesta de clasificación: 1) Palabras que tienen un origen etimológico común. Estas, a su vez, se dividen en dos subgrupos: a) palabras que son a la vez convergentes y divergentes en cuanto a su significado y b) palabras que presentan una total divergencia de significado y uso entre el griego y el español. 2) palabras que no comparten ninguna etimología común y cuya forma parecida es sólo accidental. Para cada grupo se darán ejemplos concretos de pares de falsos amigos del griego y el español.



## **PHONETICS / PHONOLOGY**

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*The role of voicing contrast in consonant-tone interaction*

Contrast in the voicing of consonants plays a major role in determining what consonants participate in consonant-tone (CT) interaction. CT interaction most commonly involves the insertion of low tones or the blocking of high tones after voiced obstruents. However, the consonants that trigger the tonal effect, referred to as depressor consonants, are not restricted to voiced obstruents. Languages differ in their sets of depressor consonants when it comes to the consonants that are not contrastively voiced, namely, the sonorants, prenasalized stops, implosives, and even glottal stop. The generalization is that in languages with CT interaction, contrastively voiced consonants are universally depressors and contrastively voiceless consonants universally nondepressors, but noncontrastively voiced obstruents differ in their status on a language to language basis.

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*A fronteira xeográfica do Miño: ¿Tamén fronteira prosódica?*

Dentro do marco do proxecto AMPER (Atlas Multimédia Prosódique de l'Espace Roman), que ten por obxectivo o estudo da variación prosódica nas linguas románicas, propómonos presentar o estudo dun caso exemplar de variación entoacional nos dous lados do Miño –o Alto Minho portugués e o Baixo Miño galego. Grazas aos corpora comparables que este proxecto nos fornece, podemos confrontar os datos de frecuencia fundamental, duración e enerxía correspondentes ás modalidades oracionais enunciativa e interrogativa destas dúas variedades lingüísticas. Partindo do presuposto de que a entoación máis común do galego é diferente dos modelos entoacionais normalmente presentados para o portugués, comparamos as realizacións galega e portuguesa, co fin de verificarmos se esa distinción se mantén ou se a fronteira entre os dous Miños non constitúe unha barreira en termos prosódicos.

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*Vowel harmony - solely a phonological phenomenon?*

The present work examines the role of the vowel harmony in the process of loan word adaptation in Hungarian. We have taken into account recent borrowings from English and we have examined and analyzed the re-adjusting (if any) that they undergo, so that they would fit in the phonotactic requirements of Hungarian, focusing primarily on the employment of vowel harmony. The aim is to show to what extent vowel harmony regulates this process and whether the occurrence of anti-harmony (i.e. words in which vowel harmony is violated) is not merely an exception from the rule, but bears an additional, lexical role as well.

## **SECOND LANGUAGE ACQUISITION**

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**ALEXOPOULOU, ANGELICA**

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*Análisis de errores seudolongitudinal en la interlengua escrita de hablantes no nativos de español de origen griego*

Este trabajo presenta la evolución interlingüística comprobada a partir de un corpus de errores morfosintácticos producidos en la interlengua de aprendientes de español de origen griego en su expresión escrita como resultado de un estudio seudolongitudinal que adopta el método del análisis de errores, realizado en el marco de un contexto de instrucción formal; a partir de estos resultados se establece una jerarquía de dificultades basada en la frecuencia de los errores más representativos. Al mismo tiempo, proponemos una tipología de errores atendiendo a los criterios descriptivo, gramatical y etiológico interrelacionados.

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*'Me', 'myself', 'yo mismo'. Un estudio contrastivo de la reflexividad en inglés y en español*

El presente estudio se propone analizar las dificultades que una muestra de anglohablantes enfrentaba en la asimilación del concepto de reflexividad verbal en el aprendizaje de una lengua meta, en este caso el español. La presentación contrastiva del concepto de reflexividad en español e inglés -sus valores y distribución sintagmática- sirve de prelude a la descripción de los resultados arrojados por una prueba lingüística de traducción de estructuras reflexivas del inglés al español aplicada a una muestra de anglohablantes, alumnos universitarios de español, de nivel avanzado. El análisis de las interpretaciones realizadas por el alumno en los entornos gramaticales propuestos pone de manifiesto las dificultades que éste encuentra en el manejo de la reflexividad en español, la red de correspondencias que establece entre las dos lenguas y la necesidad de un enfoque metodológico que atienda a ambos sistemas, la lengua origen y la lengua meta.

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*The age factor in English as a Foreign Language with Down syndrome students. A quantitative longitudinal study*

The main aim of this paper is to study the process of learning English as a foreign language in a group of students with Down Syndrome. This group consists of five students, aged from 11 to 18, Spanish speakers, who were in contact with the language for three months. We focus our attention on the contrastive analysis of the results obtained during the first month –using a traditional methodology- and during the other two months, where a more innovative methodology was developed. We study oral production, comprehension and conceptual development. In this paper we outline the learning paths followed by the subjects taking into account individual factors such as age and their family support. The last part of this paper is a comparison of the results obtained. A quantitative study has been carried out in order to evaluate the learning process and compare the results obtained depending on individual factors.

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*A contrastive study of the steps and strategies in the acquisition of English negation devices*

This article presents a study of the learning process of aspects of the English negation system of five subjects studying English in a L2 context and nine in a FL context, all of them Spanish native speakers. Our analysis is based on ideas of dominant forms and strong and weak jumps. It will be shown that all subjects, in both contexts, show a strong discontinuity in their learning development. As this was in some respects a contrastive study, this discontinuity, which is directly related to their level of English proficiency, was found to be much less in L2 contexts than in FL. In this way, the interlanguage developed by each subject in L2 approaches the target language more gradually than in FL.

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*La traducción natural en la adquisición bilingüe simultánea español / inglés*

La adquisición bilingüe infantil se caracteriza por un fenómeno denominado traducción natural (Harris 1977, 2003), que aparece en casos como los de (1) y que refleja que los niños bilingües son capaces de traducir de forma natural, sin haber recibido una instrucción formal y especializada en la materia. (1) \*MEL:how do you say no puedo in English ? \*SIM: help . En el presente trabajo vamos a centrarnos en datos como los de (1), que forman parte de un estudio longitudinal de gemelos bilingües español / inglés (Fernández Fuertes et al. 2002-2005) para explorar cómo surgen este tipo de estructuras y cómo han de analizarse en el habla infantil, algo de lo que hasta la fecha pocos estudios se han ocupado, tanto por parte del bilingüismo (Lanza 1988, 2001, Comeau y Genesee, 2001) como por parte de los estudios de traducción (Srivastava y Gupta 1989, Shannon 1996).

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*Contrasting NNSs oral discourse for fluency evaluation: Interruptions*

The proficiency level of non-native speakers (NNSs) has generally been observed by assessing their grammatical, phonetic and lexical accuracy, as well as their listening comprehension ability. Nonetheless, as has already been demonstrated (Anderson: 2004) taking into account near-native NNSs ability to coordinate their discourse so that they can engage their hearer makes this evaluation more precise. The study-at-hand focuses on yet another skill that affects NNS performance: how well they 'do interacting'. From a pragmatic and conversational analysis perspective the speech of different NNSs in this corpus was compared to see how well they could maintain active participation in discourse when both interrupting a NS and when being interrupted by a NS. The results allow for a more accurate assessment of their fluency level.

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*La adquisición de las preposiciones en español por aprendices brasileños de español como lengua extranjera*

Es indiscutible la semejanza y el paralelismo lingüístico que se observa entre las lenguas española y portuguesa en los niveles fonológico, morfosintáctico y léxico. Esas semejanzas representan una ventaja en el proceso de aprendizaje de la lengua española por lusohablantes -y viceversa, en el caso del aprendiz hispanohablante que estudia portugués-, puesto que servirán de ayuda al estudiante en la superación de situaciones de carencia lingüística, sobre todo en

los niveles elementales del aprendizaje. Sin embargo, los aspectos ‘coincidentes’ entre la lengua materna y la lengua extranjera también pueden conllevar la interferencia entre las estructuras de los dos idiomas. Por esa razón, el objetivo de nuestra comunicación es analizar y exponer el uso de una categoría gramatical que, en líneas generales, coincide en español y en portugués: las preposiciones. A pesar de la innegable coincidencia, es bastante frecuente que los aprendices brasileños de español cometan errores en algunos usos de las preposiciones, que pueden permanecer en su interlengua y manifestarse incluso en niveles avanzados del aprendizaje. Utilizando como soporte teórico la lingüística contrastiva complementada por el análisis de errores, intentaremos señalar algunos usos problemáticos de las preposiciones en la adquisición del español por brasileños, con el propósito de realizar una aportación pedagógica al proceso de enseñanza y aprendizaje del español. Además, analizaremos el tratamiento que recibe ese tema en algunos materiales didácticos elaborados específicamente para la enseñanza de español a brasileños.

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*Language transfer and contrastive analyses*

The paper deals with the theory of language transfer vis-à-vis contrastive analyses. It presents the conditions in which transfer occurs and it also seeks to present the reasons why it occurs in different language phenomena. Language transfer is defined globally here as the result of structures which are put in contact with each other in various language phenomena. Only some of them are predictable and interpretable by contrastive analyses. These phenomena include language learning situations, language contact, dialect contact and borrowings. Language transfer occurs among many structures which happen to be salient for a given language phenomenon. These structures turn out to be different in the case of language learning and language contact, and different again in the situation of dialect contact. Therefore different structures undergo transfer processes at different rates in language learning, dialect contact and language contact when the same two languages are involved.

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*Output y enseñanza del inglés como lengua extranjera (LE): La extensión del discurso*

El trabajo que aquí se presenta fue realizado en el marco de la elaboración de una tesis doctoral sobre la producción oral (output) y las cuatro funciones

atribuidas a ella: la fluidez, la concienciación de lagunas lingüísticas, la comprobación de hipótesis y el metalenguaje. Nuestro estudio, de carácter descriptivo, pretendía aportar datos que arrojaran algo de luz sobre el papel que desempeña el output en un aula en que se aprende inglés como LE y que estos datos sirvieran, a su vez, para posteriores investigaciones de tipo experimental. En esta comunicación, presentaremos los resultados de nuestro análisis de la fluidez, y, de estos, los correspondientes a la extensión de los discursos de la profesora y de los alumnos en el contexto del gran grupo y en el de los pequeños grupos durante la realización de distintas actividades.

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*La cortesía lingüística en la enseñanza del español a italianos*

Español e italiano, a pesar de ser dos lenguas muy afines, no siempre comparten las mismas reglas de cortesía lingüística. Éstas son precisamente las que menos se explicitan en los textos de enseñanza de lenguas y, sin embargo, las que confieren mayor dominio de la lengua al hablante no nativo y las que se le exigen en la interacción comunicativa. El análisis contrastivo explícito de algunos actos de habla y normas sociales junto con ejercicios de reflexión y práctica contrastiva pueden ayudar al aprendiz italiano a acercarse de manera más auténtica a la lengua española.

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*Pronunciation learning strategies and motivation*

My paper intends to bring forward the relation existing between pronunciation learning strategies and the motivational orientation displayed by 30 students of English philology of the University of Santiago de Compostela. As previous research suggested (Oxford 1990; Gardner and Lambert 1959-1972 and Ur 1999), this study attempts to make clear that learners employ learning strategies very frequently to come to terms with their learning process and that depending on the motivational attitude students show, they will use a greater or lesser number of strategies. Likewise, they will also resort to certain types of strategies more than others. Therefore, a direct correlation exists between pronunciation language learning and the motives whereby learners face learning. Statistics will be provided and explained in great detail to point out our conclusions.

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*Influence of negative language transfer when learning English and / or Spanish as a second or foreign language*

This paper analyses the influence of Negative Language Transfer when learning English and / or Spanish as a Second or Foreign language. It is divided in three parts. The first one refers to the theoretical aspects concerning language transfer, both in relation to Second and Foreign Language learning. The other two parts – one referring to Spanish and the other to English language learning – enclose the different examples which contain mistakes due to the influence of Negative Transfer. Such examples have been extracted from texts written by students of different ages and contexts, which will determine the presence of different types of errors, including semantic, morphological and syntactic aspects. The conclusion will explain that the analysis of mistakes due to Negative Transfer in the Target Language will help both teachers and students predict possible errors in the future and not make such mistakes again.

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*Lingüística contrastiva e intercomprensi3n: El m3todo EuroCom Rom*

Durante la 3ltima d3cada, en el 3mbito de la did3ctica de lenguas extranjeras, han proliferado los m3todos centrados en la intercomprensi3n. Estos m3todos, en los que la lingüística contrastiva juega un papel fundamental, persiguen la adquisici3n de competencias receptivas en diversas lenguas simult3neamente, a partir del reconocimiento de los elementos que comparten las lenguas de una misma familia; as3, aprender nuevas lenguas no significa partir de cero, pues 3stas contienen muchos elementos compartidos con las lenguas ya conocidas. En esta comunicaci3n presentamos los fundamentos de lingüística contrastiva en los que se basa el m3todo EuroComRom. Adem3s defendemos que la argumentaci3n anterior se puede aplicar, mutatis mutandis, a ciertas caracter3sticas estructurales que por ser universales actúan tanto en la lengua de partida como en aquellas que vamos a aprender. Concretamente, planteamos la aplicaci3n a la did3ctica de la intercomprensi3n de aspectos relacionados con la teor3a de la marca y con la estructura sil3bica.

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*Awareness of form and phonological acquisition*

There is a growing body of evidence that form-focused instruction (FFI) promotes second language learning, specifically when it raises learners' awareness of linguistic form (Ellis, 2001). However, very few studies of phonological acquisition have been performed to date within a FFI framework. The goal of this paper is twofold: firstly, it seeks to determine whether three different FFI-techniques raise students' awareness of the pronunciation 'rule' governing the syllable structure of -ed verb forms in English. Secondly, it aims to determine whether this greater awareness is related to greater learning in comparison with subjects instructed in a less form-focused manner. A pretest-treatment-posttest design was implemented and the results lend support to the view that more explicit instruction results in greater learning.

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*The acquisition of conditional sentences by Arab learners of English*

Most learner corpora are based on written data, since the compilation and transcription of oral data is much more time consuming. Only a corpus (ICLE) includes data obtained from Spanish speakers as part of a larger corpus on English as a second language. The SULEC (Santiago University Learner Corpus) was created with the purpose of fulfilling these two aspects, therefore it constitutes a serious attempt at compiling both oral and written data in the learning of English as a second language by Spanish speakers. This paper aims at analysing the steps to be followed in the creation and organization of this corpus, as well as explaining how it works, its availability and main advantages for second language acquisition research.

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*La teoría lingüística y el análisis de los sistemas bilingües: Estudio longitudinal de la adquisición simultánea del inglés y del español*

El estudio monográfico que presentamos constituye la base de nuestro análisis de la sintaxis del lenguaje infantil, más específicamente del léxico morfológico y del sintáctico. Junto con la recogida de datos de producción lingüística, tanto espontánea como experimental, de unos gemelos bilingües inglés / español y la

transcripción de estos datos utilizando el sistema de codificación CHAT (MacWhinney 2000), estamos llevando a cabo un análisis dirigido a comprobar lo siguiente: 1) cómo se puede determinar la naturaleza específica del bilingüismo en lo que se refiere a la representación del lenguaje en la mente y a cómo se procesa; 2) cómo la lingüística teórica puede contribuir a explicar el análisis de fenómenos como la alternancia de código o el concepto de lengua dominante; y 3) comparando nuestros datos con los de otros monolingües y bilingües, qué peculiaridades presenta la lengua segunda (L2) frente a la lengua primera (L1).

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*The comparative skills of more and less balanced bilinguals in discriminating L3 consonant sounds*

Bilingualism, either seen as opposed to monolingualism or regarded as better bilingual proficiency, has been found to usually exert a favourable influence on the acquisition of other languages. However, the number of phonetic studies which have investigated the relationship between bilingualism and third language acquisition is very limited. The study reported here aims at analysing the comparative skills of more and less balanced bilinguals (Basque / Spanish) in perceiving English consonant phonemes. Two groups of bilingual speakers differing in their bilingual balance were given the same two-alternative force-choice identification test in order to measure their English consonant discrimination skills. No statistical differences between the two bilingual groups were found. The similarity between both groups' behaviour can be accounted for in terms of factors such as (1) the similarity between Basque and Spanish consonant systems, (2) the fact that both groups of bilinguals attended English lessons together and (3) the fact that bilingualism is usually associated with better L3 results when dealing with general aspects of language proficiency than when coping with very specific aspects of linguistic competence.

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*Errores de focalización entonativa por alumnos de inglés de la ESO*

Se trata de un estudio transversal y empírico de los errores de focalización entonativa de un grupo de alumnos de inglés de 4º de la ESO. Más concretamente, nos ocupamos de los errores relacionados con la asignación de dos elementos de la unidad tonal: la sílaba de arranque (onset) y el tono nuclear;

a tal fin, se utiliza el marco analítico de 'configuraciones tonales'. Se clasifican los errores de focalización entonativa que integran la interlengua de nuestros alumnos en errores de interferencia (en los que media su lengua nativa) y errores evolutivos (el resto). El diagnóstico incluye la relación existente entre los errores de focalización entonativa y los errores de acentuación rítmica como explicación parcial de los primeros. También se mencionan las causas institucionales que contribuyen al alto índice de errores detectados y se sugieren algunas soluciones.

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*Aproximación contrastiva a la categoría del artículo en español, italiano y portugués*

Se pone de manifiesto la importancia que adquiere la reflexión metalingüística y contrastiva entre lenguas afines tanto a la hora de diseñar nuestras programaciones como en la preparación de materiales didácticos, aprovechando la enorme influencia de la lengua materna en el proceso de aprendizaje del español y su valor como estrategia cognitiva. Para ello, nos hemos aproximado a un sector muy específico, los artículos determinados e indeterminados, con el objetivo de ofrecer una visión completa de estos elementos en español comparándolos con el italiano y el portugués, identificando diferencias, similitudes y áreas problemáticas para estudiantes italianos y brasileños. Esta preciosa información nos permitirá conocer mejor su interlengua y ser más específicos en la programación de ejercicios, practicando las estructuras difíciles mediante actividades comunicativas contextualizadas.

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*El valor déictico en los verbos de movimiento ir y venir: La perspectiva del locutor / interlocutor entre los idiomas español y alemán*

El trabajo que aquí se presenta intentará sistematizar desde el marco cognitivo las diferentes apariciones de los verbos de movimiento ir y venir en su variante déictica, así como esos mismos valores en su correspondencia léxica alemana, encabezada por el binomio gehen y kommen. Esta sistematización es, al menos desde el punto de vista didáctico, tanto más productiva en cuanto se entiende que su funcionamiento es similar a otros binomios léxicos del tipo traer y llevar, entendidos estos también en su valor déictico como verbos de movimiento,

donde la perspectiva del locutor con respecto al interlocutor parece encontrar entre ambos idiomas diversas asimetrías. Asimismo, se prestará atención al origen tipológico de estas asimetrías accediendo para ello a algunos datos que parecen relevantes y que podemos encontrar en las gramáticas históricas. Finalmente presentaremos de manera esquemática una valoración global de las dificultades que los diferentes usos entre los dos idiomas podrían activar en el entorno del aprendizaje de una segunda lengua por parte de aprendices adultos.

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*Diferencias paramétricas entre el español y el inglés en los rasgos de fortaleza flexiva y de realización del constituyente de negación oracional y su manifestación en la adquisición de L2*

El objetivo de esta investigación es averiguar en qué medida alumnos españoles de bachillerato se han percatado de las diferencias interlingüísticas que distinguen su lengua materna, el español, de la lengua extranjera, el inglés, que han estudiado de manera prioritaria en sus años escolares, en lo que se refiere a (i) la expresión de la negación oracional y a (ii) los requerimientos que cada una de las dos lenguas establece en cuanto al movimiento verbal. Se entiende que las diferencias paramétricas existentes entre ambas lenguas pueden explicar el comportamiento distinto que dichas lenguas exhiben en tales áreas lingüísticas, particularmente debido a las diferencias existentes entre ellas en lo que se refiere a (i) la fortaleza de los rasgos flexivos y a (ii) la distinta realización lingüística y posición de los constituyentes de la categoría Neg(ación) que las caracterizan.

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*On-line grammaticality judgments in Polish learners of French*

The study examined the on-line processing of French sentences in a grammaticality judgment experiment. Two groups of (beginners and advanced) adult French learners (with Polish as a first language) were detecting grammaticality violations as quickly as possible. Three factors were analyzed: the violation type: agreement violations (number and gender) vs. word order violations; the violation position: early vs. late in the sentence; the target type of the violations: intra vs. interphrasal. The main results: beginners were slower than advanced learners in the error detection task; intraphrasal violations were more rapidly detected than interphrasal ones; later occurring violations were

faster detected than early ones. These and other more detailed results will be discussed within the framework of the Competition Model (Bates & MacWhinney, 1989; Kail & Diakogiorgi, 1998) and compared with the monolingual data (Kail, 2004).

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*A contrastive analysis of the English & Greek system of articles; Implications for teaching*

The Greek system of articles does not match the English one in every detail, and thus, mastering the English articles and their correct use can present difficulties for Greek learners of English. In an attempt to raise teachers' awareness of problem areas for Greek learners of English, this paper will examine the differences in the form and functions of the definite, indefinite and zero articles in English and Greek. If learners of English are not guided either by carefully planned exposure to the language or by explicit statements about usage, they may 'give up in despair and simply sprinkle the articles at random over their English or leave them out altogether as something too difficult to use' (Young 1993). It will be argued that the teacher's ability to identify and exemplify points of difference between general and specific uses of the English and Greek articles shall lead to more effective learning outcomes.

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*Web-based plurilingual learning software for French, Spanish and Italian*

This paper presents a plurilingual software system ESPRIT for contrastive learning of French, Italian and Spanish. ESPRIT is based on research findings in plurilingual teaching and learning of Romance languages and designed for autonomous learning. Several Natural Language Processing (NLP) tools are integrated into ESPRIT to enhance the simultaneous learning of these languages. These tools comprise input analysis modules, animated grammar presentations and different types of corpora and text tools. The analysis modules – including a plurilingual parser – dynamically provide flexible and precise feedback on learner input up to sentence level. Animated grammar presentations visualise contrastive grammatical properties and processes. To offer rich input, we are investigating the use of existing corpora and the creation of small specialised corpora. The corpora and text tools in ESPRIT provide useful information on corpora and unrestricted texts respectively.

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*Complejidad y aprendizaje de la formación de plural en alemán*

Uno de los temas más complicados de la gramática del alemán como L2 es el de la formación de plural. La dificultad radica en que el alemán cuenta con tres sufijos productivos y nueve tipos diferentes de plural, aparte de las numerosas excepciones. El objetivo de esta comunicación es describir el sistema de formación de plural alemán de forma alternativa a la que ofrecen la mayoría de las gramáticas, con el fin de simplificar así su aprendizaje. Para ello me apoyaré en los principios de la morfología natural, tales como el de la iconicidad y el de la uniformidad y transparencia; y tendré en cuenta los diferentes tipos de motivación (fonológica, morfológica y sintáctica). Finalmente presentaré algunos planteamientos didácticos, cuya finalidad es facilitar la adquisición y el aprendizaje de las formas de plural en alemán para estudiantes de L1 castellano, catalán y portugués.

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*The effect of translation tasks on vocabulary acquisition*

In this paper, we argue in favour of explicit contrastive analysis and translation activities in the incidental acquisition of second language vocabulary. We justify CA and translation theoretically in terms of language awareness gained through interlingual form-focused instruction, the demands of 'pushed output', and the benefits of task-induced involvement.

We also provide empirical evidence from two studies of incidental acquisition of single words and collocations. In both studies, experimental groups performed text-based translation tasks and received a contrastive analysis of the target items and their L1 translation options. Control groups performed different, non contrastive tasks involving the same target items. On subsequent tests, the experimental groups outperformed the control groups.

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*A contrastive interlanguage analysis of synchronous / asynchronous intercultural communication exchanges*

This study deals with the computer-aided analysis of interlanguage errors made by the participants in intercultural telematic simulations involving university students and professionals, with different mother tongues, from five European countries. The simulation Project, named IDEELS, (Intercultural Dynamics in European Education through on-Line Simulation), involves the participants in producing a large amount of written discourse, all in English, which is composed and sent via computers as either synchronous or asynchronous communication. Investigating the different variables involved by applying the method of analysis known as Correspondence Analysis, it was found that the frequency of error types varied with each different L1 group participating in the simulation, depending on the type of communication (either synchronous or asynchronous) and that highly relevant associations could be established as regards the relation between participants' L1 and specific error types.

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*A revision of the differences between nucleus placement in English and Spanish and the way they influence second language learners' productions*

The fact that English intonation differs considerably from Spanish intonation in several respects is widely known (Stockwell and Bowen, 1965; Harris, 1983). Nonetheless, textbooks have tended to neglect the teaching of intonation and, whenever intonation has been included in teaching programmes, the focus has been placed on tone, that is, the nature of pitch contours and the diverse meanings (either attitudinal, grammatical or discoursal) associated to them. This is obviously an essential element of language and the teaching of it can prove quite beneficial. However, it seems to be the case that it is the position of the tonic syllable as well as the distribution of accents in the sentence that causes the greatest misunderstandings in communication. The goal of the study presented in this paper is to shed some light on the differences between the English and Spanish focus systems and the way they influence second language learners' productions.

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*Measuring lexical richness in L2 written compositions through an electronic instrument*

In this oral presentation, we will analyse whether P\_Lex (Meara & Bell 2001) can be used as a feasible computational assessing instrument when measuring lexical richness in the written production of primary learners of English as a Foreign Language enrolled in 4th grade (9 -10 years old), who are likely to produce really short texts. We consider necessary to find out whether this tool will be suitable to measure the lexical richness of such young learners – by overcoming some shortcomings of previous studies-, since the present research is part of a broad investigation on the development of vocabulary of Spanish primary learners of English as a Foreign Language. Our results suggest that P\_Lex can appropriately be used to measure the L2 lexical richness of such young learners without standardising for text length.

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*La flexión verbal en la adquisición del bilingüismo como L1*

La aparición de la flexión verbal en el proceso de adquisición del lenguaje ha dado lugar a numerosos debates: los defensores de la hipótesis de la continuidad argumentan que la flexión verbal se encuentra ya presente en las gramáticas primeras o infantiles, mientras que los partidarios de la hipótesis de la maduración sostienen que inicialmente el niño carece de cualquier categoría funcional (tal es el caso de la flexión). Siguiendo el estado de esta cuestión, analizaremos cómo y cuándo se adquiere la flexión verbal a través de los datos longitudinales de unos gemelos bilingües español-inglés con el fin de llegar a una primera conclusión razonada y razonable sobre este tema. Finalmente, estudiaremos si el desarrollo de esta categoría funcional, una vez adquirida, es paralelo o no en ambas lenguas y por qué motivo.

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*A corpus-driven approach to teaching conversation*

Pedagogically speaking, it is now widely acknowledged that written and spoken language do not present the same patterns. In hindsight, one can see that with the emergence of conversation analysis spoken features began to be identified revealing that conversation has its own complex rules, and it is made up predominantly of formulaic chunks of language and of fixed strategies. In the same vein, linguistic analyses in general corpora have shown conspicuous differences between speaking and writing. However, ELT materials have very rarely offered texts containing evidence of the phenomena characteristic of

spoken language. Thus, this paper reports on the development of a project at the University of Granada to compile a corpus of spoken language, with particular focus on its potential use to inform the teaching of conversation. The database draws upon 153 texts of spontaneous conversations –containing over 4 million words– taken from the British National Corpus. We first discuss the design of this customized corpus taking into consideration: a) students' needs; 2) compilation of data; 3) linguistic analysis; 4) output and display. Second we tackle main approaches to the teaching of conversation and show how concordances from the BNC database can be used to assist teachers and students in their understanding of issues relating to strategies and processes of casual conversation.

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*Prosody and pragmatics: a cross-linguistic study of English, Spanish and Spanish speakers of English*

This paper presents a cross-linguistic corpora study which examines some of the most relevant prosodic features of Spanish speakers of English and their communicative consequences in spoken discourse. To accomplish this aim we launched a data-based contrastive research on the intonation of Standard British English, Madrid Spanish and the interlanguage of Spanish speakers of English. We hypothesized that an acoustic, phonological and pragmatic analysis of these three corpora would contribute to investigate the source of the distinctive character of the speech produced by the Spanish learners of English. Controlled and spontaneous utterances produced by the same group of Spanish speakers both in English and in Spanish were contrasted with the English utterances performed by a group of English native speakers. The research results provide comparable data on the intonation systems of Spanish speakers' first and second language which allow us to describe accurately their prosodic characteristics. This description helps us to explain the pragmatic effects that certain prosodic phenomena may bring into a linguistic interaction.

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*A corpus-driven approach to teaching conversation*

Pedagogically speaking, it is now widely acknowledged that written and spoken language do not present the same patterns. In hindsight, one can see that with the emergence of conversation analysis spoken features began to be

identified revealing that conversation has its own complex rules, and it is made up predominantly of formulaic chunks of language and of fixed strategies. In the same vein, linguistic analyses in general corpora have shown conspicuous differences between speaking and writing. However, ELT materials have very rarely offered texts containing evidence of the phenomena characteristic of spoken language. Thus, this paper reports on the development of a project at the University of Granada to compile a corpus of spoken language, with particular focus on its potential use to inform the teaching of conversation. The database draws upon 153 texts of spontaneous conversations –containing over 4 million words– taken from the British National Corpus. We first discuss the design of this customized corpus taking into consideration: a) students' needs; 2) compilation of data; 3) linguistic analysis; 4) output and display. Second we tackle main approaches to the teaching of conversation and show how concordances from the BNC database can be used to assist teachers and students in their understanding of issues relating to strategies and processes of casual conversation.

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*La transcripción fonética como herramienta exploratoria en la construcción de pequeños corpora para el contraste intra e interlingüístico*

Uno de los grandes retos que tenemos en la enseñanza de el inglés como lengua extranjera es la enseñanza de la pronunciación. El origen parece estar en la muy pobre exposición a la L2 que los alumnos tienen tanto en aula como fuera de ella, a lo que se suma el que el sistema ortográfico del inglés es de los que se denominan 'opacos' mientras que el del español es 'transparente'. Nos enfrentamos a un problema que pone en contraste tanto ruta auditiva (contraste de dos sistemas fonológicos) como la visual (contraste de dos sistemas de escritura). Mi propuesta es la de solventar las dificultades que se derivan de ello utilizando la transcripción fonológica de textos de acceso libre en Internet y que además tienen una versión hablada en archivos de voz (formato wav. o mp3) también de libre acceso, y tratarlos como pequeños corpora que los alumnos oyen, leen, transcriben, y clasifican y que con la ayuda de Speech Analyzer (<http://www.sil.org/computing/speechtools/speechanalyzer.htm>) pueden registrar tanto la forma de onda, como realizar un análisis acústico más sofisticado.

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*Los sonidos en comunicación L1->L2 hacia E/LE*

Una de las fronteras en el aprendizaje de segundas lenguas es el desarrollo de habilidades vinculadas con la percepción y producción de sonidos. Detectamos estas variables desde la comprensión y expresión oral, desde la 'especialización' del aparato fonador del aprendiz, desde las asociaciones que mentalmente formaliza entre los hábitos de percepción en L1 y la producción en L2, desde las recurrencias mnemotécnicas entre secuencias de sonidos entre ambas lenguas. Nuestros datos proceden de una experiencia educativa con niños cuya L1 es algún dialectal marroquí, y aprenden la lengua española, bien como LE o como SL. Creemos que se desarrollan una serie de rutinas inconscientes en ese proceso de decodificación de secuencias sonoras que conviene detectar a tiempo para propiciar una regulación del bilingüismo también a nivel fonológico, que a su vez emerja desde la codificación de mensajes en comunicación.

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*Cine y didáctica: Algunas observaciones sobre el parlato cinematográfico. Dos propuestas didácticas*

El texto filmico permite presentar en clase la complejidad de la situación comunicativa, con sus componentes verbales y no verbales a través de modelos sociolingüísticos reales y ofrece la posibilidad de utilizar didácticamente material auténtico perteneciente a distintos géneros con características lingüísticas y textuales concretas. Las informaciones sociolingüísticas, culturales, socio-sicológicas, discursivas y lingüísticas que una secuencia o una escena ofrecen son fundamentales para la comprensión del texto-video. En este sentido es importante crear un contexto educativo que contemple las potencialidades de la película o la selección de fragmentos para poder desarrollar técnicas y estrategias diferentes que se desarrollarán a través de tareas o actividades guiadas por el docente puesto que una simple visión de un continuum de imágenes puede inducir a la pasividad en el aprendiz o al aburrimiento ante la ausencia de comprensión; asimismo, una única visión no puede producir resultados considerables didácticamente hablando.

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*English modal auxiliaries used by Japanese EFL learners: A contrastive study, based on corpus data*

English modal auxiliaries are very often used to express a wide range of modalities such as ability, permission, necessity, and obligation. Learning how to use these modal auxiliaries is, therefore, a prerequisite for producing not only semantically adequate, but also pragmatically adequate, English sentences. Interesting, however, modal auxiliaries often cause a number of problems for Japanese learners of English as a foreign language (EFL). In this presentation, I propose to discuss some specific features of the errors made by Japanese EFL learners in the use of modal auxiliaries. My discussion will be based on my analysis of the data (written argumentative essays by Japanese university students, error-tagged by a native speaker of English) in the ICLE (International Corpus of Learner English) corpus as well as on my own teaching experience.

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*The effect of stay abroad on advanced learners' attitudes and motivation*

A 'Stay Abroad' (SA) programme is usually seen as an ideal opportunity to practise a foreign language, both in terms of quantity and quality of interaction, while being immersed in the target speech community. This paper presents a longitudinal pilot study of the impact of SA on students' attitudes to English, to speakers of English, to the culture of English-speaking countries, and to the social value of acquiring the L2. In addition, this piece of research pays attention to students' subjective perceptions of their proficiency in the L2 before and after their period of residence abroad. The subjects, 25 European learners of English

studying at Universitat Pompeu Fabra, filled in a questionnaire aimed at gathering their responses at two different times: a) after a 100-hour instruction period at UPF just before SA; b) after the stay abroad had taken place, which also included 100 hours of formal instruction in an English-speaking country.



## **SEMANTICS**

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*Conceptualizations and degree of equivalence: The expression of frontal direction in Swedish and French in a comparative and contrastive perspective*

Although typologically distinct, French and Swedish share a number of features regarding the semantics of frontal direction that could be linked to a common way of conceptualization. On the basis of data from a contrastive French-Swedish corpus, this presentation will show that the semantics of the Swedish verb particle fram and the French expressions avancer and en avant can be described by means of a continuum going from the reference to the inherent morphology of the human body to the reference to human interaction, and interaction in general. It will also be demonstrated to what extent a comparison based on original texts written in the two languages and a contrastive analysis based on source texts with its translations will give different results as to the degree of equivalence between the two languages. It will also be shown that the contrastive analysis can give additional knowledge about different ways of conceptualization across languages.

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*Semántica de la complementación verbal: Estudio contrastivo inglés-español*

En nuestra propuesta realizamos un estudio contrastivo inglés-español de la complementación verbal en torno a predicados verbales de cognición y percepción mental desde la perspectiva de la Semántica de Marcos. Dicha perspectiva parece, a nuestro entender, complementar otros enfoques más tradicionales de la complementación verbal al arrojar luz sobre las distintas interpretaciones o 'construals' que los hablantes nativos de ambas lenguas realizan, a la vez que puede considerarse más asequible que otras propuestas de la lingüística cognitiva. Por otra parte, incidimos en la importancia de la construcción como factor determinante del significado (ej. se observa cómo la existencia de un determinado *elemento de marco* en un patrón de complementación conlleva la pertenencia del predicado en cuestión a un marco u otro) y como muestra de la dinámica interacción entre los componentes sintáctico y semántico.

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*Inferring meaning on verbs of motion: Contrastive study English and Spanish*

Our research investigates the role of linguistic and semantic knowledge which adult native speakers bring when reading texts. This knowledge enables them to limit hypotheses about the new word's meaning. From previous research on motion events' typology (Hoiting & Slobin, 1994; IbarretxeAntunano, 2004; Naigles & Terrazas, 1998; Slobin, 1996, 2003; Talrny, 1975, 2000) we consider Spanish as a Verb-framed verb, whereas English is a Satellite-framed language. In our study, subjects were asked to read short stories and to 'guess' the meaning of a nonce word. We use the same short stories in both languages. Unlike previous research (cf. Naigles & Terrazas, 1998) we go over sentence level to discourse level. Thus, manner and path are both provided by the contextual situation of each story. It is up to native speakers of each language to decide the meaning of the nonce word. We predict that English speakers will choose manner meaning whereas Spanish speakers path meaning. KEY WORDS: lexical semantics, motion verbs, verb-framed languages, satellite-framed languages.

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*A contrastive analysis of demonstratives in English, Basque and Spanish*

The goal of this paper is to study the similarities and differences of demonstratives in English, Basque and Spanish in similar or identical referential tasks. The corpora-based, discourse analysis approach undertaken here reveals the following interesting facts. (i) Demonstratives in one language do not necessarily appear as demonstratives in the other languages. (ii) Demonstratives in one language are not represented by the comparable demonstratives in the other languages. (iii) A good proportion of Spanish and Basque demonstratives is signalled in English by the definite article the -introduced NPs. Drawing from Langacker (1991), Wu (2004) and Doiz Bienzobas (2003), this paper proposes a cognitive linguistic analysis of the data based on the asymmetries of deictic force, subjectivity, point of view as well as the impact of the structural properties of each of the languages considered here.

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*'Abroad' in some European languages and in Akan (Ghana)*

The original meaning of abroad was 'over a wide area'. Abroad is im Ausland in German, corresponding to Scandinavian utland / udland and Old Norse útland, initially used with reference mainly to Iceland and the Faroes. Today the predicate abroad refers either reflexively (bound by the reference of the subject NP) or to whatever country is not the home country of the speaker. 'Abroad' in Akan is a totally different concept, imposing different referential constraints. The noun aburokyiri originally meant 'white man's homeland' and used to refer to Great Britain. Where Europeans refer to 'going / staying abroad', an Akan could use the phrasal verb tu kwan ('travel'). The Akan is generally hesitant to use the word abroad even in English conversation, unless the context is such that its referent matches their concept of aburokyiri, which is a referentially fixed area ('outside of Africa'), not an area whose reference is determined by the reference of the grammatical subject.

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*Significaciones de la perífrasis verbal en colocación con adjetivos deverbales en '-ble'*

Este trabajo pretende estudiar la combinación de significaciones semánticas en la paráfrasis y de significaciones semánticas de los deverbales en -ble en dos lenguas: francés y español. ¿ Cuáles son las restricciones semánticas presentes en la combinación ‘verbo auxiliar’ + ‘verbo principal’ + ‘adjetivo de verbal en -ble’? La selección del verbo auxiliar en la perífrasis se complementa en la mayor parte de los casos con la noción semántica expresada por el de verbal en -ble. Proponemos diferentes significaciones semánticas: incoativa, perfectiva, obligativa, de posibilidad y capacidad, durativa... A partir de un hábeas contrastivo, y bajo la Teoría Sentido-Texto (TST), definimos las equivalencias y las correspondencias entre los actantes semánticos y sintácticos de la construcción dada. Esto nos conduce a estudiar el aspecto, la duración y la diátesis en esta estructura y a justificar la elección del de verbal en -ble y / o del participio.

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*The interaction between constructional meaning and verb meaning: The case of verbs of calling and saying in English and Spanish*

This paper examines the dynamic interaction between constructional meaning and verb meaning in verbless complement constructions after verbs of calling and saying in English and Spanish (e. g. ‘They called me a Frankenstein’ : ‘Me llamaba / decían Frankenstein’). Drawing on corpus-based evidence from the British National Corpus and the CREA Corpus, I will outline the main semantico-pragmatic motivations for treating configurations of this type as a specific sub-construction within the ‘subjective-transitive’ construction (González-García 2003), viz. the ‘declarative subjective-transitive construction’. The contrastive analysis of this construction type in both languages can be seen as corroborating the language-specific nature of constructions (Croft 2001) as well as lending further credence to the need to include morphosyntactic realizations in the anatomy of constructions (Newmeyer 2003).

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*The metonymic basis of prepositional polysemy in Old English: A pragmatic approach*

This paper examines the semantics and pragmatics of the prepositions in and on in Old English. I will show that deviations from their prototypes, which basically gave rise to polysemy, were motivated by pragmatic inferences and world-knowledge. A striking feature of the deviation processes examined here

is that they were triggered by metonymic operations. A salient element in the configuration of the spatial relations expressed by the prototype was modulated by several contextual factors modifying the primary relation and producing shifts in meaning. One of the main conclusions drawn from this work is that while the principles governing the distribution of the prepositions in and on in present-day English rely above all on geometric descriptions of the landmark, in Old English it was determined by pragmatic inferences and communicative constraints.

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*Contabilidad en alemán, español y portugués*

A partir del análisis contrastivo del alemán, español y portugués se demuestra que la categoría (holística) [f: contable] es inadecuada para registrar diferencias referenciales significativas entre estructuras nominales de estas tres lenguas. A fin de alcanzar una mayor adecuación conceptual y descriptiva se propone una decomposición de esta categoría en cuatro parámetros semánticos básicos (plexity, boundedness, dividedness y particularización). Estructuras nominales (formalmente similares) de las tres lenguas analizadas se diferencian en función de los valores concretos asignados a cada una de estos parámetros.

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*Contrasting Cases: English intrusion in magazine advertising within Iberia*

This paper will present an analysis of examples of English language intrusions in the advertisements published in four different magazines. Each of the magazines was published in January 2005 in separate editions for Portugal (P) and Spain (Sp). The magazines under consideration are: The National Geographic (P & Sp), Men's Health (P & Sp), Vogue (P & Sp) and Super Interessante (P) / Muy Interesante (Sp). The linguistic analysis focuses on the situations in which the intrusions occur, offering a three-fold categorisation under the headings of 'naming', 'informative' and 'suasive'. Comparative frequencies will be discussed using as a count basis the number of instances (units of meaning) rather than the number of words (individuallexical items). Consideration will also be given the criteria and notions associated with identifying intrusive items as English language items (local choice vs. global trend).

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*Las plantillas léxicas: Un acercamiento léxico-funcional a la interficie semántica-sintaxis en inglés y en español*

En este artículo se propone una caracterización léxico-semántica y sintáctica de los verbos que expresan miedo en español y en inglés. El marco elegido es el Modelo de Gramáticas Léxicas (MGL), una nueva propuesta para la representación léxica y el enlace semántica-sintaxis desarrollada dentro de la teoría de la Gramática del Papel y la Referencia (viz. Mairal Usón & Van Valin (2001); Mairal Usón & Faber (2002); Mairal Usón & Cortés Rodríguez (2004)). A diferencia de la mayoría de trabajos sobre verbos psicológicos, centrados casi exclusivamente en las distintas estructuras argumentales de estos verbos y su proyección sintáctica inversa, en este trabajo nos detenemos en los parámetros semánticos y sintácticos que operan en las clases léxicas bajo estudio. Tales parámetros quedan agrupados en las metaentradas o plantillas léxicas del MGL, maximizando así la información del lexicón con un coste mínimo de representación lingüística.

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*Phonemic categories and lectal change: A cognitive sociolinguistics view*

In general terms this paper aims at highlighting the importance of an interdisciplinary approach to language variation and change. For instance, the disciplines of Cognitive Linguistics, Sociolinguistics and the Social Psychology of Language must surely participate in a joint venture in order to (a) adequately describe the internal configuration of phonemic categories and inventories and (b) convincingly account for phonemic or phonetic change across languages or language-internal varieties. In more specific terms the paper aims at showing that Prototype Theory and Social Identity Theory can contribute to a better understanding of the mechanisms behind lectal variation. One of the conclusions is that Sociolinguistics will benefit from drawing upon the rich theoretical framework developed in CL and that CL will learn from language-internal applications, too. Another conclusion is that as a result theoretical readjustments will be necessary in both disciplines.

This presentation examines two embedded languages against a matrix language. It provides a comparative and sociolinguistic description of language contact phenomena among German and Hungarian speakers in the greater San Francisco Bay Area. In the larger contact-linguistic context of examining a particular stage in the attrition / loss process of the participating immigrant speakers who live in a non-native linguistic and cultural environment, my aim is to show how these two non-related languages react to the pressures of the matrix language English. The fieldwork questionnaire focuses on the grammatical areas pragmatics, lexicon, morphology, and syntax. Features and properties that tend to be susceptible to change and loss will be highlighted,

contrasted with those that are more resistant. Emphasis is placed on the separation of bilingual vs. interlingual results. The grammatical analysis will be preceded by a brief description of the bilingual and bicultural experience of the informants.

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*Contrastive perspectives on placement verbs*

The present paper compares the use of the cardinal posture and placement verbs in English and Dutch, such as *sil / set, zitten / zetten*, etc. In Dutch (as in the other Germanic languages) the use of these verbs is compulsory in contexts where location is at issue, whereas English often uses *be* or *put*. This paper presents a contrastive analysis of the transitive verbs, revealing how their uses in English have become more restricted, which has also triggered a new transitivity process of the intransitive posture verbs. The differences between English and Dutch are due, we argue, to changes in the aspectual system of English. In a way, by using the general verb *put*, English is more similar to French where the general verbs *mettre* and *poser* are the default placement verbs. In a second part, we briefly compare the English and French verbs, revealing some interesting semantic

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*L'articulation du son comme métaphore physiologique du sens: Une perspective cognitive et contrastive*

L'articulation du son comme métaphore physiologique du sens: une perspective cognitive et contrastive. La sémantique cognitive souligne l'importance des métaphores 'physiologiques' dans la construction du système conceptuel d'une langue (Lakoff 1998; Violi 2003). On croit normalement que cela doit impliquer l'universalité des catégories sémantiques. Mais le 'physiologique' est aussi le royaume de la singularité pure: celle de l'articulation des sons. Peut-on envisager l'articulation même comme une métaphore physiologique du sens? C'est la thèse d'une ancienne hérésie grammaticale qui, de Héraclite (chez Platon, Cratyle), Epicure (Epistula ad Herodotum) et les Stoïciens (chez Augustin, De Dialectica), à travers Leibniz (1710 et 1765), De Brosses (1765) et Humboldt (1836), arrive jusqu'à Sapir (1929), Köhler (1947), Bolinger (1965), Fónagy (1963 et 1983) et Anderson (1998). Nous allons la poursuivre ici, en

soutenant que l'analyse des noms des éléments naturels (terre, air, eau, feu) montre qu'on peut décrire leur distribution phonologique relative comme une métaphorisation particulière de leurs différences sémantiques. Par exemple, le fr. terre : air, l'angl. earth : air, et l'it. terra : aria utilisent tous l'opposition phonologique 'plus fermé' vs 'plus ouvert' pour exprimer l'opposition sémantique 'solide' vs 'fluide'. Cependant, ils le font avec des nuances différentes. Ces différences pourraient mettre en lumière la singularité de chaque langue d'un point de vue cognitif.

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#### *Contrastive phonosemantics as a basis for word formation*

The work defines some primordially syncretic, mostly spatial, yet, presumably, universal meanings of phones and attributes them to individual sounds using several analytic contrastive procedures such as minimal pairs comparison, transfer of the meaning of one-sound words into others that are multi-sound, interjections and mouth gestures designation, proprioception of articulatory speech organs, cross-language comparison and exchange of phones' meaning

between languages. As a result, the phonosemantic inventory is compiled which appears to be the first step in creation of the rigorous universal phonosemantic hypothesis (RUPH) that is based on a fundamental principle of the trilateral unity of mouth gestures, thoughts, and sounds as common sense of articulation, from within which phones' meanings and phonosyntactic roles can be defined. RUPH successfully encompasses some preceding theories: those of Humboldt, ostensive and descriptive definition.

**MILIVOJEVIC, NATASHA**

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*Reference transfer in English and Serbian: A contrastive study*

The paper deals with reference (or predicate) transfer in English and Serbian as it is comprehended and placed within the framework of conceptual (generative, phrasal) semantics. An attempt is made at analyzing contrastively all of the relevant surfucngs of predicate meaning shifts in both languages, where the phenomenon of transfer is seen as a linguistic mechanism, which is both pragmatics because it is part of the relevant contextualized interpretation and grammar (or rather semantics) since it is conventionalized and integrated into conceptual structure the same way any word or a fixed phrase would be. Special attention is devoted to English and rbian contextual, translational and zero equivalents of reference transfer, along with some suggestions on how and why they do / do not exhibit the same kind of linguistic behaviour in their respective languages.

**RADULESCU, ROMANA ANCA**

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*Estudio contrastivo de expresiones idiomáticas del campo de la conversación en español, inglés y rumano*

El objetivo de esta comunicación es presentar un estudio comparativo de expresiones metafóricas e idiomáticas en español, inglés y rumano, a partir de la similitud existente ellas en los tres idiomas (ejemplos: irse por las ramas; beat about ttle busll, en inglés; a bate campii, en rumano). El estudio se basa, por un lado, en los supuestos de la Semántica Cognitiva que asume que la naturaleza de nuestra formación de conceptos sobre la realidad que nos rodea, luego la naturaleza de nuestro lenguaje sobre ella, es metafórica. Por otro lado, el estudio contrastivo se puede abordar desde una perspectiva distinta, la del Lexicón Generativo de James Pustejovsky; de acuerdo con esta teoría, la formación y la recuperación del significado de las expresiones metafóricas se puede atribuir a

la información contenida en el léxico y a los mecanismos que regulan la buena formación de las combinaciones de palabras, libres o estables.

**RODRIGUES LEAL, ANTÓNIO JOSÉ**

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*Temporal value in gerundive clauses in European Portuguese*

This presentation is about the existence of a temporal value in gerundive clauses in European Portuguese. Moens & Steedman (1988), and Kamp & Reyle (1993) proposals were used for data analysis. A theory will be proposed to account for the various possible readings of gerund forms in European Portuguese. We shall argue that in most cases, Simple Gerund bears the trace [present] and Compound Gerund bears the trace [past], evaluated with respect to the Temporal Perspective Point, denoted by the main clause. This temporal trace implies aspectual changes in predications with Gerund. The temporal relation between the main clause and the gerundive clause reflects the aspectual changes of the latter.

**SAVAGE, ANDREW**

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*What do Tuareg proverbs mean?*

Tuareg is a Berber language, and is riddled (excuse the pun) with proverbs. Having lived three years in Mali among the Tuareg people and visited a Tuareg village in Southern Algeria on four occasions, I now have a database of over 1,500 of these traditional proverbs. But how to transmit the meaning of one of these compact linguistic 'bullets' to someone unfamiliar with the culture out of which they have grown and into which they speak? The proposed Natural Semantic Metalanguage (as championed by Anna Wierzbicka) is a tool that I am using in my research to be able to describe what these proverbs mean? I am researching whether this inventory (of around 60 universal semantic primes) is able to satisfactorily serve the purpose of 'unpacking' these dense and highly cultural specific proverbs.

**SEIJA, KERTTULA**

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*Semantic basicness in contrastive corpus studies*

The concept basicness has its origin in the study of basic color terms. This paper discusses the possibility of developing it into a general semantic approach. The

method used is developed from the criteria for basic color terms and employs the parameters of frequency, application, derivation, and primacy to measure the relative basicness of terms. The corpus occurrences of other senses are excluded, and only the desired sense is focused. The results reveal semantic hierarchies, show how established each sense is, and distinguish basic terms. This paper presents various contrastive studies, in which the basicness of color, taste, and temperature terms were studied using English and Finnish corpora. The studies provide evidence of similar cross-linguistic development of basicness in the perception terms.

**VIBERG, ÅKE**

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*Swedish verbs of perception from a typological and contrastive perspective*

In an earlier, typologically oriented study based on data from around 50 languages, the author showed that there is a lexicalization hierarchy for verbs of perception, basically SEE>HEAR>FEELrr ASTE / SMELL. This paper presents a more detailed and contrastively oriented analysis of Swedish verbs of perception based on data from two translation corpora, the large English Swedish Parallel Corpus and a Multilingual Pilot Corpus consisting of extracts from Swedish novels and their published translations into English, German, French and Finnish. The study will focus on languagespecific features forming part of the typologicallexical profile of Swedish. Even if a verb meaning 'see' is more or less universally found, the Swedish verb se has an interesting pattern of polysemy with several language-specific characteristics which will be accounted for. From a typological point of view, the most remarkable perception verb is kanna 'feel', which has a language-specific or rather area-specific basic meaning with parallels to various extents in geographically adjacent languages. As a verb of perception, kanna can refer to touch, taste, smell and bodily perceptions (e.g. 'hunger') and emotion. In addition, kanna has a number of cognitive meanings such as 'know about a [act]', 'know a person'.

**YOSHIHIKO IKEGAMI**

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*Preferential choice between subjective and objective construal across languages*

'Construal' is a crucial notion in cognitive linguistics. The speaker of language is assumed to have the ability of construing one and the same situation in a number of alternate ways and of making different senses of it. It is also

plausible that being faced with one and the same situation, the speaker of one language may prefer to construe it in one way, while the speaker of a different language tends to construe it in another way --- resulting in what Whorf (1956) called 'fashions of speaking'. The present paper addresses this question specifically in regard to the contrast between what are called 'subjective construal' (i.e. the type of construal in which the speaker as cognizer is involved in the very scene *s* / he is construing), as contrasted with 'objective construal' (i.e. the type of construal in which the speaker as cognizer is detached from the scene *s* / he is construing) (CL Langacker 1985, etc.), illustrating the point by referring, among others, to translations from several languages in the East and the West.



## **SOCIOLINGUISTICS**

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### **ERRICO, ELENA**

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*La anglicanización del español de Gibraltar: Un estudio empírico*

Este trabajo, basado sobre un corpus de redacciones escritas en español (n=100) recogidas en las dos Comprehensive Schools de Gibraltar, persigue una finalidad doble: además de contribuir a la descripción de una variedad del español que hasta la fecha ha despertado escaso interés entre los lingüistas, el análisis llevado a cabo pretende identificar, a través del cotejo con un corpus comparable recolectado en un Instituto de Enseñanza Secundaria de La Línea de la Concepción, fenómenos que puedan relacionarse directa o indirectamente con la influencia del inglés, diferenciando el español gibraltareño de la variedad hablada por la comunidad monolingüe colindante. El estudio se centra en rasgos morfosintácticos (concordancia de género y número, entre otros) y en aspectos pragmáticos-sintácticos tales como la colocación del adjetivo y la posición del sujeto dentro de la oración.

### **FINNIS, KATERINA**

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*Identity and code switching amongst British born Greek cypriots in London: against one-to-one correspondences between varieties and values*

I am looking at the Code Switching practices of British born Greek Cypriots in London. The varieties used are English and the Greek Cypriot Dialect (GCD). I shall be exploring how macro-level socio-cultural structures are used in micro face-to-face interaction for the construction and expression of identity. My main argument is that rigid compartmentalization of the symbolic values of Greek Cypriot and English (for example the segregation into 'we' and 'they' codes) is not adequate to deal with the ways Greek Cypriot youths in particular create and express identity in speech. Instead, code switching practices are manipulated so that situated meanings emerge in a local context, rather than directly from the social meanings associated with the linguistic varieties used.

### **HURST, NICOLAS**

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*Contrasting cases: English intrusion in magazine advertising within Iberia*

This paper will present an analysis of examples of English language intrusions in the advertisements published in four different magazines. Each of the magazines was published in January 2005 in separate editions for Portugal (P) and Spain (Sp). The magazines under consideration are: The National Geographic (P & Sp), Men's Health (P & Sp), Vogue (P & Sp) and Super Interessante (P) / Muy Interesante (Sp). The linguistic analysis focuses on the situations in which the intrusions occur, offering a three-fold categorisation under the headings of 'naming', 'informative' and 'suasive'. Comparative frequencies will be discussed using as a count basis the number of instances (units of meaning) rather than the number of words (individual lexical items). Consideration will also be given the criteria and notions associated with identifying intrusive items as English language items (local choice vs. global trend).

**RODRÍGUEZ, FÉLIX**

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*El elemento femenino en el lenguaje gay inglés y español*

En los últimos años la homosexualidad ha pasado a considerarse entre muchos estudiosos como una cuestión de necesidad emocional –y no solo sexual- que nada tiene que ver con la apariencia externa, lo que lleva al cuestionamiento de los roles de género, rechazándose los conceptos masculino y femenino con las asociaciones de dominio y sumisión que llevan aparejadas. Para muchas personas, sin embargo, desde una óptica muy diferente, heterosexista y androcentrista, la homosexualidad supone una doble transgresión: en primer lugar, por violar el estereotipo de género, al elegir o desear como pareja a alguien del mismo sexo, y en segundo lugar, por violar el rol de género al concebir al homosexual como un varón afeminado y a la lesbiana como una mujer masculina. Aunque la realidad demuestra muchas veces lo contrario, dada la existencia de subculturas homosexuales con fuertes rasgos masculinos ('musculocas', 'osos', 'leather', etc.), y lesbianas muy femeninas (como es el caso de las 'femmes'), la equiparación entre femineidad y homosexualidad y entre lesbianismo y masculinidad se convierte en estereotipo y se aplica constantemente. El lenguaje popular y el argot reproduce esta visión estereotipada y contribuye a magnificarla.

Por razones de tiempo, esta investigación, enmarcada dentro de la lexicografía y la sociolingüística, se limita a analizar tan solo el primero de estos estereotipos, el del hombre afeminado y homosexual, que por otro lado resulta ser el más relevante por su productividad léxica, dada la mayor visibilidad del

colectivo gay. Con este fin el estudio rastrea todo un cúmulo de voces y metáforas que evocan femineidad en el homosexual, tanto en español (*maricón, marica, violeta, rosa, moña, etc.*) como en inglés (*pink, flower, daisy, nancy, sissy-boy*), así como modismos y expresiones utilizados en el mismo sentido, explicando su uso, sus connotaciones y la evolución semántica que ha corrido en paralelo con las actitudes mostradas por el estado y por la sociedad en general.

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#### **TÓTH, GERGELY**

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#### *Linguistic interference and first language attrition: German and Hungarian in the San Francisco Bay Area*

This presentation undertakes the examination of two embedded languages against a matrix language, based on a comparative and sociolinguistic description of language contact phenomena among German and Hungarian speakers in the greater San Francisco Bay Area. In the larger contact-linguistic context of examining a particular stage in the attrition/loss process of these immigrant speakers who live in a non-native linguistic and cultural environment, my aim is to illustrate how these two non-related languages react to the pressures of English. I will also support the hypothesis that those grammatical features of German and Hungarian that typically pose hurdles in second language learning (such as German case and gender marking vs. Hungarian agglutination or subjective and objective conjugation) get lost early in the attrition/shift process.

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## **TRANSLATION STUDIES**

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**AZPIAZU TORRES, SUSANA**

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*Análisis estilístico-contrastivo de la nominalidad en las lenguas*

Dentro de los intereses de la lingüística contrastiva y de la labor traductora deben contarse también las diferencias no sistemáticas, pero sí usuales entre las lenguas, esto es, las diferencias que se relacionan con el modo en que los hablantes emplean su lengua a partir de las posibilidades que se les ofrece. Una de estas diferencias no sistemáticas es el distinto grado de nominalidad que las lenguas pueden llegar a formalizar efectivamente en el uso. Trataremos de demostrar que, partiendo de estrategias gramaticales comunes, orientadas a dotar a la lengua de elementos nominales, lenguas como el alemán, el inglés o el español hacen un uso distinto de ellas, lo que da lugar a estilos de lengua diferentes. Al observar este tipo de diferencias 'estilísticas' no damos con lenguas estructuralmente distintas, pero sí con lenguas con un aspecto externo muy diferente, y eso es algo que la traducción no debe perder nunca de vista.

**DEL MORAL MANZANARES, FRANCISCO**

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*La traducción al español de la preposición italiana 'entro'*

La lexicografía bilingüe italiano – español traduce sistemáticamente la preposición entro como 'dentro de'. Se trata de un error importante, causado por la similitud formal existente entre ambas expresiones (estamos ante un ejemplo de los célebres falsos amigos o, en este caso, de una pareja de parónimos interlingüísticos, según la terminología empleada por LADRÓN DE GUEVARA, 1994). Un análisis detallado demuestra las variadas posibilidades de traducción de entro en español, que dependen de las características semánticas de su complemento, es decir, si se trata de un complemento temporal o espacial y, en el primer caso, si es interpretado como 'cantidad de tiempo' (due giorni, tre settimane...) o no (venerdì prossimo, quest'anno...). El error cometido por los diccionarios bilingües proviene en gran medida de la confusión de entro con el valor déictico de tra, cuya traducción sí es en este caso 'dentro de'.

**DOLÓN HERRERO, ROSANNA & TODOLÍ CERVERA, JÚLIA**

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*Cohesive devices in cooking recipes. A cross-linguistic approach*

The main aim of this paper is to trace the cohesive devices used in cooking recipes in English, Spanish and Catalan. As the great majority of cohesive links are anaphoric in nature, we are especially interested in illustrating the use of grammatical and lexical anaphora. The selection of an anaphoric device follows two stages: first, a choice of grammatical device is made (e.g. personal pronoun, verb complement ellipsis, demonstrative NP or coreferential definite NP). Then, if lexical NP has been chosen, the correct lexical anaphora is determined (e.g. repetition, nominalization or superordinate nouns such as 'vegetable' instead of 'carrots, leeks and cucumber'). As we will point out, there are several differences among the three languages that are not taken into account while translating recipes. Thus, our study will shed new light on the choice of the cohesive devices used in English, Spanish and Catalan recipes.

**FERNÁNDEZ RODRÍGUEZ, CARMEN M<sup>a</sup>**

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*'Castle Rackrent' ayer y hoy: Dos traducciones del angloirlandés*

Uno de los méritos de la anglo-irlandesa Maria Edgeworth consistió en dar forma literaria al inglés hablado en Irlanda, lo que quedó admirablemente plasmado en la narración *Castle Rackrent* (1800). En esta comunicación se realizará un análisis comparativo de dos traducciones muy distintas del mismo texto: la francesa aparecida en la ginebrina *Bibliothèque Britannique* poco después de la publicación del original inglés y la castellana íntegra y editada recientemente en España por Littera (2004). Además de estudiar las estrategias traductológicas en cada texto, se tendrán en cuenta los dos siglos de diferencia que separan a los textos y la evolución que ha sufrido el propio concepto de traducción y de dialecto.

**FERNÁNDEZ SÁNCHEZ, FRANCESC**

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*Language course leaflets for foreigners (LCLFs): German-Spanish contrastive analysis*

The present paper, resulting from a functional, quantitative corpus-based analysis of 50 German and 50 Spanish originals, focusses on concordances and divergences arising in both languages between the LCLFs genre conventions related to the communicative action of explicating, whose significance is due to fact that this action can be realized in a predominantly verbal or in a predominantly nominal style. These styles are respectively defined by a higher

frequency of relative or participle clauses (when explicitating aspects of the referent) and of subordinate clauses or prepositional phrases (when explicitating circumstances of the referent). The action examined also provides a clear example of the relevance attached to the corpus-based study of genres both in the specific field of translation and in the field of contrastive stylistics applied to foreign language teaching.

**GÓMEZ ALVITE, MARÍA JOSÉ & GÓMEZ RODRÍGUEZ, MARÍA JOSÉ**

U. Santiago de Compostela, Spain;

*Analysis of Rosalia's Poems: Translations into English*

Interestingly enough it is difficult to find many English translations of one of the most well-known Galician poets: Rosalía de Castro. In fact it isn't until almost a century after her death that we find the first selection of poems translated into English by Charles David Ley (1964). Later on, other translations were published. The results of these tasks are varied. On the one hand, we find that sometimes the original meaning and sense are modified for no apparent reason, and on the other, we also find some poems in which the syntax is changed because of the structural differences between the two languages. We will study to what extent the translator follows an *ad sensum* or an *ad verbum* translation, and the reasons he might have to chose one or the other.

**GUIMARÃES, HELENA & MOTA, EDUARDA**

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*The role of comparative stylistics in translators' training*

The principal aim of this paper is to explore the applications of Vinay and Darbelnet's Comparative Stylistics to the training of translators for future professional practice. We will focus on the translation method and procedures proposed by these authors, stressing the importance of theory as a tool to facilitate every translation task. In our approach, we will try to do a deeper analysis of the use of modulation, considered by these authors 'the touchstone of a good translator'. In order to demonstrate the move from theory to practice, we will present a selection of examples taken from the translation of different types of texts into different languages, such as English, Portuguese, French and German. We will also refer to new current trends presaged by Vinay and Darbelnet and which represent a further contribution to the development of translation theory.

**GUTIÉRREZ PÉREZ, REGINA**

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*The translation of metaphor: A contrastive study*

The study presented here aims to describe and compare a set of related linguistic body metaphors across five languages (English, German, French, Italian, and Spanish) within the framework of cognitive linguistic theory. The analysis reveals certain similarities and differences in the different conceptualizations as a result of cross-linguistic comparisons. We also take into account a series of basic schemas (Johnson, 1987) that constitute the experiential basis of conceptual metaphors. While universal bodily experience motivates many similar expressions among those languages, we also find specific conceptual configurations characteristic of particular languages, what shows the cultural idiosyncrasy.

**HIETARANTA, PERTTI**

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*When dictionaries are not enough, or why corpora are useful to translator training also*

The paper discusses selected aspects of the phenomenon of translationese, i.e. the fact that texts which are translations are often also recognised as such, and suggests that at least some of the characteristics which enable readers to spot this quality in translations could be effectively removed if corpora were utilised in translator training more effectively than is now often the case. The paper argues, in particular, (1) that the overrepresentation of high-frequency lexical items in translations may be a problem which could be rectified by a proper instructional use of corpora; (2) that such a use of corpora might also prove useful as regards the need to recognise the types of context in which particular expressions are used if the aim is to produce natural texts conforming to target language norms; and (3) that a good grasp of the differences between written and spoken texts is similarly an attainable goal once we start making proper use of corpora. The use of the British National Corpus (BNC) for such purposes is demonstrated.

**JANTUNEN, JARMO HARRI**

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*Non-translated and translated Finnish in contrast: A corpus analysis of linguistic correctness of translations*

My presentation contrasts two varieties of the same language: non-translated (original) and translated Finnish. The focus is on the linguistic correctness of these varieties. Although grammatical mistakes are often touched on when translations are discussed and criticized, no thorough empirical research has, to my knowledge, been carried out so far. In her seminal paper, Baker (1996) suggests that the so-called normalization hypothesis (one of the hypothesized translation universals) includes the assumption that translations are grammatically more correct than a) their source texts and, interestingly, b) comparable texts in the same language. Contrary to this hypothesis, Tirkkonen-Condit (2002) and Jantunen (2004) have shown that fluent and grammatical language can be seen as a feature of non-translations, whereas ungrammatical and clumsy language, in turn, is associated with translations. Thus, the experiments clearly contrast with what the normalization hypothesis predicts. The present analysis tries to shed light on the question by analyzing naturally occurring language data.

**LORENZO MODIA, M<sup>a</sup> JESÚS**

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*Don Quixote in England: 'The female Quixote', 'The political Quixote', 'The philosophical Quixote' and other novels*

This paper analyzes the cultural translation of the character of Don Quixote into English fiction in 18th century novels by male and female authors. My contention will be that this Spanish character was a transcultural phenomenon in the period, which helped to form both the novel genre and the female gender as depicted in fiction, since women played an important role as readers and / or writers of literature in the long 18th century.

**MONTES FERNÁNDEZ, ANTONIA**

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*La 'textología contrastiva' como método de análisis para la traducción de textos publicitarios*

El traductor, como mediador intercultural entre mundos textuales (text worlds), sólo puede producir una traducción adecuada con relación al destinatario y a la función comunicativa, si analiza las convenciones y normas textuales que rigen un determinado género. El estudio sistemático xontrastivo sobre las diferencias y similitudes textológicas que existen entre distintos géneros y tipos textuales pertenecientes a dos o más culturas son de máxima relevancia para el proceso traductológico. En esta comunicación me propongo a explicar el enfoque de la 'Textología Contrastiva' y su utilidad para la traducción. Para ello me apoyo en un coprus de anuncios publicitarios impresos en alemán y español. El análisis que llevo a cabo de las convenciones textuales y prácticas discursivas del género textual de los texots publicitarios, tiene como objetivo identificar y describir los recursos lingüísticos y pragmáticos convergentes y divergentes para transmitir el mensaje publicitario en la cultura alemana y española.

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*Some errors in the translation by William Shand of Lorenzo Varela's 'Catro poemas pra catro grabados'*

This study makes an attempt to describe the typical and atypical deviations of the translation of Lorenzo Varela's Catro poemas pra catro grabados. It will reveal some current errors of the English version: Four poems for four engravings, by William Shand. Thus, this will report on an empirical investigation of data analyzed for the purpose, and it will show that meaning variation is heavily constrained by style. The analysis will be closely related to lexis, semantics and grammar.

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*La orientación didáctica de la traducción en México*

En México, como en otros países, la enseñanza formal de la traducción se remonta a unas cuantas décadas. Desde el decenio de los años setenta hasta la fecha se han fundado en este país alrededor de una decena de programas, entre licenciaturas y otras modalidades. Sin embargo, dichos programas no se han atendido nunca a una normativa nacional que unifique de alguna manera los conocimientos, habilidades y destrezas deseables en el egresado de una carrera de traducción. Lo que se pretende con este trabajo es destacar las características más sobresalientes de la enseñanza de la traducción a partir del análisis de los

planes de estudios, prestando especial atención a las líneas curriculares, las lenguas de trabajo y las exigencias de los mismos.

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*Translation and gender: Galician versions of contemporary poetry by Irish women*

Both Translation and Feminist Studies share one goal: that of understanding how language works. Feminism attempts to make 'the feminine' visible in language and a feminist approach to translation will study how the contemporary emerging women's culture informs translation choices. Besides, the feminist translator, far from considering translation as a transparent reproduction of the original, makes her voice heard and presents the translated version as 'womanhandled' with her interventions in translation choices, footnotes and prefaces. The English and the Galician languages have different gender marks that make the transition from one language to another a real challenge for the feminist translator. The English language, for instance, has been identified as a vehicle that neuters the feminine. In this paper, I intend to discuss how these principles of feminist translation have informed my Galician edition of contemporary Irish poetry by women.

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*Putting meanings into words: English '-ly' adverbs in Spanish translations*

The predominance of -ly adverbs in English is a well-known feature of this language. Even though this form has been traditionally associated to the expression of manner, it is also attached to lexical items that actualize a wide range of other meanings. In Spanish, the formal equivalents of -ly adverbs are adverbs ending in -mente. However, these differ from their English counterparts in various aspects, such as frequency of occurrence and pragmatic use. An English-Spanish parallel corpus of contemporary written texts (ACTRES Project corpus) will be used to identify the different translation possibilities adopted to transfer the semantic functions that may be conveyed by -ly adverbs. The aim is to establish an inventory of translation solutions and unveil possible regularities between formal resource(s) and meaning function(s) in these translated uses.

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*La expresividad desde la lingüística contrastiva: La sufijación apreciativa sobre adjetivos en español y sus equivalencias en alemán*

En la comunicación se presenta un análisis contrastivo de la sufijación diminutiva sobre bases adjetivas en español y sus equivalencias en alemán. Para traducir la sufijación sobre esta categoría, frecuentemente disminuida en lengua española, se pueden documentar hasta 22 estrategias que utilizan diversos mecanismos. El corpus ha sido realizado en el marco de la realización de una tesis doctoral y nos permite realizar un análisis empírico del aspecto a tratar. Tras revisar cada variante recogida, aportando aspectos significativos concretos y analizando de forma global cada mecanismo, se exponen en un apartado final las conclusiones a las que hemos llegado. En la comunicación también se reflexiona sobre el método contrastivo y su aplicación a la disminución. Asimismo, se presentan esquemáticamente algunas de las dificultades que plantea este campo de la traducción desde el ámbito formal, semántico y metodológico y se realiza una propuesta descriptiva, metodológica y empírica para superar con éxito la difícil tarea de traducir la disminución española por sufijación al alemán.

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*Estrategias de localización de sitios web a partir del análisis contrastivo (inglés / español) de un corpus de páginas de multinacionales informáticas*

La localización de sitios web constituye un factor clave para la evolución del comercio electrónico que implica la interacción de diferentes procesos tales como la traducción propiamente dicha, la adaptación de elementos culturales, el diseño web, la selección de contenidos y el apoyo técnico. Nuestra incursión en esta compleja actividad se centrará en el análisis descriptivo del contenido, forma, funcionalidad y marcadores culturales de las páginas principales en inglés y en español de 27 sitios web de multinacionales informáticas, en el marco del proyecto ALPDEI (Aspectos lingüísticos y pragmáticos del discurso electrónico informático), financiado en la actualidad por la Universidad de Las Palmas de Gran Canaria. Nuestros resultados se aplicarán a la enseñanza de la traducción y del inglés para fines específicos.

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*La equivalencia contrastiva en la traducción para los servicios públicos (español-árabe)*

Lejos de abordar la cuestión de equivalencia en general, la presente comunicación pretende tratar un aspecto específico que es el componente socio-cultural como factor determinante para la equivalencia contrastiva, a la hora de traducir para los servicios públicos, en este caso consentimientos informados del español al árabe. El argumento principal es que no basta con basarse en equivalencias de género (texto institucional español-texto institucional árabe, texto médico español-texto médico árabe, etc.), sino que hay que llegar al componente socio-cultural para evaluar hasta qué punto cada texto es entendible para su comunidad de destinatarios y, de ahí, buscar 'equivalencias de recepción', más que equivalencias formales o de género.



**POSTERS**

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**AKAHORI, NAOKO**

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*The excessive use of the first person pronoun 'I' in English compositions by Japanese students – A corpus study*

On the basis of the data collected as part of the international project, ICLE (International Corpus of Learners' English). I propose to analyze the overuse of the first person pronoun 'I' in English essays written by Japanese university students. The data shows that Japanese learners prominently tend to start their English sentences with 'I' rather than 'we' or 'you' in generic sense. The result is a markedly subjective tone in their statements. Curiously enough, their subjective tone does not imply strong conviction and hesitation. My discussion will be concerned with where this implication comes from and how much it can be considered as interference from their native language, Japanese (which is known as a language whose speakers indulge in a high degree of subject omission).

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*Use and development of core vocabulary by learners of Italian as second language*

The paper means to introduce some results carried out in the course of a PhD thesis on the development of lexical competence in learners of Italian as second language. To characterize the different steps of the development of the lexical competence we compared the core vocabulary used by a group of 89 learners of Italian as second language with the core vocabulary used by native speakers. The empirical part of this research is based on a corpus of spoken data composed by 120 texts, such as the oral production task taped during several sessions of exams of certification of Italian as second language (CILS). Therefore this paper intends to present the method, the protocol of analysis adopted and obviously the results we get.

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*Making it plain for customers: How to improve the use of language in Spanish consumer contracts*

This poster will describe the process of 'rewriting' a Spanish consumer contract in plain language by using the drafting tools already developed and applied by organisations devoted to English, such as the British National Consumer Council, the Plain English Campaign or Clarity. Likewise, the poster will include the final text resulting from the 'rewriting': a plain consumer contract which offers clearer and more understandable terms for lay people and which could be used as a model for future texts of the same kind.

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*A target-oriented model for contrastive analysis*

This paper describes a model for intralinguistic contrastive analysis derived from Chesterman's more general model of contrastive functional analysis and designed to compare translations with comparable native-speaker texts in the target language. This target-oriented approach allows qualitative analysis using formal statistical methods to identify excesses and deficits for variables of interest within specific linguistic systems. Once excesses or deficits have been identified, qualitative contextual analysis is performed on the native-speaker texts to establish criteria of use and to propose corrective strategies. These are then applied to the translations and the results are assessed by the same statistical methods. Although the model is aimed principally at the assessment of translations in relation to comparable native-speaker target-language texts, the method could be adapted to contrast different text types or genres within the same language.