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Un análisis de las metáforas conceptuales orientacionales en la Lengua Brasileña de Signos (LIBRAS)

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Este trabajo tiene como objetivo analizar las metáforas conceptuales de orden orientacional en la Lengua Brasileña de Signos (LIBRAS), buscando identificar las manifestaciones metafóricas y peculiaridades que las personas sordas presentan en el proceso de conceptualización de la lengua. Para esto, se utilizarán los presupuestos teóricos y metodológicos de la lingüística cognitiva, defendidos por Lakoff y Johnson (1980) en la Teoría de la Metáfora Conceptual. Sabiéndose que los signos se construyen mediante la combinación del movimiento de la mano, el punto de articulación y orientación. Partiremos de la experiencia visual para entender las metáforas conceptuales en LIBRAS, que se basan en la experiencia corporal y cultural; además, los conceptos se organizan en términos de una experiencia con el mundo físico, lo que permite la formación de varias metáforas. Para la demostración, se optó por analizar la conceptualización de la Trinidad en el discurso religioso cristiano utilizado por los sordos. De este modo, se percibe una relación metafórica orientacional en las señales realizadas. La primera noción que vamos a abordar se refiere al signo "Dios", lo cual se realiza por encima de la cabeza, que remite a la metáfora orientacional ARRIBA ES POSITIVO (Lakoff y Johnson, 1980) para referirse a Dios como una entidad de buen carácter y que está arriba de todos, como en el concepto hebreo de que Dios es Altísimo. Pero cuando hay una referencia a "Jesucristo", el signo se realiza en un espacio considerado en la LIBRAS como ESPACIO neutro, en referencia a su crucifixión, aludiendo a su humanización, pues a pesar de su naturaleza divina, Jesús se hizo carne y habitó entre los hombres, evocando la metáfora es JESUS DIOS-HOMBRE, tomando por base una noción espacial neutra, en relación al cuerpo humano. Finalmente, la señal "Espíritu Santo", que se realiza sobre la cabeza, remite al hecho de que cuando subió al cielo, Jesucristo envió el Espíritu Santo para estar sobre y en el hombre a pesar de ser una entidad celestial, así, la metáfora para el signo de Espíritu Santo evoca la metáfora EL HOMBRE ES CONTENEDOR, en la cual, el Espíritu Santo es el contenido, que muestra una relación de orientación dentro-fuera (Lakoff y Johnson, 1980, p. 81). Esta investigación se justifica por contribuir al marco teórico de las discusiones relacionadas con las metáforas conceptuales orientacionales en lengua de signos, que está poco investigado. Se agrega a esto el hecho de que las investigaciones relacionadas con la Lengua Brasileña de Signos están en etapa inicial y carece de estudios en el área. Por lo tanto, la presente investigación tratará de confirmar la hipótesis de que la Lengua Brasileña de Signos, así como la lengua oral, es muy rica en procesos metafóricos conceptuales orientacionales.

15:30 -16:30. Salón de Grados

Learning as conceptual acquisition: A pilot project for measuring learning outcomes in higher education

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This study reports the first stage of a three-stage experimental approach to measuring learning outcomes in higher education. It investigates the extent to which students' responses to a word-association task change after they have completed a semester-long specialized course in rural geography, and focuses in particular on their acquisition of academic and policy terminology and professional world view. The hypothesis driving the research is that those students who succeed in acquiring professional discourse (lexis, style and stance) are those who achieve higher grades in their assessments, while an inability to make the leap from a non-expert or "lay-person" conceptualisation of the topic to a more professional standpoint characterizes the work of students who obtain lower grades.

Word association tasks are a useful way of accessing and externalizing concepts, and the fact that they involve free responses ensures that the responses obtained are not pre-empted by the researchers. In this study, a cohort of undergraduate students in their final year of a BSc or MA degree in Geography at the University of Aberdeen, were asked to complete a short word-association task during the first lesson of an Honours-class course in Rural Geography, a Human Geography course addressing topics from a social sciences focus. The task consisted of sixteen probes (eleven key words and five distracters), all general words with technical extensions to their meanings within the field of geography (including "community", "development", "remote", "traditional"). The students were requested to write words or phrases that sprang to mind in relation to each of the probes: Although no number of responses was specified, the

average was five per probe. These were subsequently collated and processed automatically to obtain word lists, and the data was then analysed to identify semantic and conceptual groupings present in the data.

By way of comparison, in stage two of the project the same test was administered to a group of academics whose research specialism was rural social science (academics who held undergraduate and postgraduate qualifications in various disciplines, including Geography and whose current work included rural social science research). The data obtained in this second stage of the project were subjected to the same analytical procedures as the data elicited from undergraduate students. The similarities and differences between the students' pre-teaching word associations and the professionals' word associations provide a contextual frame within which the post-teaching results can be positioned.

This paper presents the findings from the first phase of the study, comparing and contrasting the word associations of 'novices' and professionals, and highlighting the conceptual areas that students will (hopefully) include when they complete the third and final stage of the project, the follow-up task that will be completed at the end of the course.

Note: Ethical approval for the study was obtained from a University of Aberdeen Ethical Review Committee.

Mobile devices and cognitive abilities in teaching English as a foreign language

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English as a foreign language can be taught using small mobile devices, mainly advanced mobile phones, smartphones and tablets. This is considered "mobile learning" (m-learning) and can be described as a new learning approach (Naismith et al. 2004; Caballé et al. 2010; Park 2011; Fombona et al. 2013). The lack of research in its pedagogical approach (m-teaching) justifies the importance of this investigation (Echevarría et al. 2011; Kearney et al. 2012; Rambe et al. 2013). This research intends to analyze the utility of these displays in the English as a Foreign Language class and see how they facilitate an environment in which interaction is easy and provides the acquisition of language structures and the development of cognitive abilities (Langacker 1987:99). For this aim the interactions of an English Studies class are analyzed quantitatively and qualitatively. The analysis focuses on information flow among participants and other sources, and how these affect what information is attended to, transmitted and used (Hollan et al. 2000; Maglio et al. 2000; Nardi et al. 2000). As a whole, this study shows how mobile technology poses cognitive and social challenges which include the establishment of common ground and coordination of attention. M-learning involves cognitive processing which can be (partially) understood by tracking propagation of representations and by examining, problem-solving and language use as joint activities to understand how discourse attributes affect the collaborative exchange of information. M-teaching requires the knowledge of all these processes. In conclusion, further research should be done on this.

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