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SUMMARY

In this article, we study the processes of categorization of preceding linguistic expressions through anaphoric discursive labeling procedures. These anaphoric procedures can be understood as a type of paraphrastic reformulation that students use when labeling information from various sources. The analysis is based on a description of the use of these mechanisms based on the manual identification of 70 labels in a corpus of 15 monographic and essayistic texts produced by students from various disciplines of the Language and Literature faculty of the University of Río Cuarto in 2015 as an instance of accreditation of



curricular spaces. The use of this resource reveals the metadiscursive, epistemic and axiological loads that are manifested when reformulating and interpreting other people's discourses. The results obtained show that in the reelaboration and conceptual appropriation of information, knowledge is reformulated, while it is transformed and constructed.

Keywords: Academic Writing. Discursive Labels. Anaphora. Reformulation. Categorization.

ABSTRACT

In this paper, we study the processes of categorization of preceding voices through discursive labeling procedures. These anaphoric procedures can be understood as a type of paraphrastic reformulation used by the students by labeling information from several sources. The analysis is based on a description of the use of these mechanisms beginning with the manual identification of 70 labels in a corpus of 15 texts with monographies and essays features, written by the students of different disciplines of the Language and Literature careers of Río Cuarto University in 2015. The texts were produced as a proof of accreditation of curricular spaces. The use of this resource allows us to entrust the metadiscursive, epistemic and axiological burdens that they support when they reformulate and interpret other people's discourses. Results show that in the re-elaboration and conceptual appropriation of the knowledge, it is, at the same time, reformulated and constructed.

Keywords: Academic Writing. Discursive labels. Anaphore. Reformulation. Categorization.

Discursive labels: dialogism and reformulation



Numerous studies postulate that reformulation is a priority skill for students to face the challenge of writing in various disciplinary contexts throughout their university life (Silvestri, 1998; Carlino, 2005; Arnoux and Pereira, 2002; Arnoux, Silvestri and Nogueira, 2002; Novo, 2007; Arnoux 2009; Vazquez, 2016; Carlino, 2013; Padilla 2013, Bazerman, 2013; Navarro, 2017).

In the case of the reformulation that interests us, the anaphoric one, a previous textual fragment or source text (TF) is taken up to put it another way, from which a meta text or discursive label (ED) results. The resulting ED evidences a selection of the tf information and allows us to glimpse the ideological and axiological load of the enunciator. By saying what has been said again, not only knowledge is reproduced, but there is also an appropriation and transformation (Scardamalia and Bereiter, 1992; Silvesri, 1998; Alvarado and Cortés, 2001). In the dialogue with what is built in the discursive community, the speaker can make assessments about its character of truth, its epistemological status, its intentionality and its possible effects.

About our object of study: previous considerations

State of play

Although the EEDD are studied primarily as a cohesive mechanism, there are different perspectives of approach to the subject. Therefore, it is not surprising that the bibliography calls this peculiar type of anaphora in different ways: "of abstract entities" (Asher, 1993), "diffuse" (Fernández, 1987), "by nominalization" (Apothéloz, 1995), "recapitulative or recompetitive" (Vivero, 1997), "conceptual" (Borreguero, 2006; Llamas, 2010). Here we speak of "discursive etiquette" following Francis (1994) and López Samaniego (2011), while we privilege as a central feature the conceptual reworking of the previous segment.

With regard to recent research on the subject, there are constrastive works that analyze the way in which EEDDs are interpreted in various languages and/or countries (Andújar, 2000; Abad, 2015; González, 2008, 2010; Peña, 2006; Zamponi, 2003) and those who treat the phenomenon as a



type of conceptual metaphor (Llamas, 2010). In this line, an indispensable contribution is that of López Samaniego (2011, 2013a, 2013b, 2018), which characterizes the labeling procedures and differentiates them from other operations.

Most studies deal with texts of the genre popular science article and newspaper or journal article. The analysis of labeling mechanisms is not frequent in the corpus of academic texts, although there is some research in the field of basic general education (Borzone, 2005), at the higher level (Mayela and Manrique, 2004; Torres and Boces, 2012) and on technical aspects of scientific-academic writing (Ávila, 2016). We found no studies on the use of labeling mechanisms as a specific reformulator type or that analyze their task in the appropriation of concepts. Our goal is to describe how students appropriate previous voices through the use of EEDD and what is the epistemological, ideological and axiological positioning that they suggest.

Discursive labels: delimitation and characterization of the phenomenon

Our object of study, anaphoric EEDDs, is part of indirect or free anaphoric cohesion mechanisms. They move away from canonical forms in that they cannot be explained by the correferential semantic relationship they have with a antecedent, nor by a morphosyntactic relationship of concordance with that element. The antecedent triggers anaphoric interpretation with inferential processes.¹

In general terms, we can mention at least three features that make it possible to define the phenomenon of anaphoric EEDDs: (a) its ability to condense information, (b) the often abstract

¹ An exponent of this type of anaphoras are associative ones in which there is a semantic-stereotypical link between the anaphoric element and its antecedent. An example like "We entered the house. *The doors* were open" constitutes an associative anaphoric type since the syntagma "the doors" designates an entity that must be inferred from a non-correferential syntagma present in the previous sentence: "the house". Thus "the doors" referred to in the example are "the doors that belong to that house", a possible association that is reached by an inference ("houses have doors"). This inference is based on a meronymic relationship between the part (doors) and the whole (house). Other authors (Barrendonner, 1986; Apothéloz, 1995; Cornish, 1990, among others) consider that the associative relationship can be made from inferential operations that are established based on the data provided by the discourse and the knowledge of the world, without the association necessarily functioning as a semantic-stereotypical relationship. The interpretive dependence of an anaphora is not only linked to the explicit verbal context, but also to discursive memory.



character of the referent and (c) the diffuse character of the antecedent (López, 2011, pp. 293-362). The ability to condense propositional information into a nominal syntagma (SN) is evidenced by the following example from our corpus:

- (1) *Literature is put at the service of the facts that cannot be forgotten and helps to reveal those data that are "hidden" in the past, **this task** is carried out in different ways.*²

We have placed the TF in italics and the anaphoric discursive label in bold. From now on, we follow this method of marking. In (1), it can be seen that "this task" categorizes a previous information, condenses it and makes a conceptual adjustment of the antecedent by naming it in another way. It is a case of "dicto or cognitive anaphora" in that it reformulates the actions of the literature "to put oneself at the service of" and "help to reveal", as a "task".

Regarding the abstract character of the referent, it is linked to the loss of time, mode, aspect and person, which produces a conceptual reworking of the antecedent: the "reification", or conversion of an abstract into a "thing" or "conceptually delimited unitary object" (Langacker, 1987; 2008, p. 107). Let's look at example (2):

- (2) *Just a few days ago the media discussed in their agenda the return of democracy, of which thirty-one years were celebrated on October 30. For some such an event represents an important celebration and for others, perhaps a little forgetful, alien or even unaware of recent Argentine history, just one date, one more year of life in democracy. In **this context of heterogeneity**, I believe that there is room for questions [...].*

In (2), the ED "this framework of heterogeneity" shows the loss of both the agents and the verbal predicates that make up the antecedent segment. It transforms what is said with verbal structures in

² Examples that do not present reference to their sources are taken from the corpus. These data are not placed because you want to protect the identities of their enunciators. Those examples in which the authors are enunciated are taken from the bibliography.



the SN "this framework of heterogeneity". A unitary entity is named to which, in turn, attributes can be added. It should be noted that we will hardly find as EEDD specific common nouns such as *door* (Llamas, 2010). This is because EEDDs typically categorize entities of a higher order than physical objects. In general, entities of the second and third order, i.e., of a high degree of abstraction, which are usually compatible with the entities of scientific knowledge.³

The third feature of EEDDs is the diffuse nature of the antecedent. Recategorized antecedents differ in complexity and extent. The possibility of reworking the content and adding information explains why, in many cases, the textual antecedent is difficult to be delimited; it is usually "diffuse" and even "imprecise". There are cases when the item taken up is a true information package as in (3):

- (3) *Among other stories we can highlight Diario de un clandestino by Miguel Bonasso, written, not to remember but that the beginnings of this diary fulfilled the purpose of the writer's personal archive. By a request for publication, Bonasso decides to make known his agendas and notebooks. Since then it has become more than just a secret archival diary of a militant from the '70s. For his captivating story and his real stories, it began to be taken as a testimony of a journalist who, in times of repression, due to his ideologies found with the military government, had to live in hiding with his family. He also had to go into exile in Mexico to preserve his life. In the diary is expressed an integral chronicle, told by its writer and protagonist at the same time, full of complex situations, heroic stories of his companions, the growth of his children in a hidden life and captivating episodes due to their real character. Although the information is taken from a personal diary, Bonasso had to adapt its content to be able to publish it. He added details and deleted others. This way it manages to capture the reader's attention. He reunited his life*

³ Lyons (1977) proposes an ontological classification of entities, which we prototypically express through nominal expressions. Those of the first order, which are concrete (people, animals, things); those of the second order (they develop in a time and space: states, events, processes, activities), and those of the third order, which are those with the highest degree of abstraction; are concepts and propositions that are presented outside of space and time (e.g., *hope, belief and judgment*).



experience, with unexpected situations. The reading of **this type of literary works** (referring to repression as a resource to build memory) collaborate with the construction of the recent past.

It can be considered that "this type of literary works" constitutes an ED that alludes either to the work *Diario de un Clandestino*, or – and this seems to us the most plausible interpretation – to the set of characteristics from which the enunciator describes the work. The antecedent to which the ED alludes is diffuse. In addition, a kind of hyperonymic reclassification of this information package is also carried out by including the aforementioned work in the broad set of "literary works referring to repression as a resource to build memory" about the recent past in Argentina.

To the three features with which we define the EEDD, it seems interesting to add the analysis of modalization and metadiscursive considerations, which show the EEDD, since we have appreciated that these resources are useful to explain the way in which the reelaboration and conceptual appropriation of voices corresponding to authors legitimized by the discursive community occurs. In (4), for example, we observe a classification of the TF, which presents the topic of Martí's subjectivity as insufficiently studied, so that it is placed as the starting point of a research article:

- (4) *As far as has been reviewed, the forms of expression of Martí subjectivity in his journalistic works have not been sufficiently studied, unlike other compositional aspects of his style.* From **this initial motivation**, this article describes the forms of expression of Martí subjectivity through the discursive modalization of its judgments, which constitutes one of the edges of the textual manifestation of individual opinions (Pérez, 2016, pp. 189-190).

In (4), with the ED "this initial motivation", the enunciator positions the TF as the motivation that originates her inquiry. Because this fragment indicates that there are aspects of subjectivity in Martí's works without investigating enough, it is a research gap and his anaphoric retaking insists on clarifying that the article is the one that will occupy that niche. Thus, an epistemic positioning of the TF is carried out. It is taken up in terms of its role in the construction of the scientific status of research.



This operation is a form of modalization. Let's delimit this concept with the words of the same author of the example:

[MariaGrau Tarruell] defines modalization as "a pragmatic concept that refers to the concrete actions of speakers who produce statements in which they leave traces of their way of thinking and feeling, of their attitudes." Hence, Marcia Losada (2011) defines it as one of the components that allows to relate the semio-enunciative level (speech) with the semio-cognitive level (underlying system)(Pérez, 2016, p. 184).

Let's look at another example. In (5) is the TF, which corresponds to the enunciation of the object of study and the projection of the continuation of the research, in relation to a project of greater scope planned to be developed in phases. In this discursive labeling procedure, the information taken up is also epistemically located. It is encapsulated in the phase idea of a larger project. Therefore, as in the previous example, previous information is taken up in terms of its role in the planification of research.

(5) *The present study on the semantic-discursive components in the conservative journal points to their logical complement: a similar analysis of such components in the left-wing press. **This phase of our project on Cold War Spanish in Chile** should be connected with the studies in the process of publication on general semantic strategies in both fields (...), to culminate with a comparative analysis of the textual data of the corpora of *El Diario Ilustrado* and *El Siglo* (Latorre, Vega and Opazo, 2002, p. 70).*

Here is one more example, in which an extensive fragment is retaken, in which it is stated that no markers with epistemic participles were found in a conversational corpus. The ED is "what is true" and, clearly, it is an index of epistemic modality, since it shows the position of the enunciator regarding the truth of the previous statement.

(6) *Another formal type of markers that we find in the scientific corpus and not in the conversational one is the one constituted by markers with epistemic participles. The total absence of this type of units in*



the conversational corpus has no clear explanation, and may therefore be a consequence of the limitations inherent in any corpus study. In any case, **what is certain is** that the specific characteristics of scientific discourse determine that the speaker needs to resort to certain particles as proven or demonstrated, with a semantic content little used in conversation (Fernández, 2009, pp. 585-586).

The last example that we analyze in this section has, in addition to an epistemic dye, an evaluative one. With the ED "This circumstance" the previous fragment is taken up, in which it is indicated that the nominalizations allow to generate an effect of objectivity, which is widely used in the scientific record.

(7) *Egins and Martin (1997: 363) delve into this last idea, and to all the above, they add another possible advantage, for the scientific discourse, of nominalized constructions. It is the fact that this type of structures allow authors to establish a distance between them and the readers and, above all, between them and the concrete facts treated in the text, implying that they are not emotionally involved in them.*

This circumstance can be used to achieve the impression of objectivity and neutrality typical of the language of science (Fernández, 2009, p. 589).

This could have been referenced in different ways, as *a discursive strategy* or *usage*. Instead, the expression *circumstance* was used, which defocuses the agentivity of academic enunciators who use nominalizations. Later, they talk about the same thing and refer to this as "resource". The expression they use is "resources such as nominalization" (Fernández, 2009, P. 590). Other EEDDs that usually appear in anaphoric function in texts are "this (brief/extensive/detailed) review", "these data", "this information", "the preceding distinction", "said clarification", "these comments", "that criticism", among many others. These options can mark epistemic modal distinctions and evidentiality and even evaluative modalizations. Other clearer and more evaluative EEDDs can also be found as "such an accusation" or "this assumption".



To delimit the notion of epistemic modality that has entered the scene, suffice it to say that it refers to "the linguistic expression of the degree of commitment that the speaker assumes with respect to the factuality of his statement"(Fernández, 2009,pp. 577-578), which may be associated with the evidentiality or manifestation of the source of the statement. In addition to the epistemic modality, traditionally the appreciative modality, which we have mentioned above, and the deontic modality are differentiated, which are delimited by Pérez García (2016,p. 185-186). The author points out that the valuation modalization is found in the expressions of value judgments on what has been said, which are carried out with resources such as subjectivisms, quantification, certain adverbs and some "figures". Finally, the deontic modality is the one that is addressed to the receiver and consists of the expression of the need or obligation to act in a certain way. It makes use of resources such as the imperative verbal mode, modal verbs and verbalizations, and other resources.

Discursive labels as a case of paraphrastic reformulation

Non-paraphrastic reformulation and paraphrastic reformulation

The opposition between "distinct" and "equivalent" is what fundamentally distinguishes non-paraphrastic reformulation from paraphrastic (Abad, 2015,p. 132). The first implies a change of enunciative perspective, and is marked by markers such as "in fact" and "in sum". On the other hand, in the second, it turns on the original formulation in order to clarify, expand or even reduce it, but always establishing an equivalence relationship between both terms at some level.

The most frequent paraphrastic reformulators are explanatory (e.g., "that is," "this is," "in other words") or rectifying (e.g., "better said," "rather"). Also the paraphrastic reformulation can occur without the presence of the reformulator, with the reiteration of some aspect of syntactic or terminological order: lexical reiterations, explanatory phrases, verbs with metalinguistic function (Penas and Serna, 2011,p. 31). While paraphrastic reformulation is usually defined as a syntagmatic synonymy (Penas, and Serna 2011,p. 31), cannot be thought of as a relationship of interchangeability or say "the



same thing in another way" (Silvestri, 1998) because what is said in another way is never "the same". Semantic equivalence is the relationship that attributes to the statements linked in the paraphrase a common semantic basis and a series of differential features conditioned by the situation and the syntagmatic context.

We believe that EEDDs can be found within the latter group. That is, they constitute a type of paraphrastic reformulation that does not present an explicit reformulation marker. In the cases worked, the enunciator presents the ED immediately after quotations –whether direct or indirect–, which gives this special type of reformulation a character of response to previous voices. In general, EEDDs are usually made up of nominal syntagmas consisting of determinative or demonstrative pronouns, plus a noun that is sometimes modified by some type of adjective.

Our analysis explores the links between the first discursive segment (TF) and the ED that reformulates that segment. As we already mentioned, we will deal with describing which are the semantic features that remain stable and what are the modifications, restitutions, or displacements that are operated.

Materials and Methods

In this paper, we describe and classify the operation of 70 cases of EEDD identified manually in a bounded corpus of 15 monographic and essayistic texts corresponding to students of the Faculty in Language and Literature of the National University of Río Cuarto, during the last two years of the career. We carry out a fundamentally qualitative assessment in which we try to characterize the way in which the enunciators paraphrastically reformulate previous voices through discursive labeling procedures in texts corresponding to the subjects Argentine Literature I (3rd year) and Hispano-American Literature I and II (4th year). This is a synchronous approach in which we collect works produced during the 2015 school year. This choice was based on our interest in knowing how students deploy these forms of anaphoric reformulation in textual genres requested in instances of final



evaluation, in which they must appropriate the theories on literary criticism and based on this appropriation make a personal reading of literary works.

Results and Discussions

The results found show that the EEDD procedures that the enunciators deploy when reformulating previous segments corresponding to direct and indirect quotations fulfill diverse and gradual functions that range from the reiteration of some lexical item to the creation of an absolutely unpublished entity that the enunciator constructs when interpreting the content of the preceding voice. Table 1, presented below, shows the classification of the various types and functions that the EEDD procedures found in the corpus fulfill.

Figure 1 Types and functions of registered EEDDs

<p>Functions</p>	<p>Formalization of a speech act</p>	<p>Interpretation and assessment of the preceding segment. The ED shows.</p> <p>The restitution or displacement of elements from the reformulated segment.</p> <p>The generation of an unpublished entity (recategorization).</p> <p>Modalization (manifestation of the speaker's attitude).</p>
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RE Anaphoras

As has been anticipated, there are EEDDs whose function is to reformulate propositional contents of previous textual segments through a categorization that is usually metalinguistic, that is, that implies categorizing the preceding segment as an act of language. This type of EEDD corresponds to the so-called ANAPHORA OF RE. This can be seen in examples (8) and (9):



(8) "If we exterminate the gaucho we also exterminate with him our wealth and our future economic development. If we take care of the gaucho we get rich"(Feinmann, 1996: 293). **This position** is contrary to the ideology and project of nation that Sarmiento assumed.

(9) On the epistemic level, Cortés (2013) ignores, dismisses the other and the possibilities of his culture [...]. He mentions the city of Tenochtitlan interchangeably as "temixtitan" or "tenuxtitan". And *he considers it proper and opportune to send to the natives of Guasincango "a signed commandment of my name and of a scribe with a long relationship of the royal person of your sacred majesty"*[...]. **These decisions** are nothing more than signs of disregard for the identity and oral culture of the other.

As can be seen from these examples, the voices of the preceding segments are categorized as "this stance" and "these decisions." These anaphoric types of RE reformulate an act of language as question, order, desire, recommendation, decision, exemplification, etc. And, although they fulfill the function of categorizing a preceding voice – which in itself would show some type of interpretation – the evaluative and axiological load is lower than those of other forms of labeling (Gonzalez, 2008). Or, more precisely, their valuation load, which is closely linked to the metadiscursive characterization they carry out, is rather epistemic and not appreciative.

In Figure 2, presented below, we list each of the EEDDs identified in the corpus that fulfill this RE function. It should be noted that of the 70 EEDDs identified, 32 correspond to these cases, which represents approximately 45.71% of the total, which shows a prevalence of these uses over the other types.



<ul style="list-style-type: none"> • this excerpt • this conception • these categories • that argument • this idea • this dialogue • these words • this conception • this reason • these questions • this perspective 	<ul style="list-style-type: none"> • this conception • this excerpt • this description • this excerpt • these words • this position • this thesis • this position • last words • that line • relationship points 	<ul style="list-style-type: none"> • these axes • those decisions • this example • this sentence • both versions • these testimonials • this speech • this last fragment • these last words • these songs
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Figure 2

Systematization of EEDD with function of ANAPHORA OF RE

Dicto or cognitive anaphoras

While in the EEDDs that fulfill anaphoric functions of RE the act of language carried out by the enunciator is enunciated, in the others – anaphora of Dicto or Cognitive – the previous propositional content is interpreted and usually evaluated. We note that in these labels the enunciators show different degrees of appropriation of the tf information that goes from the restitution and / or displacement of some lexical item of the preceding segment to the generation of an unpublished



entity.

Dicto or cognitive anaphoras (Group A): the question of cumulative anaphora

In figure 3 we systematize all the recurrences corresponding to the EEDD of *dicto* (group A) that show restitution and / or displacement of some lexical item. We found 8 cases, which represents 11.42% of the total number of EEDDs identified. That is, they show in this case the lower prevalence of use.

Figure 3

Systematization of EEDD with Anaphoras *de dicto* function (group A). Restitution/displacement of lexical items

- this construction
- the happy life
- that hell
- those utilitarian models
- this originality
- these plural identities
- this displacement
- this difference of worldviews

When analyzing the operation of some of these cases we can observe that, as in (10), the enunciator restores on the label a lexical item from the reformulated segment "construction" from which the antecedent is categorized as "this construction".

(8) This is what Hozven argues (in Moyano, 2009): "*National identity is realized in a performative way and not merely verifiable from pre-existing sources or documents. It emerges as an effect or*



construction of what is thought *and written when making it and what you had no idea about before starting it*. In **this construction** of nationality comes into play the binomial barbaristic civilization.

Syntactically in (10) the ED is made up of an SN consisting of a demonstrative pronoun plus a noun, which can be formulated as follows: (SN) = PD + sust. It is important to note that we observe a displacement of the item "construction" while in the previous segment it is part of the verbal predicate and in the label it appears in thematic position. In this case, the function that the label fulfills is not strictly that of interpretation of the antecedent, but rather that of restitution of the lexical item that accumulates the information of the entire propositional set mentioned above. ED fulfills a cumulative anaphoric function (Evans, 1980, p. 340). That is, the ED "this construction" does not refer correferentially to the lexical item "construction" that appears in the antecedent segment, but its scope transcends this single direct textual antecedent to compromise the entire propositional set. This ED refers to the construction of national identity that is "realized or constructed in a performative way...".

One of the main implications of the cumulative approach is that it calls into question "the relationship of strict co-reference that presided over traditional approaches, which constitutes one of the starting points of the so-called cumulative anaphorous *conception*" (López, 2011, p. 64). Authors such as Brown and Yule (1983) focus their attention on texts that include predicates of state transformation – which are found in narrative texts and cooking recipes – and criticize the co-referentiality that substitute currents defend to explain the relationships that are established between an anaphoric expression and an antecedent (López, 2011, p. 65). Similarly in (11), the ED "these plural identities" cumulatively condenses the characteristics found in the preceding segment (*superimposed, diverse and contradictory*):

(8) As Cornejo Polar (1999) argues, in Latin America coexist – in the same present – *overlapping, diverse*



and contradictory plural identities that constitute a conflictive heterogeneity. **These plural identities** require the epistemological construction of a new object of study.

This type of interpretation emphasizes the need to take into account the entire clause in which the antecedent "plural identities" appears to interpret the anaphoric expression. In anaphoric expressions, the entities "this construction" and "these identities" are progressively incorporated and their properties are modified. Their features are progressively transformed along the successive anaphoric chains (Brown and Yule, 1983, p. 26).

Dicto or cognitive anaphoras (Group B): the generation of unpublished entities

Unlike what was stated above in (10) and (11), here we group the discursive labeling procedures in which an *anaphora of dicto* interprets the propositional content exposed by the previous voice, but in this case building an unpublished entity that sometimes carries strong axiological and argumentative implications. This type of anaphoras, then, is used with a clear appreciative modalizing function.



Figure 4

Systematization of EEDD with Anaphoras *de dicto* function (group B). Generation of unpublished entities

<ul style="list-style-type: none"> • clashes between different and antagonistic positions • the project of nation • model of progress • this dichotomy • that plan of extermination • that plan • this conversion of the gaucho • the imposition of Christianity • the image of this man • these strategies • this fact • this evidence • this discursive strategy • their impotence • their skepticism about life • this annoyance for life 	<ul style="list-style-type: none"> • this metropolitan thought • the scheme of binary oppositions • originality • the language of the llaneros • hunger • this wealth • this structure of domination • this imposition • this creation • this invention • this identity • your search • narrative transmission • both fronts of struggle
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In the cases that we analyze below, the reworking that the enunciators carry out on the voices of the characters of the various literary works that are the object of analysis can be observed. In these categorizations, the EEDDs fulfill the function of interpretation and positioning of the TF. Thus, in (12) the enunciator reformulates the reply that Miguel, character of the novel "In October there are no miracles" by Oswaldo Reynoso (2014), makes to another character (Leonardo):

(8) Leonardo, on the other hand, a young professor friend of Miguel, wakes up from an uneasy drunkenness to meet at the end of the narrative with Miguel in the procession of the lord of miracles and tries to make him desist from his eagerness to act by telling him that individual violence does not change anything: "[...] only the collective and organized action of a party of peasants, workers and determined people can change all this rotten." However, Miguel replies as follows: "You talk as if you were a book, but tomorrow they throw us out of the house, I am still a



*coward, my old man dies of so much work without having enjoyed anything, my mother ends up washing clothes cooking reneging and my sister is made a whore and the fox is corrupted". Thus manifests **their helplessness, their skepticism of life.***

We can observe that in the EEDD "their impotence", and "their skepticism before life" constitute nominal syntagmas made up of more substantive possessive pronouns or substantive constructions (SN = PPos.+ sust./k sust.) that have a strongly argumentative value and allow the enunciator to interpret and position himself in front of the literary works that they analyze in their final works. The same happens in (13), a case in which the enunciator takes the voice of one of the characters in the same novel and categorizes it as "this annoyance for life".

(8) *"Coward: because I run, because I am afraid of turning twenty, because I am afraid of being alone, because I no longer believe in my collera, because I cried when I was pulled in my entrance exam to San Marcos, because that pocho takes it from Mery and I do not hithim."* With **this annoyance for life** he manages to write some stories.

In the case that follows (14), "the struggle between European civilization and indigenous barbarism, between intelligence and matter" is labeled through an SN formed by a determinative pronoun plus a noun, which could be stated as follows: SN = PDet. + sust. We observe that an entity is built that is new from the previous proposition, implies an appropriation of the information contained in the TF as "confrontations between different and antagonistic positions". The idea of "confrontations" bears a certain evaluative modalizing load with argumentative function.

(9) Sarmiento in his book *Facundo* (2000) expresses: "If a flash of national literature can shine momentarily in the new American societies, it is the one that will result from the description of the grandiose natural scenes, and above all, from the struggle between European civilization and indigenous *barbarism, between intelligence and matter.*" **The clashes between different and**



antagonistic positions [...].

The valuation load becomes, perhaps, more evident in the examples that we discuss below, in which the lexical items from which the information is condensed are in themselves valorative.

(10) The periodic reiteration in relation to the possibilities of evangelization of the peoples encountered is another form of accentuation of ethnocentrism. In reference to this, Cortés points out: "*I made them understand with their tongues how deceived they were in having their hope in those idols [...] and everyone, especially the said Mutezuma, answered me [...] that they might well be wrong.*" (2013) The imposition of **Christianity** leaves the Aztecs out of the communicative circuit.

In (15), taking up the statements of Cortés and labeling his preceder as "the imposition of Christianity" the critical position of the enunciator regarding the so-called process of "evangelization" of the original peoples in America is clearly evident. Also in (16):

(11) "Sarmiento in a personal letter to Mitre expresses a contempt for the gauchos and his desire to exterminate them: 'I have hatred of popular barbarism. The mob and the gaucho people are hostile to us. *As long as there is a chiripá, there will be no citizens*'" (Fernández, 1993, p. 219). Roberto Retamar has included these words of Sarmiento in his writing "Some uses of civilization and barbarism" so that not only Sarmiento's hatred of the gaucho and barbarism is demonstrated, but also demonstrate that this extermination **plan** was self-stenticated and absurd, since it eliminated his own people.

Here we observe how the enunciator – when interpreting Fernández Retamar's considerations about Sarmiento's sayings – makes a categorization in which it is evident at the same time what is the position of the student himself with respect to Sarmiento's gaze on the gaucho. As we can see, the writer dialogically takes up two previous voices: that of Fernández Retamar, and that of Sarmiento himself. The reformulation that the student makes of the antecedent: "as long as there



is a chiripá, there will be no citizens" as "that extermination plan" makes Sarmiento's intentions explicit, while it marks a personal look at the subject. It is, therefore, an appreciative modalization through which the position and attitude of the enunciator with respect to what has been said is made clear. Far from adhering to the "civilizing" sarmientino ideal, the enunciator interprets and categorizes this proposition as a "genocidal plan", making evident Sarmiento's intentions to exterminate the gaucho.

The examples illustrate the epistemic and axiological metadiscursive and modalizing function characteristic of many labels, while appreciating their essential role as part of the appropriation of the discourse of others and the ideological construction in the discourse. The EEDD are a powerful semantizing mechanism of a cognitive nature that not only fulfills referential and anaphoric but also argumentative functions (González, 2009), to which students usually go with greater or lesser success in the reformulation and interpretation of both literary works and concepts from critical literature.

6- By way of conclusion

One of the main challenges that students encounter when pursuing their undergraduate degrees is to be able to build knowledge from dialogue with their discursive community of belonging. In this paper, through a qualitative analysis, we describe and classify the deployment of a particular discursive procedure of paraphrastic reformulation called discursive labeling. The results are obtained from the analysis of a corpus of texts written by advanced students of the career of the Professorship in Language and Literature of the National University of Río Cuarto. Consequently, the scope of this inquiry is limited; however, it allowed us to notice the relevance of EEDD as a resource of lexical-grammatical cohesion and as a discursive strategy of paraphrastic reformulation that highlights the positioning and interpretation of enunciators when they appropriate TF information in their writing tasks.



The interpretation and positioning of the enunciator refer mainly to (1) the metadiscursive function of some labels, which qualify the preceding text as an act of speech, (2) the function of modalization or manifestation of the attitude of the speaker in front of what is said, which may indicate some epistemic or evidential consideration (about the certainty against what has been said) or some assessment or axiological attitude towards what is taken up in the discourse.

We try to characterize the manifestations of the labeling phenomenon in terms of the processes of recategorization of the information they carry out, their metadiscursive functioning and the attitude of the speaker or modality they express. The analysis allowed us to systematize various behaviors shown by EEDDs. Thus, we were able to differentiate three large groups according to the functions they fulfill. First, there are EEDDs that reformulate the preceding segments as acts of language and fulfill anaphoric functions of RE. In this sense, they can be described as metadiscursive. Although they fulfill the function of categorizing a preceding voice, their valuation load is lower than those of other forms of labeling.

Secondly, there are EEDDs that function as *dicto anaphoras*. Its function is to interpret the propositional content of the preceding segment. In some cases, they reformulate it from the restitution and / or displacement of some lexical item, and it usually also coincides with the functions fulfilled by the cumulative anaphoras. The latter emphasize the need to take into account the entire clause in which the antecedent appears to interpret the anaphoric expression. Third, there are EEDDs that function as *dicto* anaphoras in which the categorization process constructs an unpublished entity, which tends to entail strong axiological and argumentative implications.

With regard to *dicto* EEDDs in general, we would like to highlight the epistemic modalization effect generated by their use. We observe how enunciators, taking up the previous voices and categorizing them, put into play the appropriation of information to rename it generating new knowledge. As we have mentioned, this type of paraphrastic reformulation is highly effective in the appropriation of abstract and complex contents that are typical of the scientific and academic



field. In turn, the epistemic profiling of an antecedent places it in a certain statute, which serves not only the expository purposes, but also the argumentative ones, to which labels also make their contribution, of course, with clear appreciative modalization.

Finally, we would like to emphasize that the procedures of EEDD as an anaphoric mechanism of lexical-grammatical cohesion, as well as paraphrastic reformulation, can be worked on in the teaching of academic writing both undergraduate and graduate. The management of these resources has a high impact not only in terms of cohesive and progression of textual information, but also at the epistemic level. Making conscious the search for a suitable lexical item requires mastery over the topic on which students are writing. In addition, some EEDDs have a strong impact on the argumentative orientation that the enunciator can imprint on his speech.

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