

# VERBS OF THOUGHT IN 21ST CENTURY LITERATURE: DANTE MEDINA

## VERBOS DE PENSAMIENTO EN LA LITERATURA DEL SIGLO XXI: DANTE MEDINA

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## ABSTRACT

The colloquial language increases with expressions, mostly verbs of thought. Why does this happen? It is precisely the study of our analysis: in the last two centuries the grammaticalization of expressions has grown disproportionately. In the twentieth first century literature, we see how in Latin America a way of saying things is with true semantic meaning broken. In literature, verbs that express mental processes represent new realities, without making the previously existing vocabulary a minority. The most relevant verbs of thought are guess, believe, idea, consider, decide, know, remember, wonder, realize, forgive, among others. Our analysis is aimed at what is the current use that would be considered correct. This study includes neologisms —modern verbs of thought— and its appropriate use in the Mexican writer Dante Medina. How and why do the study of pragmatics in literature? Literary pragmatics probably uses “verisimilitude adverb” linguistically correct communication to designate actions as they should be, it is when the philological current enters, and the representation of poetic unknowns begin to be interesting with the use of verbs of thought. We allude in this study that together with semantics and syntax, pragmatics make up a gang that leads us analyze Medina’s semiotic theory applied to the language of his literature and verbs. We take advantage of Modern pragmatics that offers economy in language: it is logical and precise, to define the different functions that semantics and syntax have in the verbs of thought to manifest true meanings.

**Key words:** Mexican literature, semantics, language acquisition, neologism, verbs.

## RESUMEN

El lenguaje coloquial aumenta con expresiones, en su mayoría verbos de pensamiento. ¿Por qué pasó esto? Es precisamente el estudio de nuestro análisis: en los últimos dos siglos la pragmatización de las expresiones ha crecido desmesuradamente. En la literatura del siglo XXI, vemos cómo en América Latina se rompe una forma de decir las cosas con verdadero sentido semántico. En la literatura, los verbos que expresan procesos mentales representan nuevas realidades, sin que el vocabulario previamente existente sea minoritario. Los verbos de pensamiento más relevantes son adivinar, creer, idear, considerar, decidir, saber, recordar, preguntarse, darse cuenta, perdonar, entre otros. Nuestro análisis va dirigido a cuál es el uso actual que se consideraría correcto. Este estudio incluye los neologismos —verbos de pensamiento modernos— y el adecuado tratamiento del uso en el escritor mexicano Dante Medina. ¿Cómo y por qué el estudio de la pragmática en la literatura? La pragmática literaria probablemente utiliza el “adverbio de verosimilitud”, comunicación lingüísticamente correcta para designar las acciones como deben ser, es cuando entra la corriente filológica, y la representación de las incógnitas poéticas empieza a interesar con el uso de verbos de pensamiento. Aludimos en este estudio a que, junto a la semántica y la sintaxis, la pragmática conforma una cuadrilla que nos lleva a analizar la teoría semiótica de Medina aplicada al lenguaje de su literatura y verbos. Aprovechamos la pragmática Moderna que ofrece economía en el lenguaje: es lógica y precisa, para definir las distintas funciones que la semántica y la sintaxis tienen en los verbos del pensamiento para manifestar significados verdaderos.

**Palabras clave:** Literatura mexicana, semántica, adquisición del lenguaje, neologismo, verbos.

## INTRODUCTION

When we study human language, we are approaching what some might call the "human essence", the distinctive qualities of mind that are, so far as we know, unique to man.

Noam Chomsky

Many medieval literatures sources state that the beginning of language started with a specific society: The Babel's Tower at Babylon where people got together to build a town and a tower tall enough to reach heaven. It is the passage from Genesis (Genesis, 11: 1-9) where God punished humanity by the confusion of tongues, since God observe the Tower, He jumbles their talk in such a way that they cannot longer communicate between themselves, He also did it because of their lack of obedience and arrogance. During European Middle Ages, the Fénius Farsaid's tale became greatly important; this traditional king from Central Eurasia studied the confused languages at Nimrod's Tower. Between those languages, there was Latin, Egyptian, Aramaic, Coptic, Sanskrit, among others. These would be considered 'dead' languages, although it is notorious to underline that what was 'dead' was not the language, but the speaker. Therefore, language is the key to human lives.

From Ancient Greece, language is the most important tool to humans that sets us apart from animals: while they show submission, anger, or attraction to a mate. Young children begin to adapt themselves to grammarian sounds and a native tongue. There have been many theories that describe this growth, evolution. It is said that "nothing is ever learned, it is simply recalled or remembered"; the father of Classical liberalism believed that a human's mind is a blank slate, everything is learned through experience.

In this research we analyze a specific type of language: the verbs of thought developed in 21st century in the literary work *Léérere "Manual para hispanoandantes"* (Medina, 1986) by the Mexican writer Dante Medina. These verbs reveal novel thought events presented at the early age of language acquisition. This literary work considers the speakers' modern thought in Spanish Language. For this, we consider appropriate the study and previous analysis of some theories on language acquisition, to reflect how literary pragmatics is generally ahead of modern realities, the approach that neological verbs achieved. This study associates the verbs of thought present in the literary work *Léérere* (Medina, 1986) by Dante Medina and how it fulfills the element of verisimilitude, a piece of contemporary fantastic literature. Regarding the perception of language, it was Jérôme Bruner who did the studies to prove that cognitive and motivational variables are in use since we begin to have a little perception. But the person must go through a process where there are three different stages. In the first phase pre-audible, in which the infant in anticipation of a convinced event, drives his intellectual or motivational schemes, the second one is the stage of receiving information, and the third one is the evolution step of the perceptual hypotheses, in which the little ones judge the adequacy between his previous expectations and the information received. If these steps are taken well in childhood, that is when the two determinants that Bruner described are like: 1) the formal ones where we found stimulations and the receptor apparatus; 2) here we found emotions, attitudes, needs, experiences. The second determinant described by Jérôme Bruner will be fundamental for logic and precision, that is, for the infant to begin to discover semantic fields, meanings that, at a certain age, will manifest verbs of thought.

Then, in the sixties', came the most prominent linguist of the twentieth century, who said that children learn to speak, just because they do not have much complete information yet, this was Noam Chomsky's hypothesis (Higginbotham, J., 1982, pp. 143-157). Chomsky created something called Language Acquisition Device (L.A.D.). Thus, we could find verbs, adjectives, and nouns. Which are also acquired by behavior and imitation so young ones can organize the spoken language, and they divide it automatically in their grammatical ways. This morphological process means, we were born to use language. In nineteenth century, an interesting theory said that pupils were asked to read the classics of literature, a protuberant strategy on the grounds that they learned vocabulary, idiomatic expressions, translation, and culture. There are also sociocultural theories, as for example in 2020 it was said that

the language we use when socializing with others helps us enrich our language and contextualize in a second language. Lev Vygotsky said something similar aside from children, that everything is learned socially.

## JUSTIFICATION

*It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair.*

**Charles Dickens**

We consider that this research on literary neologisms –which have the function in their category of verbs of thought– in the 21st century enrich and benefit not only the literary current, but the colloquial language of every speaker. In this case, Spanish. The Mexican writer Dante Medina, in his first three short stories, alludes his research to Romance languages, to children's specialization language: that which is typical of childhood, precisely in which the branches of semantics, syntax and pragmatics make up a language that exposes unique meanings. We focus on thought verbs since they designate an action. Language acquisition in the twenty-first century boils down to one concept: language economy. However, it is in childhood when levels –even philosophical– of the language are reached. For this reason, we examine the neologisms that Dante Medina proposes in his literary work as a contribution to the language acquisition stage. Stephen Krashen, a notable linguist specializing in language acquisition, believed in the principle: “comprehensible input, is the crucial and necessary ingredient for the acquisition of language”.<sup>1</sup> Krashen's theory, has five hypotheses of language acquisition: the acquisition-learning, monitor, input, affective filter and natural order. The first hypothesis is very convincing since it has two fields that are necessary when we are learning a second language: “the acquired system” and “the learned system”. In simple words, a language is learned from the formal bases and correct ways of saying things in an educational center, but also, it is necessary to learn the language that is outside, the idioms, the culture of the non-literate. In case we were talking about the acquisition of a second language during childhood, we cannot forget the following factors that a speaker already takes for granted, those factors are:

- The second language learner has sufficient time at their disposal.
- They focus on form or think about correctness.
- They know the rule.

There is also another very interesting theory described by the eminent Skinner (1957), about Behaviorism, that is completely the environment that surrounds the speaker, influential during learning the language. With the movements that they see around them, children give them a meaning and a name: associating concepts. Noam Chomsky criticized this Skinners' theory, stating the following: “children will never acquire the tools needed for processing an infinite number of sentences if the language acquisition mechanism was dependent on language input alone”.<sup>2</sup>

The main justification for this study is the process' reflection that begins its evolution in childhood, the verbs of belief increase: everything is related to imagining, reflecting, finding out, meditating, believing. The acquisition of language in a person begins when we make noises, crying to maintain visual attention, then the use of a single word for everything, little by little to distinguish the feminine and the masculine, even to the fact of creating neologisms and naming them to the things we do not know. And

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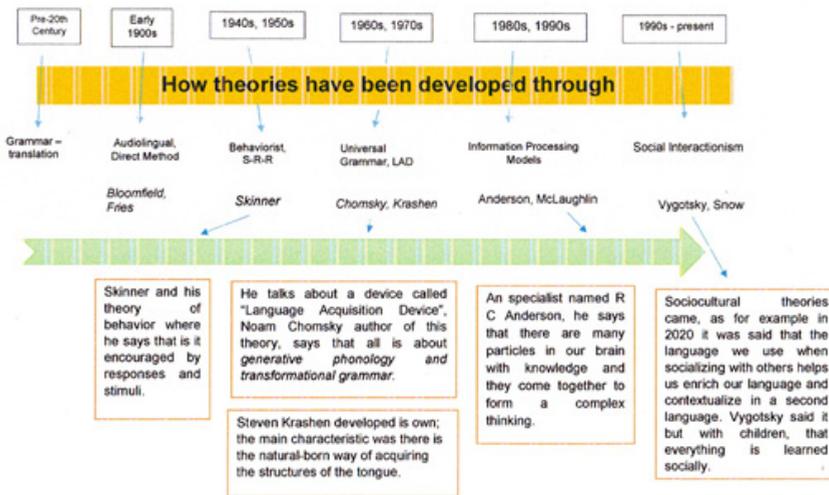
1. E. Schütz, Ricardo. Stephen Krashen's Theory of Second Language Acquisition. From: <https://www.sk.com.br/sk-krash-english.html#:~:text=According%20to%20Krashen%20there%20are,they%20acquire%20their%20first%20language>.

2. Lemetyinen, Henna. Language Acquisition, in 2012, from: <https://www.simplypsychology.org/language.html#:~:text=Skinner%20argued%20that%20children%20learn,value%20of%20words%20and%20phrases>.

for, a theory came to light, about cognitive development in children on how they in their minds build a model in the world. There is a very recognized phrase of this researcher in epistemology: "Language is just one aspect of a child's overall intellectual development", by Jean Piaget, who very aptly defended the theory of cognitivity.

Theories about language acquisition have a lot of truth when you see the case in a child or a person, especially the context in which the speaker develops also implies. To continue with another argument in our examination –with the fact that everything starts in childhood–, there is a Russian researcher who developed the educational psychology. He focused very specifically on childhood development, a little in what has to do with the psychology and philosophy of a child, this Russian was Lev Vigostky. There are people who cannot learn to develop their brains cognitively, which allows them or not to have fast learning habits in languages. Some are gifted and with extraordinarily little they achieve it; other people must study more.

On the other hand, BF Skinner states that children acquire language through a course of action, of adaptation to outward stimuli of correction and recurrence of the adult, in nonidentical communication situations. This means that there is an approach of aping by the child where he later copartners certain words with circumstances, items, or actions. Thus, the child suitable habits or learned responses, internalizing what the adult contributes to flatter a need for a particular stimulus, such as hunger, pain or other. These theories about language acquisition are the arguments we use to expose the neologisms that Dante Medina proposes in the twenty-first century through his verbs of thought. We attached a timeline of the evolution of the theories:



## PROBLEMATIC

*One should not aim at being possible to understand but a being impossible to misunderstand.*

**Marcus Fabius Quintilianus**

According to Esim Gürsoy in his researched called "The Critical Period Hypothesis Revisited: The Implications for Current Foreign Language Teaching to Young Learners", explains a phenomenon that is happening everywhere. Little by little language learning is becoming popular, nothing more than with certain details. The speaker who wants to enrich his polyglotism is interested in linguistic features

only above, without considering all the cultural features that exist behind a language. What, makes the impoverishment of it. There are certainly studies that are committed to Critical Period Hypothesis, it is a biological phenomenon studied in 1980 by Brown. This means to be a challenge for foreign language professors in which they must be aware of the following elements:

**Competence.**  
**Behavioral domains.**  
**People develop.**

Although very early this dilemma was thought for the mother tongue. The problem is reached in the informality that the new speakers of the language give to it. While it is true, it is a fact that almost in the last ten years many people have increased their enthusiasm for learning a second language. Human relationships between cities and the modern era, go so fast that the solid study of the new language to be learned, linguistic knowledge in grammar, phonetics, syntax, pragmatics, dictation, among others, is not considered.

The difficulty lies in the fact that the speakers of a language consider that they can innovate in it without having sufficient knowledge. This new language among groups of people becomes popular, goes viral and is considered accepted. Our study, with the theoretical bases previously supported, defends the neologisms contributed by the Mexican writer Dante Medina, which —by themselves demonstrates what is grammatically possible— can be used by the native speaker of the Spanish language, or by a new learner of the language. As the researcher Ellegaard described it well in 1982: "Nature tends to improve on former models and processes by building new structures upon the old ones. Mammals and birds descend from reptiles, and the structures of the reptiles' brain are still present as the central parts of the adult human brain as the development of the human brain is an enormous enlargement of the cerebral cortex which is barely visible".

## HYPOTHESES / SCIENTIFIC OBJECTIVES

*We were enough at age where people believe they make what they name.*

**Marcel Proust**

Language is a concept that covers all fields, gender meanwhile attempts to take advantage of language's results. Lately, there have been different researchers in charge of sociolinguistics, and they have found aspects where gender exerts influence on language, due to that currently inclusive language has a relevant importance in society. The analysis is also separated into studies that focus on dominance and those which concentrate on difference in language features of men and women.<sup>3</sup> The hypotheses that we consider for this research are:

*Hypothesis 1:* There are certain factors related to language acquisition like behavior, sounds, and smells, among others. We have born with the attitude to learn any language. As we mentioned before, Noam Chomsky affirms we were born with a Language Acquisition Device, almost all languages share same grammar elements that allows a baby to expand his critical and sensitive language development. The acquisition can only be happened by reinforcement, it is a mental code and a type of knowledge that we develop, and it is certainly hereditary. That is, if the L.A.D. is progressed correctly, the infant begins to widen his brain to processes such as the development of actions, verbs of thought.

*Hypothesis 2:* According to Chomsky's theory, language acquisition is an innate ability and as for the inclusive language very recently added to the grammar of various languages, in this case, in Spanish, most of the time it's presumed that gender —female and male— in the writing of various grammars is an "article" being immobile that do not alter the sociolinguistic context. At the present time, although it

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3. Nguyen, Van Han, The relationship between language and gender: a case study in Vietnamese. Global Journal of Interdisciplinary Social Sciences, 2014. Global Institute for Research & Education.

changes in speech: article (masculine or feminine) noun (in some cases the last letter of the noun “a” in Spanish, “e” in French) or subject. Currently there is a serious problem in the Spanish Language about whether you are including women in the discourse, different social movements convince and impact the speaker’s perception on language every day. Regrettably it happens in many languages, apart from English. The problem that lies in language and the influence that gender has on it is that many terms are attributable to the characteristics that a man has, it’s the reason why a word can be feminine or masculine, or other colossal influence features: discussion styles, high status, media, and society. In neologisms’ case contributed by the Mexican writer Dante Medina, the language will not be affected but, on the contrary: they are verbs of thought that are useful without underestimating any genre. Hypothesis 3: Over time, everybody’s behavior is influenced on what kind of terms we could use in each specific moment what falls in social environment. Society imposes fashion that occasionally is positive, as learning new languages or travel. As the researcher Levitt says, “while researchers are aware of the complexity of gender-environment interaction, other model persists”. There are also other studies that demonstrate how much society influences on language “social and environmental theories of criminal behavior have been dominant in criminology and in public policy” (Walsh, 2009). As well as the study that was conducted by Cooper, it provides evidence of the above “criminologists of all ideological persuasions view alleged biosocial causes of crime (hormonal, genetic, and evolutionary factors, and possibility low intelligence) as relatively unimportant compared with environmental causes”.

## APPROACH

*For it was not knowledge but unity that she desired, not inscriptions on tablets, nothing that could be written in any language known to men, but intimacy itself, which is knowledge.*

**Virginia Woolf**

In our research we observed that very early in our birth, our brain has immense flexibility that helps us absorb and assimilate a language and as time goes by, we gradually lose it. In a natural atmosphere we acquire our mother tongue, and we develop a linguistic competence: when we could identify certain terms or expressions that are not admissible to their native language. What implies to know a language is when we as individuals make research about linguistic competence, that will permit learning words, sentences, grammar, phonetics, morphology, and syntax, with this base, we will develop our semantic and pragmatic skills. Here, the theory of language acquisition and the increase and evolution of the human brain are inserted, in which, as we mentioned before, we begin to create maneuvers, facts that lead us to the verbs of thought. As soon as it happens, the individual will cover up-to-date culture habits, technical grammar aspects of this new approach. It is about a process that walks behind with a lot of expressions, phrases, and terminology on this new language. It can be a difficult procedure learning a new way of speaking communication, using different options of modes of expression. Nevertheless, any individual who learns any second or third language will be recompensed with valuable high-priced knowledge, achieve a broader point of view about the world. Also, but no less important than the previous argument, in language learning acquisition there are different paths that clarify how female and male in a congenital way they were raised in different cultural learning on how to speak something we walk with all our lifetime.

## METHODOLOGY

*“Begin at the beginning”, the King said, very gravely, “and go on till you come to the end: then stop”.*

**Lewis Carroll, Alice in Wonderland**

In 1971, the literary critic Claude Duchet, in the field of sociocriticism, theorized on the technique of analyzing the “incipit”.<sup>4</sup> For this term, the dictionary of the French Academy gives the following definition:

\* **INCIPIT** ◊ (t se fait entendre) **nom masculin invariable**

xix<sup>e</sup> siècle. Forme conjuguée du latin *incipere*, « entreprendre, commencer », tirée de la locution *Incipit liber*, « (Ici) commence le livre », qui figure au début des manuscrits latins du Moyen Âge.

Premiers mots d'un manuscrit, d'un ouvrage, d'un poème, etc. *La bulle « Unigenitus » a pour incipit les mots « Unigenitus Dei Filius ».*

#### Orthographe

◊ Peut s'écrire **incipit**, pl. **incipits**, selon les rectifications orthographiques de 1990.  
- [règle §6] Les mots empruntés à d'autres langues.

In his essay, Duchet exposes his theory, and gives us his concept of incipit in a few words:

*Le statut de l'incipit est particulier, puisque la première phrase a aussi pour rôle de permettre le récit et ne peut donc se constituer en énoncé clos. Mais la façon dont le sens va se frayer passage engage l'idéologie du texte.*<sup>5</sup>

Following this methodological proposal, we decided to analyze the structure of the verbs of thought in L'éérere's first story (Medina, 1986). It seemed interesting to us to use this methodology for the study of this literary work, by fixing our attention on the incipit and the narrative syntax. Later, the sociocritic Edmond Cross will return to this theory of the incipit in his studies. Dante Medina in his doctoral thesis, under the supervision of Professor Cross in Montpellier, studies and applies the sociocritical method and this theory in his thesis on the new contemporary Mexican novel in 1983. María Amoretti Hurtado, who did her doctoral studies at the same time as Dante Medina in Montpellier, and who also adopted the incipit's methodology, during a conference on the work of Dante Medina at the University of San José in Costa Rica in 1996, highlighted the following elements of the work of the Mexican writer:

*La lectura de Medina es algo que hay que ganarse a punta de aprender un lenguaje que, siendo el mismo, se nos presenta de modo irreconocible. Pero lo agresivo del libro no es sólo su lenguaje —aunque según nuestra opinión es su marca más definitiva—, ya que también las convenciones de género son perturbadas y perturbadoras. Valga el detalle que pasamos seguidamente a señalar en relación con un comentario del paratexto.*<sup>6</sup>

To present the lexical innovations in the literary work L'éérere (Medina, 1986), we estimate that the reader must understand the philological style with which the work is written:

Regarding the tense of the verbs of the sentences, it can be observed that the story mainly uses verbs conjugated in present, although there are also verbs in future. This responds to two aspects: the present

4. Duchet, Claude, « Pour une socio-critique ou variations sur un incipit », *Littérature*, n°1, février 1971, pp. 5-14. Online URL : [https://www.persee.fr/doc/litt\\_0047-4800\\_1971\\_num\\_1\\_1\\_2495](https://www.persee.fr/doc/litt_0047-4800_1971_num_1_1_2495)

5. *Ibid.*, p. 10. Our translation: The status of the incipit is particular, since the first sentence also has the role of allowing the narrative and therefore cannot constitute a closed statement. But the way in which the meaning will force its way through engages the ideology of the text.

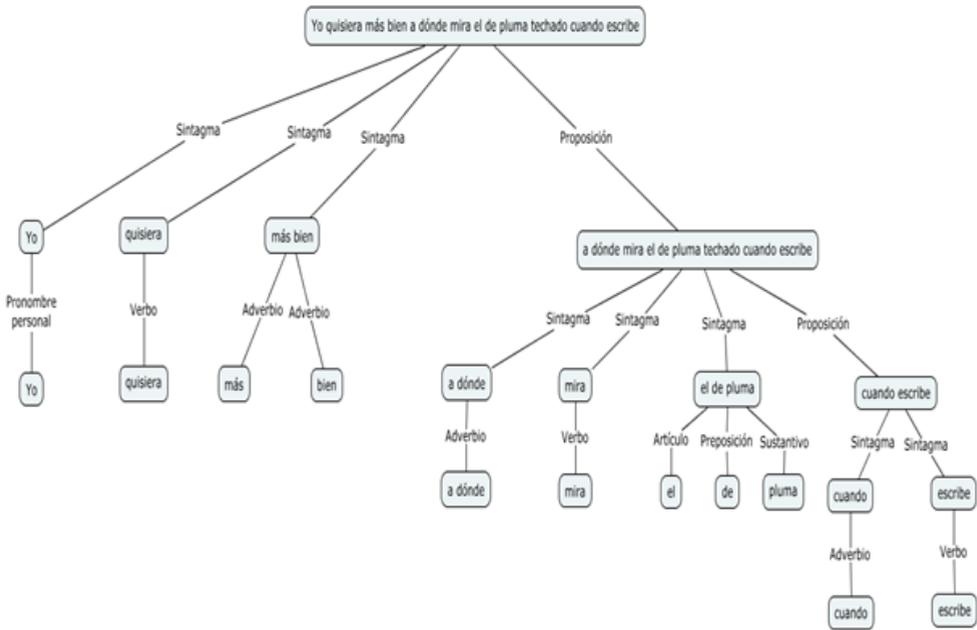
6. Amoretti Hurtado, María, *Revista de Filología y Lingüística de la Universidad de Costa Rica*, “En el palabrario de Medina”, vol. 25, 1999, pp. 167-177.

gives the reader a feeling of immediacy, as if the narrator were speaking directly to him and following a series of instructions: “Lea una página pero no se asegure quién es de cada lado el que averigua quién”, “Vaya por las líneas como quien nunca vaya”, “Láncela por el lado propicio”. On the other hand, the conjugation in the future navigates between security and hypothesis: what will happen and what could happen (the latter when combined with certain verbs in the present: « Creo que la luna hará la sonrisa tantamente soñada por los niños »). Lexical categories are used in a reformative way, as in the case of the verb “desadormilar”, a neologism created by the writer, combining “adormilar” (verb in the infinitive form) with the prefix “des”, which denotes the negation or the inversion of the meaning of the simple word. Similarly, the hypothesis is reinforced by certain verbs such as “poder”.

Continuing the above, hesitation pervades much of the text. In the sentence “Para que la luna haga [la sonrisa] tantamente soñada por los niños sidos”, the subjunctive of the verb “to do” denotes uncertainty, which is accentuated by the presence of the verb “soñar” in its non-personal form known as the participle. One aspect to consider is the presence of the adverb “tantamente” (a neologism created by the author) in the middle of the previously mentioned verbs, a situation that breaks with verbal periphrasis, modifying the traditional syntactic structure of the sentence:

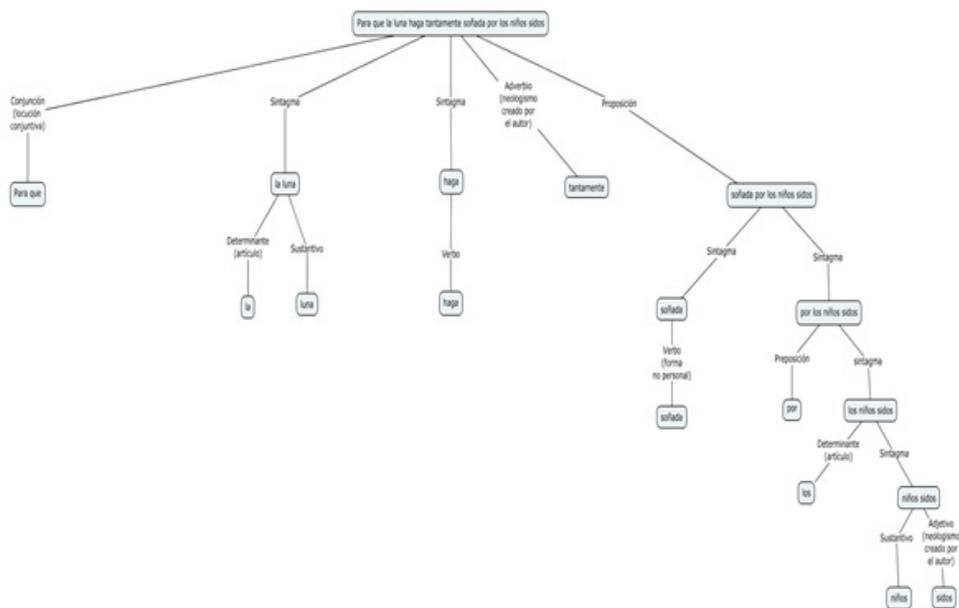
[See CONCEPT MAP A, next page]

Now we observe at the following fragment: “Yo quisiera más bien a dónde mira el de pluma techado cuando escribe”. The main part of this sentence is the verb “quisiera” which is sometimes imperfect, it also indicates that something is not finished, and shows the coincidence of a predicate



with its subject in the time following the moment when it states. The word that makes this sentence interesting is the tonic which receives a diacritical mark and becomes an interrogative to give intensity to the action “mira el de pluma techado”:

[See CONCEPT MAP B, next page]



In addition, there is another element, before ending the story: the deconstruction of the language. Theorized by Professor Christophe Dubois during his doctoral thesis about Dante Medina's literary work at the University of Bordeaux III in 1991, although his study focuses on Medina's second book of stories, entitled *Niñoserías* (Medina, 1989), these statements coincide with us and can be applied to this story. (It is interesting to note that in the title *Niñoserías*, the "ñ" does not have the current tilde of this consonant, but the French circumflex accent: ^. Another graphic innovation from Dante Medina.):

*En literatura, el plurilingüismo puede ser fuente de creación poética y de efectos cómicos. Es un trabajo de juglar. Tiene una doble función lúdica y poética. El "babelismo" es un trampolín hacia la construcción de un nuevo lenguaje. La confusión de las lenguas (en hebreo, babel significa confusión) es una etapa necesaria para la elaboración de la lengua – mítica– depurada de todos los obstáculos de la no-comprensión.<sup>7</sup>*

With an unusual language, Dante Medina takes us through a confusing transition where he involves different spellings, semantics, and syntaxes, to give us an extraordinary ending, with "astucia literaria":<sup>8</sup> "Creo que la luna hará la sonrisa tantamente soñada por los niños, así; y que la cara tendrá, muy deadeveras, no el pico de la aguja sino el correr de la estrella, así." Medina's narrative can be described as very deep: in his stories, novels, poetry, and theater there is a playful intelligence. Sometimes it can seem very baroque, in a classic way. But his universe is to create and break with traditional laws to the point of making it an oral narrative, as described by him in a newspaper article:

*Si mi biografía no miente, los niños juegan a estar sordos, juegan al cieguito, juegan a hablar consigo mismos con diferentes voces en voz*

7. Dubois, Christophe. "Lingüísticas de la Creación de una 'Lengua Nueva' en las *Niñoserías* de Dante Medina", journal *El Occidental*, Guadalajara, 1 de junio, 1991, p. 10..

8. Expression proposed by the Mexican writer Ricardo Garibay to designate a turning point in language, a form of ingenuity, a system of paradoxes or another literary strategy recognizable in a fragment or in a very short text of a poetic, theatrical or narrative nature. Zavala, Lauro, *Manual de Análisis Narrativo: literario, cinematografía, intertextual*, ed. cit., p. 54.

*alta, pero nunca juegan a estar mudos. En cambio, la voz hace ruiditos, finge tormentas, evoca fantasmas, leones, pájaros, ametralladoras, monstruos, silbidos, ventarrones, es casi un objeto, y bien dicho: es un juguete.*<sup>9</sup>

With the previous author's affirmation—in which, as we have said before, it is a story that deals with the subject of language acquisition and therefore, the children's own language in which the use of verbs of thought is conducive to the invention of neologisms—we start to present the verbs that the author has created as a contribution to the Spanish language in the 21st century. The characteristics that this synchronic corpus presents in each article are the following:

1. The etymology of each ending that makes up the neologism.
2. The composition, that is, the words that finally formed the new article.
3. The neologism's definition. It should be emphasized that the definitions and etymologies are a kind of "fantastic grammar".
4. The context in which the neologism is found. That is, the way the author uses it in his story.
5. A conjugation table. We utilize the Dictionary of the French Academy's model.
6. A table with other terms related to the neologism. The table is called "Alphabetical Neighborhood".

This is what the Dictionary of the French Academy calls it. We use the French dictionary model because this storybook was conceived in the Languedoc Roussillon region, with the set of French, Catalan, and Occitan languages.

The abbreviations are taken almost entirely from the DLE (Diccionario de la Lengua Española) and the Dictionary of the French Academy:

Comp. = Comparative  
 Expr. U. = Expression used  
 F. = Feminine  
 F.p. us. = Feminine name little used  
 F. pl. = feminine plural noun  
 Intr. = Intransitive  
 Jerg. estud. = student jargon  
 Lat. = Latin  
 Loc. adv. = Adverbial phrase  
 Loc. spouse. = Conjunctive phrase  
 M. = Male  
 Ref. = Prefix  
 Prnl = Pronominal  
 Sup. irreg. = irregular superlative  
 U. feels it. emph. = Used in the categorical sense  
 U.t. vs. prnl. = Also used as a pronominal  
 U.t. vs. s. = Also used as a noun  
 V. = Verb  
 V. prnl. = pronominal verb  
 v. tr. = transitive verb

Linguistically the articles were given the order as they appeared in each of Dante Medina's book stories *Léérere* (Medina, 1986):

"Historia de A"

#### **Desadormilar, Verb**

Pref. lat. de-, du lat. addormīre, du lat. dormitāre.

Composition: Prefix de-, verb adormecer, verb dormirar.

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7. MEDINA, Dante, "Los placeres de la voz: La voz del juego", journal *El Informador*, Guadalajara, 11 December, 1998, p. 4.

**Definition:** To imagine and believe to be coming out of the sleep state.

**Context:** Puede que la cuestión sea desadormilar una chispa de no sé qué (un ojo, una oreja y un dedo, una vez, salieron a pasear).

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo desadormilo</i>	Dormir, v. intr.
<i>Tú desadormilas</i>	Dormitar, v. intr.
<i>Él, ella desadormila</i>	Desadormecer, v. tr. U. t. c. prnl.
<i>Nosotros desadormilamos</i>	Adormilar, v. prnl.
<i>Ustedes desadormilan</i>	Dormidero, adj.
<i>Ellos, ellas desadormilan</i>	Durmiente, adj. U. t. c. s.

**Apacientarse**, Verb [infinitif apacientar]

From lat. patientia. from lat. patiens.

**Composition:** Noun paciencia, Adjective paciente.

**Definition:** Become aware of wanting to become patient after a state of impatience.

**Context:** Hay que apacientarse y alejarlas únicamente con las manos.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo me apaciento</i>	Paciencia, f.
<i>Tú te apacientas</i>	Pacientemente, adv.
<i>Él, ella se apacienta</i>	Paciente, adj.
<i>Nosotros nos apacientamos</i>	Pacienzudo, adj.
<i>Ustedes se apacientan</i>	Acabar la paciencia, loc. verb.
<i>Ellos, ellas se apacientan</i>	Apacible, adj.

“Historia de B”

**Congustar**, Verb

From lat. cum, from lat. gustāre.

**Composition:** Preposition con, verb gustar.

**Definition:** To feel towards oneself a previous taste that returns.

**Context:** Después de congustar que las estadísticas son todas ellas unas hipócritas que hasta han dicho que el índice de suicidios de México es a sinrazón de uno por habitante, salió del café y miró la taza con los ojos.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo congusto</i>	Gustable, adj.
<i>Tú congustas</i>	Gustar, v. tr.
<i>Él, ella congusta</i>	Gustadura, f. p. us.
<i>Nosotros congustamos</i>	Gustillo, m.
<i>Ustedes congustan</i>	Gustazo, m. coloq.
<i>Ellos, ellas congustan</i>	Gustación, f. p. us.

**Conperseguir, Verb**

From lat. cum, from lat. persēqui, from lat. persecutio, -ōnis.

**Composition:** Preposition con, verb perseguir, noun persecución.

**Definition:** Instead of getting, which is getting something, try to get it by chasing it.

**Context:** Él allí quedado en medio conpersiguió crear una doctrina exactísima.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo conpersigo</i>	Perseguir, v. tr.
<i>Tú conpersigues</i>	Perseguible, adj.
<i>Él, ella conpersigue</i>	Perseguimiento, m.
<i>Nosotros conperseguimos</i>	Perseguidor, adj., U. t. c. s.
<i>Ustedes conpersiguen</i>	Seguir, v. tr.
<i>Ellos, ellas conpersiguen</i>	Seguir adelante, interj.

**Contararara, Verb [Infinitive contarar]**

From lat. computāre., from onomatopoeic origin.

**Composition:** Verb contar, onomatopoeic tarara.

**Definition:** It is the desire to tell something that may or may not be possible to narrate.

**Context:** Donde se contararara todo muchas veces todo y se olvidara todo cada vez que se leyera todo.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo contararara</i>	Contar, v. tr
<i>Tú contarararas</i>	¿Qué cuentas?, expr. U.
<i>Él, ella contararara</i>	Contar por hecho, loc. verb. coloq.
<i>Nosotros contarararamos</i>	
<i>Ustedes contarararan</i>	
<i>Ellos, ellas contarararan</i>	

**Cadamirar, Verb**

From lat. vulg. Cata, from lat. mirāri.

**Composition:** Adjective cada, verb mirar.

**Definition:** It's about looking every time you look, repeatedly, all unique.

**Context:** Se buscará el cadáver hasta que la gente reconozca los cadamirar.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo cadamiro</i>	Mirar, v. tr.
<i>Tú cadamiras</i>	Mira, f.
<i>Él, ella cadamira</i>	Mirada, f.
<i>Nosotros cadamiramos</i>	Mirado, adj.
<i>Ustedes cadamiran</i>	
<i>Ellos, ellas cadamiran</i>	

"Historia de C"

**Adelanmitir**, Verb

From lat. admittēre, from lat. transmittēre.

**Composition:** Verb adelantar, verb admitir, verb transmitir.

**Definition:** It is a thought action of admitting before the idea appears.

**Context:** Una púber en la cabina telefónica que no alcanza a adelanmitir.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo adelanmito</i>	Admitir, tr.
<i>Tú adelanmitas</i>	Adelantar, tr.
<i>Él, ella adelanmite</i>	Adelantado, adj.
<i>Nosotros adelanmitimos</i>	
<i>Ustedes adelanmiten</i>	
<i>Ellos, ellas adelanmiten</i>	

**Sensabía**, Imperfec verb [Infinitif sensaber]

From jap. sen, from lat. sapēre.

**Composition:** Noun sen, verb saber.

**Definition:** To have a sense of wisdom, a revelation.

**Context:** Pero él se sensabía culpable de haber perdido una moneda.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo sensabo</i>	Sabido, adj.
<i>Tú sensabas</i>	Sabiduría, f.
<i>Él, ella sensabe</i>	Sapiencia, f.
<i>Nosotros sensabemos</i>	Saber hacer, loc. sust. m.
<i>Ustedes sensaben</i>	Qué sé yo, expr. coloq. U.
<i>Ellos, ellas sensaben</i>	No saber alguien lo que tiene, loc. verb. coloq.

"Historia de V"

**Lamentirme**, Verb [Infinitive lamentir]

From lat. lamentāre, from lat. mentīri.

**Composition:** Verb lamentar, verb mentir.

**Definition:** Have the feeling of regret before a lie said.

**Context:** Yo tendré que lamentirme y socargar la manera en que llegas desde lejos.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo me lamiento</i>	Mentir, v. intr.
<i>Tú te lamientas</i>	Mentira, f.
<i>Él, ella se lamienta</i>	Mentar, v. tr.
<i>Nosotros nos lamentimos</i>	Mentado, adj.
<i>Ustedes se lamientan</i>	Mentira piadosa, f.
<i>Ellos, ellas se lamientan</i>	De mentira, loc. adj.

“Historia de Q”

**Sadimos**, Verb [Infinitive *sader*]

Old English *sæd*, from lat. *dicere*.

**Composition:** English adjective *sad*, verb *saber*.

**Definition:** Believing that something is known only because it is said.

**Context:** Nosotros, ciertamente, lo sabemos, y es una gran manera y lo sadimos.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo sadigo</i>	Sadismo, m.
<i>Tú sadices</i>	Sadomasoquismo, m.
<i>Él, ella sadice</i>	Sadomasoquista, adj.
<i>Nosotros sadimos</i>	Saduceo, adj.
<i>Ustedes sadicen</i>	
<i>Ellos, ellas sadicen</i>	

“Historia de l”

**Escriviendo**, Verb [Infinitive *escrivir*]

From lat. *scribere*, from lat. *vivere*.

**Composition:** Verb *escribir*, verb *vivir*.

**Definition:** It is the feeling of an emotion of thinking that is lived because it is written.

**Context:** Sin embargo, cuando alguien se retrasaba para verlo y le preguntaba “¿qué haces?”, él quería contestar “aquí nomás, *escriviendo*”.

<i>Conjugation</i>	<i>Alphabetical Neighborhood</i>
<i>Yo escribo</i>	Escritura, f.
<i>Tú escribes</i>	Escritor, m.
<i>Él, ella escribes</i>	Escrito, m.
<i>Nosotros escribimos</i>	Estaba escrito, expr.
<i>Ustedes escriben</i>	Por escrito, loc. adv.
<i>Ellos, ellas escriben</i>	Escribir, v. tr.

“Historia de LL”

**Intuieron**, Verb [Infinitive *intuoir*]

From lat. *intuēri*, from lat. *audire*.

**Composition:** Verb *intuir*, verb *oír*.

**Definition:** To assume that something is felt but at the same time is heard.

**Context:** Ellos intuieron el insulto.

*Alphabetical Neighborhood*

Intuito, m. p. us.  
 Intuir, v. tr.  
 Intuitivo, adj.  
 Intuición, f.  
 Intuitivamente, adv.

“Historia de D”

**Presaber, Verb**

From lat. prae-, from lat. sapere.

**Composition:** Prefix pre-, verb saber.

**Definition:** Knowing information without having studied it, by intuition.

Context: Igual que los duendes de su infancia, presaber que no regresará a esa su casa.

Conjugation	Alphabetical Neighborhood
<i>Yo presé</i>	Saber, v. tr.
<i>Tú presabes</i>	Sabedor, adj.
<i>Él, ella presabe</i>	Sabelotodo, m. coloq.
<i>Nosotros presabemos</i>	Sabiduría, f.
<i>Ustedes presaben</i>	
<i>Ellos, ellas presaben</i>	

**ARTICULATED DEVELOPMENT**

ULYSSES

*There's language in her eye, her cheek, her lip;  
Nay, her foot speaks. Her wanton spirits look out  
At every joint and motive of her body.*

*Fie, fie upon her!*

**William Shakespeare,**  
*Troilus And Cressida (1602) act 4, sc. 5, l. 54*

In this section of the research, we consider that the following six elements are the base part of the semantic development for verbs of thought in the twenty-first century:

**7.1. Linguistic knowledge**

We communicate with people with the ease and understanding of knowing that they also know the same code, the same meaning. The result of this is the interpretation that our brain gives to the words and sounds exchanged with others. The knowledge of a language is knowing how to emit, receive and decode what another speaker tries to communicate. This may be possible from the age of five. The sound of the words has a meaning depending where (place) you pronounce them. Then comes the formal and general knowledge of the language.

**7.2. Competence and performance**

The wisdom that we have in the language we speak will allow us to make more complete and subordinate sentences. The difference lies in knowing that it exists, and the competence to develop and apply it. What you know is linguistic competence, the utilisation and the correct employment is linguistic performance.

**7.3. Grammar**

The grammar of a language is the structure of its sounds, the proper order of words in a written and oral sentence. Morphology and syntax are an important part of grammar to combine statements with the rules dictated by the language. It exists mental grammar, what we speakers have in our brain, an internalized grammar.

#### 7.4. Prescriptive Grammar

From the earliest times of writing purists' grammarians wanted to preserve a correct way of speaking and writing, that way society could use it: the rising new class demanded to speak properly. The idea was to prescribe rather than describe the regulation of grammar.

#### 7.5. Descriptive Grammar

It exists descriptive grammar, which we use, and it does not tell us in what way we must speak. It is a set of knowledge that allows us to comprehend and produce acceptable sentences.

#### 7.6. Language Universals

All the knowledge we know of a language is in grammar, within this great system there are essential parts such as phonology, semantics, morphology, and syntax. Within them, the 'laws' that govern must be respected, properties that exist in all languages and what is known as universal grammar.

## CONCLUSION

Interpretations of interpretations interpreted.  
James Joyce

With the results analyzed, we conclude that for some years the study of semantics has given great importance to 'meaning', as we observed in the study of reading *An introduction to language* (Fromkin, V., 2003). The objective of semantics goes beyond, it is the fact of having contact with another interlocutor, when we involve verbs of thought in our conversation. Implicit in grammar is the knowledge of Functions of language that Jakobson once described. Every speaker has in his mind the experience of a semantic system that will allow him to form and identify words and sentences in a certain context.

We can also conclude that the aptitude to learn and utilize language—in this case neologisms, and more specifically verbs of thought—is biologically hardwired in the young one's brain. As we point out throughout the study, young aged coupled with the parent around the infant rewards the vocalization of grammatically and semantically corrects or not corrects phrases, the existence of recent vocables in the vocabulary and the building of interrogations and answers, or else, punishes all forms of incorrect language as inappropriate words. A great part of children's utilization of language rejoins and replay to the imitation of forms used by people around them,

that is, cognitive process. The saying or theory that is said that when children are born, they already carry it in their blood, in linguistics it is known as generativisme. What is undoubtedly true is that we are not born speaking a language, whatever it is. That is why Noam Chomsky created the term Universal Grammar. The language of humans will begin with the babble, of course they will prefer certain kind of vowels and consonants for them to be easier to pronounce. Incredibly when we were babies before 9 months old, we could recognize any sound of any language. That is being prepared for what the future holds.

Words are social by nature, they are very blended with people who are their inventors and users, it continues growing and expanding simultaneously with the blooming of society. Language would pass away if society also passed on, far off society, there is no language. Just as Sapir Whorf said once about his theory: when considering that language was a complex of symbols that reflect the entire physical or social environment in which a group is placed of men. For this reason, we finished with the following sentence in relation with the language acquisition theory of the linguist just mentioned: "The language of a community deals with an element of the physical environment only when the social group has become interested in it".

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