

12th International Conference of the Spanish Cognitive Linguistics Association

AELCO

June 27-29,
2022

BOOK OF
ABSTRACTS



EMBODIED COGNITION AT THE CROSSROADS: RESEARCH METHODS AND EXPLANATORY FRAMEWORKS

Index / Índice

Organizing committee
Comité organizador.....1

Scientific committee
Comité científico2

Plenary lectures
Conferencias plenarias4

Oral presentations
Presentaciones orales 12

Poster presentations
Presentaciones de pósteres 205

Organizing Committee

Comité organizador

President: M^a Sandra Peña Cervel (Universidad de La Rioja)

Vice-president: Francisco J. Ruiz de Mendoza Ibáñez (Universidad de La Rioja)

Secretary: Aneider Iza Erviti (Universidad de La Rioja)

Carla Ovejas Ramírez (Universidad de La Rioja)

Treasurer: Andrés Canga Alonso (Universidad de La Rioja)

Members:

- Lorena Pérez-Hernández (Universidad de La Rioja)
- M^a Asunción Barreras Gómez (Universidad de La Rioja)
- Paula Pérez-Sobrino (Universidad de La Rioja)
- M^a Pilar Agustín Llach (Universidad de La Rioja)
- Mahum Hayat Khan (Universidad de La Rioja)
- Inés Lozano Palacio (Universitat Politècnica de València)
- Alicia Muro Llorente (Universidad de La Rioja)
- José Díaz Cuesta (Universidad de La Rioja)

Scientific Committee

Comité Científico

- Alejo González, Rafael (Universidad de Extremadura, España)
- Almeida, María Clotilde (Universidad de Lisboa, Portugal)
- Barcelona, Antonio (Universidad de Córdoba, España)
- Benczes, Réka (Universidad Corvinus de Budapest, Hungría)
- Bernárdez, Enrique (Universidad Complutense de Madrid, España)
- Bierwiazzonek, Boguslaw (Universidad de Częstochowa, Polonia)
- Blanco-Carrión, Olga (Universidad de Córdoba, España)
- Boas, Hans Christian (Universidad de Texas, EEUU)
- Brdar, Mario (Universidad de Osijek, Croacia)
- Brdar-Szabó, Rita (Universidad Eötvös Loránd de Budapest, Hungría)
- Caballero, Rosario (Universidad de Castilla-La Mancha, España)
- Cadierno, Teresa (Universidad del Sur de Dinamarca, Dinamarca)
- Cienki, Alan (Universidad Vrije de Ámsterdam, Holanda)
- Coll-Florit, Marta (Universidad Abierta de Cataluña, España)
- Cornillie, Bert (Universidad Católica de Lovaina, Bélgica)
- Cuenca, María Josep (Universidad de Valencia, España)
- Dancygier, Barbara (Universidad de British Columbia, Vancouver, Canadá)
- Delbecque, Nicole (Universidad Católica de Lovaina, Bélgica)
- Forceville, Charles J. (Universidad de Ámsterdam, Holanda)
- Garachana, Mar (Universidad de Barcelona, España)
- Geeraerts, Dirk (Universidad Católica de Lovaina, Bélgica)
- González Márquez, Mónica (Universidad de Cornell, EEUU)
- Gonzálvez García, Francisco (Universidad de Almería, España)
- Gradečak-Erdeljić, Tanja (Universidad de Osijek, Croacia)
- Gras, Pedro (Universidad de Barcelona, España; Universidad Católica de Lovaina, Bélgica)
- Gries, Stefan (Universidad de California, Santa Bárbara, EEUU)
- Hidalgo-Downing, Laura (Universidad de Nottingham, Inglaterra)
- Ibarretxe Antuñano, Iraide (Universidad de Zaragoza, España)

- Kristiansen, Gitte (Universidad Complutense de Madrid, España)
- Littlemore, Jeannette (Universidad de Birmingham, Inglaterra)
- Llopis-García, Reyes (Universidad de Columbia, Nueva York, EEUU)
- Maldonado, Ricardo (Universidad Nacional Autónoma de México; Universidad de Querétaro, México)
- Marín-Arrese, Juana I. (Universidad Complutense de Madrid, España)
- Mittelberg, Irene (Universidad RWTH Aachen, Alemania)
- Navarro I Ferrando, Ignasi (Universidad Jaume I, España)
- Pagán, Cristóbal (Universidad de Navarra, España)
- Panther, Klaus-Uwe (Universidad de Hamburgo, Alemania)
- Pascual, Esther (Universidad de Zhejiang, China)
- Piquer Píriz, Ana M^a (Universidad de Extremadura, España)
- Porto Requejo, M^a Dolores (Universidad de Alcalá, Madrid, España)
- Radden, Günter (Universidad de Hamburgo, Alemania)
- Rodríguez-Redondo, Ana Laura (Universidad Complutense de Madrid, España)
- Rojo López, Ana María (Universidad de Murcia, España)
- Romano Mozo, Manuela (Universidad Autónoma de Madrid, España)
- Ruiz de Mendoza, Francisco (Universidad de La Rioja, España)
- Sinha, Chris (Universidad de Lund, Suecia; Universidad de Hunan, China)
- Soares Da Silva, Augusto (Universidad Católica de Portugal, Lisboa, Portugal)
- Soriano Salinas, Cristina (Centro Suizo para las Ciencias Afectivas, Suiza)
- Thornburg, Linda (especialista independiente)
- Turner, Mark (Universidad Case Western Reserve, Ohio, EEUU)
- Valenzuela, Javier (Universidad de Murcia, España)
- Zlatev, Jordan (Universidad de Lund, Suecia)

Plenary lectures
Conferencias plenarias

Purely inferential metonymies

Antonio Barcelona

Universidad de Córdoba

antonio.barcelona@uco.es

In line with Panther and Thornburg's claim, in many of their publications, that metonymy is a "natural inference schema", I have also argued in most of my publications on metonymy that all conceptual metonymies are primarily inferential. The fact that many metonymies (which I call motivational metonymies) have historically motivated numerous fully conventionalized constructional (often lexical) meanings and / or forms, and that the metonymic link to the source meaning / form may eventually have been lost or not be required in the comprehension of those constructions, does not run against the claim that conceptual metonymy has a primarily inferential function. The same applies to referential metonymies, which guide inferencing to the intended referent. In other words, motivational metonymies also are, or were at some point in history, inferential metonymies and referential metonymies are also normally inferential at the same time. Motivational and referential metonymies are often used to additionally suggest additional (discourse-pragmatic) meanings, especially axiological, attitudinal, social, etc.

In this lecture I will be discussing an important type (or use) of metonymy that does not motivate constructional meaning and / or form and that is not at the same time involved in reference. I call this type of metonymy purely inferential metonymy. It is involved in discourse-pragmatic inferencing and it is often chained to, or interacts with other metonymies, with conceptual metaphor, and with other conceptual elements (especially frames) in discourse comprehension. Its main use is to guide, in cooperation with basic communicative principles, the derivation of discourse-pragmatic inferences, like the recognition of indirect speech acts, and the recognition of several types of implicatures. Along the discussion I will be examining the contributions of a number of relevant researchers in the field to frame my own contributions. Purely inferential metonymies will be illustrated with a number of examples drawn from my own research and from that of other colleagues. The problems attached to this notion, especially the difficulty of validating some of these analyses and their scientific status, will also be briefly addressed, together with the description of these metonymies in the University of Córdoba Metonymy Database.

Conceptual blending and memes

Seana Coulson

University of California

soulson@ucsd.edu

Conceptual blending involves the use of cognitive mappings to guide the combination of concepts. I will show how blended cognitive models promote progressive alignment when reasoners integrate concepts from superficially unrelated domains, thus facilitating analogical inference. Describing conceptual blending in political cartoons and image macros exchanged on social media, I explore how analogical reasoning processes are brought to bear on affectively charged social issues. As multimodal constructions, memes activate schematic meanings that integrate with specific concepts evoked by the images and the textual elements as conceptual blending affords memes their generative capacity.

**Capturing meaningful generalizations through
allostructions/constructions and fragments: The case of the family of
“ser + muy de-PP” constructions in Spanish**

Francisco González-García

University of Almería

fgonza@ual.es

Drawing on a database of 1710 examples manually extracted (and semantically annotated) from the Corpus del Español: NOW (News on the Web) database, this talk offers a bottom-up, usage-based, constructionist analysis of instances of the kind illustrated in (1)-(4):

- (1) (a) *Él es muy de bares/de derechas/de Madrid/del siglo XXI/de un equipo como la Juventus*
Lit. ‘He is very of bars/of right-wing/of Madrid/of the century XVI/of a team like the Juventus.’
‘He is very into bars/very right-wing/very of Madrid/very XXI century/a big supporter of a team like the Juventus.’
- (2) (a) *Él es muy de levantarse muy temprano*
Lit. ‘He is very of get.up.himself very early.’
‘He is very into getting up early.’
(b) *La arqueología es muy de descubrir cosas*
Lit. ‘The archeology is very of discover things.’
‘Archeology is very about discovering things.’
- (3) (a) *Mi marido es muy de que yo haga lo que me propongan*
Lit. ‘My husband is very of that I should.do the which me propose.’
‘My husband is very in favour of me doing whatever I’m asked to do.’
(b) *Es un deporte muy de que te lo hayan inculcado en la familia*
Lit. ‘Is a sport very of that you it have instilled in the family.’
‘It is a sport which is very typical of your family having instilled it in you.’
- (4) (a) *Tu ayuda es muy de agradecer*
Lit. ‘Your help is very of thank.’
‘Your help is very appreciated.’
(e) *Él es muy de fiar*
Lit. ‘He is very of trust.’
‘He is very trustworthy.’

Instances of this kind illustrate a case of coercion or a conflict between an intensifier (*muy* ‘very’) and *prima facie* non-stative/non-gradable elements, such as (i) NPs (bare nouns, definite NPs and indefinite NPs) (as in (1)), (ii) active infinitival clauses (as in (2)), (iii) finite *que*- (‘that’)-clauses (as in (3)), and passive infinitival clauses (as in (4)) in the nominal slot of the Prepositional Phrase (PP). As a result of the coercion process, the configurations in question qualify as stativizing constructions (Michaelis, 2011; González-García, 2020) and, more specifically, as individual-level predicates with a characterizing, evaluative semantico-pragmatic interpretation (Carlson, 1977; Fernández-Leborans & Sánchez López, 2015, p.112; González-García, 2011, *inter alia*). It is argued that the specific constructional interpretations of the configurations exemplified in (1)-(4) arise from contextual adjustments of different kinds (Carston, 2015) in conjunction with other variables, such as the human/non-human nature of the main clause subject, the extent to which the state of affairs is controllable by the main clause subject, and the actual or potential iterativity of the state of affairs in question, among others. In addition, in line with Laporte et al. (2021), it is argued that certain formal distinctions (e.g., the

different realizations of nominal elements in (1)) are best treated as *alloconstructions* (Cappelle, 2006) (rather than constructions), since their differences in meaning or function are not significant. At the same time, evidence is provided that a modal/evaluative construction, with two different yet overlapping fragments (deontic and evaluative), is useful to capture the commonalities and the differences associated with the configurations in (4)(a)-(b), respectively (Goldberg & Herbst, 2021). All in all, it is shown that the semantico-pragmatic hallmarks of the configurations in (1)-(4) can be adequately subsumed, at a medium and low level of resolution, under a family of *ser muy de*-PP constructions, whose general meaning is ‘**X (SOMEONE/SOMETHING) (SUBJECT) IS SUBJECTIVELY CONSTRUED AS HAVING Y (A HIGHLIGHTED CLASSIFICATORY PROPERTY (OF AN INDIVIDUAL/CLASS) (ATTRIBUTE)**’.

References

- Carlson, G. N. (1977). *Reference to kinds in English*. Ph.D. dissertation. University of Massachusetts.
- Carston, R. (2015). Contextual adjustment of meaning. In N. Riemer (Ed.), *The Routledge Handbook of Semantics* (pp. 195-210). London & New York: Routledge.
- Corpus del Español NOW. <https://www.corpusdelespanol.org/now/>
- Cappelle, B. (2006). Particle placement and the case for "allostructions". *Constructions*, SV1, 7, 1-28.
- Fernández-Leborans, M. J., & Sánchez López, C. (2015). Sentences as predicates: The Spanish construction <*ser muy de* + infinitive>. In I. Pérez-Jiménez, M. Leonetti, and S. Gumiel-Molina (eds.), *New perspectives on the study of Ser and Estar* (pp. 85-118). Amsterdam: John Benjamins.
- Goldberg, A. E., & T. Herbst. (2021). The *nice-of-you* construction and its fragments. *Linguistics*, 9(1), 285-318.
- González-García, F. (2011). Metaphor and metonymy do not render coercion superfluous: Evidence from the subjective-transitive construction. *Linguistics*, 49(6), 1305-1358.
- González-García, F. (2020). Metonymy meets coercion: The case of the intensification of nouns in attributive and predicative constructions in Spanish. In A. Baicchi (ed.), *Figurative Meaning Construction in Thought and Language* [Figurative Thought and Language 9] (pp. 151-184). Amsterdam: John Benjamins.
- Laporte, S., Larsson, T., & Goulart, L. (2021). Testing the Principle of No Synonymy across levels of abstraction. A constructional account of subject extraposition. *Constructions and Frames*, 13(2), 230-262.
- Michaelis, L. (2011). Stative by construction. *Linguistics*, 49(6), 1359-1400.

Creative embodied metaphor and the expression of evaluation

Jeannette Littlemore
University of Birmingham
j.m.littlemore@bham.ac.uk

The fact that metaphor has a strong physical and visceral basis renders it conducive to the sharing of experiences. This is because metaphor concretely demonstrates what those experiences were like, and listeners are able to infer the communicative meanings by imagining themselves performing (or ‘simulating’) the actions alluded to by the speaker (Gibbs, 2022). This feature of metaphor also allows a speaker to convey what emotions they accompanied the experience, and to offer an evaluation of that experience.

Conventional metaphors provide information about widely shared aspects of experiences, but more idiosyncratic aspects of people’s experiences will more likely be shared through more personalised or creative uses of metaphor. People have been found to use metaphor when evaluating experiences, and to make particular use of creative metaphor when evaluating the individual nature of their experiences. This is because creative metaphor allows them to describe the experience in more depth and with further elaboration. Analyses of the metaphors that people use to describe their experiences can therefore provide powerful insights into the nature of those experiences. Within these analyses, a focus on the creative metaphors that people employ can be particularly valuable as it helps to identify aspects of the experience that are or were particularly salient to the individual.

In this talk I present findings from two studies which have explored the extent to which, and the ways in which, creative metaphor is used to express evaluation. The first study focuses on the use of creative (and conventional) metaphor to express evaluation in film reviews and the second study focuses on the use of creative (and conventional) metaphor to evaluate workplace experiences. Both studies explore the extent to which the desire to express evaluation drives the production of creative metaphor, and measure the effect of polarity in this context.

I also focus on the challenges that one faces when attempting to investigate the use of (embodied) (creative) metaphor to express evaluation. These challenges include difficulties in identifying metaphor in general, and creative metaphor in particular, what the unit of analysis should be, and the applicability of existing procedures. These challenges speak to more fundamental concerns with what is meant by metaphor in general and creative metaphor in particular. In much of the existing metaphor literature, a somewhat simplistic distinction is drawn between creative and conventional metaphor but in practice, people can make creative use of metaphor in many different ways. This leads to a blurring of the boundaries between creative and conventional metaphor, and opens up the question of whether it more appropriate to talk in terms of ‘creative uses of metaphor’ rather than creative metaphor per se. I close by proposing a taxonomy of creative uses of metaphor and discuss how they interact with more conventional uses of metaphor, and how their use might vary according to genre and the type of evaluation being expressed.

References

Gibbs Jr., R. W. (2022). Metaphorical experience: contiguity or cross-domain-mappings? *Review of Cognitive Linguistics*, 20(1), pp. 7-32.

Science and semantics

Arie Verhagen

Leiden University Centre for Linguistics (LUCL)

a.verhagen@hum.leidenuniv.nl

The history of science is filled with stories of opposition, debate, and controversy (Kuhn, 1996; Hull, 1988), and these commonly involve the use of specific terms, indicating core notions for and in competing schools of thought. A conceptual shift from one scientific paradigm to another includes a change of meaning of such terms; for example, *planet* indicates a different notion before and after Copernicus. Such debates and shifts may both be helped and hindered by the fact that linguistic items are polysemous, and normally comprise several senses that are metaphorically or metonymically related; the same term may be understood differently in the same context by different users. The history of a science often includes ‘unravelling’ of the metonymic networks of relevant terms, hand in hand with the development of explanatory theories (e.g. *mass* or *atom* in physics), but sometimes also the *introduction* of new metonymies,

e.g. when a theory involves a conceptual innovation but ‘old’ terminology remains in use. An important instance of the latter is the development of the theory of evolution, which introduced a completely novel method of explaining systematic phenomena like adaptation, viz. population thinking (cf. Ariew, 2008).

That it may be hard for scientists to fully appreciate the impact and implications of this conceptual innovation can be seen in the way 19th century and early 20th century linguists (Schleicher, Whitney, Saussure) use the term *organism* as (in)applicable to languages, in controversies that arose in response to the publication of Darwin (1859). But the same problem has essentially persisted in the rest of the 20th century, in otherwise quite different schools of thought (e.g. Chomsky, 1965; Langacker, 2008).

Combining recent results in usage-based linguistics (Schmid, 2020; Petré & Anthonissen, 2020) and the foundations of modern behavioral biology (Tinbergen, 1963), I will argue that a proper, consistent understanding of the differences and the causal relationships between processes at the population level of communities (conventionalization and cultural evolution) and those at the individual level (usage and learning) reveals systematic metonymies in the senses of crucial concepts in linguistics, including the notions *language* and *meaning*. This reflects an important shift in our understanding of the very object of linguistics, that offers some exciting prospects. First, it can assist in avoiding a number of unhelpful controversies. Second, and more importantly, it allows uniting the different subfields of linguistics into an overall conceptual and explanatory framework, and integrating the study of human and animal communication and cognition (cf. Verhagen, 2021).

References

- Ariew, A. (2008). Population thinking. In M. Ruse (Ed.), *The Oxford handbook of Philosophy of Biology* (pp. 64-86). Oxford: Oxford University Press.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.
- Darwin, Ch. (1859). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Hull, D. L. (1988). *Science as a process. An evolutionary account of the social and conceptual development of science*. Chicago/London: The University of Chicago Press.

- Kuhn, T. S. (1996) [1962]. *The structure of scientific revolutions*, 3rd ed. Chicago/London: The University of Chicago Press.
- Langacker, R. W. (2008). *Cognitive Grammar. A Basic Introduction*. Oxford: Oxford University Press.
- Petré, Peter & Lynn Anthonissen (eds.) 2020. Constructionist approaches to individuality in language. *CognitiveLinguistics*, 31(2) [Special Issue], 185–365.
- Schmid, H.J. (2020). *The dynamics of the linguistic system. Usage, Conventionalization, and Entrenchment*. Oxford: Oxford University Press.
- Tinbergen, N. (1963). On aims and methods of ethology. *Zeitschrift für Tierpsychologie* 20, 410-433.
- Verhagen, A. (2021). *Ten Lectures on Cognitive Evolutionary Linguistics*. Leiden/Boston: Brill.

Oral Presentations
Presentaciones orales

Metaphor-based vocabulary instruction. Design of materials for Uyghur speakers

Nuernigeer Aierken

Universidad Alcalá de Henares

nuernigeer.aierken@gmail.com

Rote memorization is still a frequently used technique for the learning of vocabulary in a foreign language. It is mostly based on the assumption that vocabulary can be learned by frequent reciting and repetition, and it is particularly common when teaching English in China and some other countries (Khamees, 2016; Costa & Li, 2019). However, it has been proved by recent studies that this technique can be not effective, causing problems such as poor retention, shallow comprehension, less production, low motivation, and less engagement (Littlemore, Holloway, MacArthur & Cienki, 2013; Hoang, 2014). On the contrary, some previous research has emphasized the positive effect of the Conceptual Metaphor Theory (CMT)-Based Vocabulary Instruction on comprehension, retention, engagement, and motivation (Cameron & Low, 2004; Swain, 2006; Berendi, Csábi & Kövecses, 2008; Boers & Lindstromberg, 2008; Pérez, 2016). Besides, most of the English teaching materials for Uyghur-speaking English learners are translated from other languages, mainly Chinese and Russian, and then directly adopted in their classes. This involves that Uyghur learners are having less access to original Uyghur-English language teaching materials that could consider both conceptual and cultural differences between English and Uyghur language.

This study aims to develop specific English teaching materials designed for Uyghur learners following some metaphor-based vocabulary instruction strategies and test its efficiency in a group of students. The participants of this research were 72 Uyghur-speaking English Learners from Urumqi city of Xinjiang Uyghur Autonomous Region with a basic English level (A1-B1).

First, some specific material was designed for the teaching of common English expressions to refer to emotions. This material aimed to arise metaphor awareness and so enhance vocabulary retention, promote vocabulary comprehension, and foster motivation for vocabulary learning. Additionally, the treatment intends to familiarize learners with the conceptual system of English, train learners at a conceptual level, and highlight the culturally specific conceptual differences between Uyghur and English. This material was then tested with the students, and results were collected by applying a pre-test and a post-test, as well as interviews and classroom observations, so combining both qualitative and quantitative data collecting methods.

Results showed positive effects particularly in areas of engagement, comprehension, and long-time retention. Firstly, the participants were found to actively conduct cognitive thinking and were more willing to interact with the teacher and with each other during the course. Secondly, the instruction facilitated and deepened the comprehension of figurative words and expressions, as it allows learners to “digest” the meanings by analyzing the motivating reason hidden behind them. Thirdly, compared to rote memorization, the CMT-Based Vocabulary instruction showed better vocabulary acquisition and retention. Finally, the results of this study also provided new questions and research aims that will have to be addressed.

Keywords: Foreign Language Teaching, Vocabulary, Cognitive Linguistics, Conceptual Metaphor Theory, Uyghur

References

- Berendi, M., Csábi, S., & Kövecses, Z. (2008). Using conceptual metaphors and metonymies in vocabulary teaching. In F. Boers & S. Lindstromberg (Eds.), *Cognitive linguistic approaches to teaching vocabulary and phraseology* (pp. 101–132). Berlin/New York: Mouton de Gruyter.
- Boers, F. & Lindstromberg, S. (Eds.). (2008). *Cognitive Linguistics approaches to teaching vocabulary and phraseology*. Berlin and New York: Mouton de Gruyter.
- Cameron, L., & Low, G. (2004). Figurative Variation in Episodes of Educational Talk and Text. *European Journal of English Studies*, 8(3), 355-373.
- Costa, P. & Li, W. (2019) Problematizing English language teaching in China through a local Chinese English teacher agency lens. In H. Kayi-Aydar, X. Gao, E. Miller, M. Varghese & G. Vitanova (Eds.), *Theorizing and Analyzing Language Teacher Agency* (pp. 160-179). Bristol, Blue Ridge Summit: Multilingual Matters.
- Pérez, G. R. (2016). Teaching conceptual metaphors to EFL learners in the European space of higher education. *European Journal of Applied Linguistics*. 2015-0036.
- Hoang, H. (2014). Metaphor and second language learning: The state of the field. *The Electronic Journal for English as a Second Language*, 18(2).
- Khamees, K. (2016). An evaluative study of memorization as a strategy for learning English. *International Journal of English Linguistics*, 6,248.
- Littlemore, J., Holloway, J., MacArthur, F., & Cienki, A. (2013). How to make yourself understood by international students: The role of metaphor in academic tutorials. In S. Sheehan (Ed.), *British council ELT research papers* (pp. 351–385). London: British Council.
- Swain, M. (2006). Languaging, agency, and collaboration in advanced second language learning. In H. Byrnes (Ed.), *Advanced language learning: The contributions of Halliday and Vygotsky* (pp. 95–108). London, England: Continuum.

Gesture-speech synchronisation in English temporal demarcative expressions

Daniel Alcaraz¹, Javier Valenzuela Manzanares², Cristóbal Pagán Cánovas³

Universidad de Murcia

daniel.alcaraz.carrion@gmail.com¹, jvalen@um.es², cpcanovas@um.es³

In recent years, there has been an increasing interest on the possibility of the existence of an integrated multimodal system in human language processing and communication (Holler & Levinson, 2019). There are currently several studies that indicate that there are indeed statistical regularities in the co-occurrence of multimodal signals that include speech, eyebrow movement, gaze and facial expressions (Bavelas & Chovil, 2018; Benitez-Quiroz et al., 2016; Kendon, 2004; Chovil, 1991). When it comes to the integration of speech and gesture, recent studies have shown how speech and gesture show high levels of synchrony (Pouw & Dixon, 2019; Chu & Hagoort, 2014).

This paper aims to further investigate the gesture-speech synchronisation by providing a large-scale quantitative study using large amounts of gesture data. More particularly, we focus on English temporal demarcative expressions, which often employ the structure “from X to Y” (e.g. from beginning to end, from start to finish). The gestures that co-occur with these types of expressions often contain two strokes that signal two points in a timeline. The aim of the study is to establish to what extent gesture is aligned with speech, adding to the discussion of gesture-speech as part of an integrated, multimodal communicative system.

The data employed in this study is obtained through the NewsScape Library, a multimodal repository of television news containing more than 15 years of television in English. The co-speech gestures that co-occur with demarcative expressions were analysed with the software from multimodal annotation ELAN (Sloetjes & Wittenburg, 2008). First, we delimited the beginning and the end of each of the spoken components of the “from X to Y” structure. Second, we timestamped the beginning and end of each of the strokes of the gesture unit by looking frame-by-frame to the moment in which the gesture motion starts.

Our preliminary analysis (N=100) indicates that speakers always start performing the co-speech gesture motion before the gesture begins (mean=0,286 seconds). Furthermore, our data also shows how each of the strokes of the gesture unit is highly synchronised with the X and Y components of the structure, with the end of the stroke occurring briefly after the start of the linguistic item (mean=0,14 seconds). Results indicate that, in the case of metaphorical gestures in English temporal demarcative expressions, gesture motion commences before speech, but the strokes are synchronised with the core components of the from X to Y construction.

References

- Bavelas, J., & Chovil, N. (2018) Some pragmatic functions of conversational facial gestures. *Gesture*, 17, 98–127.
- Benitez-Quiroz, C.F; Wilbur, R.B. & Martínez, A.M. (2016) The not face: a grammaticalization of facial expressions of emotion. *Cognition*, 150, 77-84.
- Chovil, N. (1991) Discourse-oriented facial displays in conversation. *Research on Language Social Interaction*, 25, 163–194.
- Chu, M., & Hagoort, P. (2014). Synchronization of speech and gesture: Evidence for interaction in action. *Journal of Experimental Psychology: General*, 143(4), 1726–1741.

- ELAN (Version 5.2) [Computer software]. (2018, April 04). Nijmegen: Max Planck Institute for Psycholinguistics. Retrieved from <https://tla.mpi.nl/tools/tla-tools/elan/>.
- Holler, J., & Levinson, S. C. (2019). Multimodal language processing in human communication. *Trends in Cognitive Sciences*, 23(8), 639-652.
- Kendon, A. (2004) *Gesture: Visible Action as Utterance*. Cambridge University Press 150, 77–84.
- Pouw, W. & Dixon, J. A. (2019). Quantifying gesture-speech synchrony. In: Grimmering, A. (Ed.): *Proceedings of the 6th Gesture and Speech in Interaction – GESPIN 6* (pp. 75-80). Paderborn: Universitaetsbibliothek Paderborn.
- Sloetjes, H., & Wittenburg, P. (2008). Annotation by category – ELAN and ISO DCR. In: *Proceedings of the 6th International Conference on Language Resources and Evaluation (LREC 2008)*.

Metaphor in Content and Language Integrated Learning (MetCLIL): methodological issues in the elaboration of a metaphor-annotated corpus of EMI seminars

Rafael Alejo González¹, Ana M^a Piquer-Píriz²

Universidad de Extremadura

ralejog@unex.es¹, anapiriz@unex.es²

In the search for the study of metaphor as it is used in real life context, the linguistic approach to metaphor, as opposed to Conceptual Metaphor Theory, has privileged the use electronic corpora (cf. Skorczynska & Deignan, 2006; Koller, 2004; Steen et al., 2010, Berber-Sardinha, 2015). The use of linguistic data has thus been useful to establish the role of metaphor in register (Deignan et al., 2013) or genre (Caballero, 2006), with less attention to L2 metaphor use (however, see the recent volume edited by Piquer-Píriz & Alejo-González, 2020). Most of these studies have obviously favoured the type of language that is most easily gathered: written language produced by native speakers. The elaboration of metaphor annotated corpora dealing with spoken language involving L2 learners is less frequent (with the exception of MacArthur et al., 2015) given their labour intensive character of this enterprise. The compilation of this type of corpus is particularly interesting in English as a Medium of Instruction (EMI) contexts as it represents one of the most common situations in which L2 students will make use of metaphors, given the demonstrated metaphorical nature of academic language (see Herrmann, 2013). The present paper presents a metaphor annotated corpus of EMI seminars (MetCLIL) recorded in 6 different European countries (Norway, Sweden, the Netherlands, Italy, Portugal and Spain) and introduces the decisions made in the compilation of the corpus together with the difficulties found in the transcription process, especially in what concerns the language produced by L2 speakers with different language backgrounds, with especial attention to the identification of metaphor of second language learners. More specifically, we will discuss the decisions taken for the adaptation of MIP(Vu) to the oral academic contexts.

References

- Berber Sardinha, T. (2015). Register variation and metaphor use: A multi-dimensional perspective. In J. B. Herrmann & T. Berber Sardinha (Eds.), *Metaphor in Specialist Discourse*. Amsterdam: John Benjamins.
- Caballero, R. (2006). *Re-Viewing Space: Figurative Language in Architects' Assessment of Built Space*. Berlin: Mouton de Gruyter.
- Deignan, A., Littlemore, J., & Semino, E. (2013). *Figurative Language, Genre and Register*. Cambridge: Cambridge University Press.
- Herrmann, J. B. (2013). *Metaphor in academic discourse: Linguistic forms, conceptual structures, communicative functions and cognitive representations*. LOT.
- Koller, V. (2004). *Metaphor and gender in business media discourse: A critical cognitive study*. London: Palgrave Macmillan.
- MacArthur, F., Krennmayr, T., & Littlemore, J. (2015). How basic is "UNDERSTANDING IS SEEING" when reasoning about knowledge? Asymmetric uses of sight metaphors in office hours consultations in English as academic lingua franca. *Metaphor and Symbol*, 30(3), 184-217.
- Piquer-Píriz, A. M., & Alejo-González, R. (Eds.). (2019). *Metaphor in Foreign Language Instruction* (Vol. 42). Berlin/Boston: Walter de Gruyter.
- Skorczynska, H. & Deignan, A. (2006). Readership and purpose in the choice of economics metaphors. *Metaphor and Symbol*, 21(2), 87-104.

Steen, G. J., Dorst, A. G., Herrmann, J. B., Kaal, A. A., & Krennmayr, T. (2010).
Metaphor in usage. *Cognitive Linguistics*, 21(4), 765-796.

Figurative language in L2 spoken production: how does metaphor relate to other lexical indices?

Rafael Alejo González¹, Irene Castellano Risco²

Universidad de Extremadura

ralej@unex.es¹, ircastellano@unex.es²

Recent research on metaphor has emphasized the need to establish the connection between metaphorical competence and language or communicative competence in L2 (Castellano-Risco & Piquer-Piriz, 2020) as indeed, among other relevant findings, L2 metaphor production has been shown to increase with higher L2 proficiency levels (Littlemore et al., 2014). However, most of the preliminary conclusions on this still emergent area of research are restricted to the analysis of L2 learners written language and need to be complemented with further exploration of oral production by L2 learners. In fact, to the best of our knowledge, no study has undertaken the analysis of the connection of metaphor use in L2 speaking production and the oral proficiency level of L2 users, and more particularly of their lexical fluency and their depth of vocabulary knowledge.

In the present study, we investigate the extent to which the metaphorical production of 27 L2 Spanish learners of English, taken from the metaphor annotated EuroCoAT corpus (MacArthur et al., 2013) of office hour consultations, can be correlated with lexical measures that have been shown to indicate higher level of oral performance by L2 speakers (Saito et al., 2016). These measures include appropriateness, diversity, frequency, imageability, concreteness, and hypernymy (Kyle & Crossley, 2015), which can be obtained by using TAALES and Coh-Metrix, freely available tools of lexical analysis (<https://www.linguisticanalysistools.org/taales.html> / <http://tool.cohmetrix.com/>). The results indicate a moderate correlation between metaphor production and the use of academic bigrams, which could be interpreted in terms of the role of metaphoric language in academic formulas. The remaining lexical indices show no initial correlation, which may point to the specific status of metaphor in lexical L2 acquisition.

References

- Castellano-Risco, I., & Piquer-Piriz, A. (2020). Measuring secondary-school L2 learners vocabulary knowledge: metaphorical competence as part of general lexical competence. In A. Piquer-Piriz & R. Alejo-González (Eds.), *Metaphor in language instruction* (pp. 199-218). Berlin: Mouton de Gruyter.
- Kyle, K., & Crossley, S. A. (2015). Automatically assessing lexical sophistication: Indices, tools, findings, and application. *TESOL Quarterly*, 49(4), 757-786.
- Littlemore, J., Krennmayr, T., Turner, J. & Turner, S. (2014). An investigation into metaphor use at different levels of Second Language Writing. *Applied Linguistics*, 35(2), 117-144.
- MacArthur, F., Alejo, R., Piquer-Piriz, A., Amador-Moreno, C., Littlemore, J., Ädel, A., Krennmayr, T. & Vaughn, E. (2014). *EuroCoAT. The European Corpus of Academic Talk*. <http://www.eurocoat.es>.
- Saito, K., Webb, S., Trofimovich, P., & Isaacs, T. (2016). Lexical profiles of comprehensible second language speech: The role of appropriateness, fluency, variation, sophistication, abstractness, and sense relations. *Studies in Second Language Acquisition*, 38(4), 677- 701.

Does gesture-enriched online content benefit conceptual processing and learning of the various functions of ‘se’?

Zeina Alhmoud¹, Renia Lopez-Ozieblo², Marta Nogueroles³

*The Hong Kong Polytechnic University*¹, *Universidad Nebrija*², *Universidad de Alcalá de Henares*³

renia.lopez@polyu.edu.hk¹, zdalhmoud@nebrija.es², marta.nogueroles@uah.es³

This proposal tackles one of the most challenging, yet most frequent, aspects of the Spanish grammar: the marker ‘se’. Online learning has increased in popularity in recent years- especially after COVID-19. For this reason, this project has developed an online course of L2 Spanish students to teach the Spanish marker ‘se’ from a cognitive standpoint, following Maldonado’s framework (2019). The course is to be completed in two phases: phase one includes three uses (reciprocal actions as in *Juan y Pedro se saludan*, self-care actions as in *Lucía se lava las manos cuando llega a casa*, and emotional change as in *Ana se ha enfadado conmigo*), and phase two another three (benefactive actions as in *Laura se ha bebido una botella de agua*, location change as in *Miguel se ha subido a la mesa*, and change in state or body posture as in *Irene se despierta*).

The objective of the first phase is to analyze the most effective way to present online content to language students, to maximize their learning benefits and engagement. For that, we have designed three different modalities for each unit: audio, audio/video and textual. This proposal, however, will focus more on the second phase, which seeks (1) to identify whether gesture-enriched online content benefits conceptual processing and learning, and (2) to evaluate how individual cognitive and language learning differences affect the uptake of online gesture-enriched content. Half of the participants are presented with a three-unit course based on videos in which the teacher uses gestures to illustrate the different functions of ‘se’. The rest of the participants follow the same course but through videos that do not include gesture.

Participants are L2 Spanish students in Hong Kong and Spain. Before starting the course, they are asked to confirm their Spanish proficiency level and take a test about ‘se’, which is repeated after the course. Moreover, students are asked to complete exercises related to the content of the units, answer questions related to the format of the content and their engagement with it, and talk with the researchers to explain the various functions of ‘se’. These tasks are done before and after doing the course.

We expect to find that gesture-enriched content is beneficial to long-term learning, allowing for a better conceptualization of the Foreign Language (FL). Successful conceptualization means that FL learners can extrapolate the knowledge acquired in one context to solve other problems. If gestures are confirmed to aid conceptualization (and not just recall) it would suggest that online explanations ought to include a human figure, providing a clear framework to online content developers. We also suspect that the gesture-enriched content might not be equally beneficial to all, based on individual differences.

We believe this study to be unique within the FL field due to its quasi-experimental nature based on a real learning context. The project is currently in progress and being tested with real students.

Keywords: Cognitive grammar, learning preferences, gesture, Online learning, Spanish L2.

References

Maldonado, R. (2019). Una aproximación cognitiva al clítico *se*. In I. Ibarretxe-Antuñano, T. Cadierno & A. Castañeda Castro (Eds.), *Lingüística cognitiva y español LE/L2* (pp. 145-165). New York: Routledge.

Construal dimensions in multimodal on-line news: the case of US embassy opening in Jerusalem

Isabel Alonso-Belmonte
Universidad Autónoma de Madrid
isabel.alonso@uam.es

Construal is a key concept in Cognitive Linguistics that refers to the different possible cognitive constructions of one and the same event and explains how and why speakers make specific linguistic choices to represent it, particularly in terms of syntax and lexis, and how these choices affect meaning (Langacker, 2008). Although it is often described in visual terms, i.e. as a form of “viewing” or “framing” the conceptual content of an expression, it has been rarely used for the analysis of multimodal discourse. Moreover, this idea of providing a certain perspective to represent an event is particularly relevant for the analysis of news discourse, and it has been largely examined in media discourse under the notion of “news framing” (D’Angelo, 2017; de Vreese, 2005; Entman, 1993; van Gorp, 2007). The most widespread definition of framing in this field is that of selecting some aspects of a perceived reality and making them more salient in a text, in such a way as to promote a particular interpretation (Entman, 1993). In the last few years, with the digitalization of the production and dissemination of news, the research on news framing has been reconsidered expanding to non-verbal, visual cues (Caple, 2017; Coleman, 2010; Scheufele & Iyengar, 2017). Thus, the textual and visual choices in the making of news actually constitute specific construals of the events depicted that promote specific interpretations by the readers and so influence public opinion formation.

Drawing from a combination of socio-cognitive and critical approaches to discourse analysis, integrating the notions of construal and news framing, this paper presents a multimodal, cross-cultural analysis of a small sample of on-line news published in different European newspapers. A total of 37 newsbites in fourteen mainstream European newspapers were collected during May 14th and 15th 2018, all of them dealing with the US Embassy relocation from Tel-Aviv to Jerusalem and subsequent revolts in Gaza Strip. The four construal dimensions –specificity, focusing, prominence and perspective (Langacker, 2008), were identified both in texts and images and analysed as multimodal framing devices in terms of distance, composition, subject choice and point of view.

Results show how the interplay between visual and textual choices produce specific construals or frames, used by newsmakers to create and manage communities of shared values about the Palestinian-Israeli conflict, revealing interesting differences among European newspapers when dealing with the same event. Findings also suggest a tension between the newsmakers’ role as providers of objective information and the need to promote specific interpretations of the information presented. Finally, this research evidences the convergence of Critical Discourse Analysis and Socio-Cognitive Models of language and can be of interest for both discourse analysts and media researchers.

References

- Caple, H. (2017). Visual media. In C. Cotter & D. Perrin (Eds.), *The Routledge Handbook of language and media* (pp. 230-243). London/New York: Routledge.
- Coleman, R. (2010). Framing the pictures in our heads: Exploring the framing and agenda setting effects of visual images. In P. D’Angelo & J. A. Kuypers (Eds.), *Doing News Framing Analysis: Empirical and Theoretical Perspectives* (pp, 233–261). New York City, NY: Routledge.

- D'Angelo, P. (2017). Framing: Media frames. In P. Roessler, C.A. Hoffner & L. van Zoonen, (Eds.), *The international encyclopedia of media effects* (pp. 634-644). Hoboken, NJ: Wiley-Blackwell.
- de Vreese, C. H. (2005). News framing theory and typology. *Information design journal + document design*, 13(1), 48-59.
- Entman, R. B. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43, 51–58.
- van Gorp, B. (2007). The constructionist approach to framing: Bringing culture back in. *Journal of communication*, 57(1), 60–78.
- Langacker, R.W. (2008). *Cognitive Grammar. A basic introduction*. Oxford: Oxford University Press.
- Scheufele, D. A., & Iyengar, S. (2017). The state of framing research: A call for new directions. In K. Kenski & K.H. Jamieson (Eds.), *The Oxford handbook of political communication* (pp. 619-632). Oxford: Oxford University Press.

Deictic caused motion verbs in L2 Spanish and L2 Modern Greek

Maria Andria¹, Alberto Hijazo-Gascón²

National and Kapodistrian University of Athens¹, University of East Anglia²

mandria@phil.uoa.gr¹, a.hijazo-gascon@uea.ac.uk²

The focus of this study is on the acquisition of deictic caused motion verbs in Spanish and Greek as a second language (L2). Deictic motion seems to be particularly difficult for learners of an L2 and a prone area for cross-linguistic influence (Jarvis & Pavlenko, 2008). Gathercole (1977; 1978) establishes a typology of the expression of deictic motion verbs across languages. The venitive verbs (i.e. the *come* verb) can be used to express direction towards the speaker and the addressee in some languages (e.g. English), while in others the venitive verbs can be used exclusively for motion towards the speaker (e.g. Japanese). These differences in the encoding of deixis may impact on the thinking-for-speaking patterns (Slobin, 1996).

The contrast between Spanish and Modern Greek is relevant for several reasons. First, Modern Greek allows both interlocutors as a deictic center whereas Spanish allows only the speaker to play this role (Gathercole, 1977; Hijazo-Gascón, 2017). Second, Greek presents specificities with regard to accompaniment situations (e.g. *Would you like to come/go to the party?*), where the verb chosen will imply the presence (COME) or absence (GO) of the speaker (Antonopoulou & Nikiforidou, 2002). Previous research has identified the presence of cross-linguistic influence in the uses of COME and GO among Greek learners of L2 Spanish and Spanish learners of L2 Greek (Andria & Hijazo-Gascón, 2018).

In this study, the focus is on deictic caused motion verbs, i.e., *traer* ‘bring’ and *llevar* ‘take’ in Spanish and on the Greek verbs that express these notions: *φέρνω* /ferno/ ‘bring, take’ (towards speaker and addressee) and also *πάω* /paɔ/ ‘go’, which in combination with a direct object can be used as ‘take’. Participants were Greek learners of Spanish as an L2 and Spanish learners of Greek as an L2 (intermediate and advanced learners in both L2s), and monolingual native speakers of both languages. Data were elicited by means of a cloze test activity, which included the target verbs. Results showed evidence of cross-linguistic influence during the acquisition of deictic caused motion verbs. Both groups of learners presented difficulties for a “re-thinking for speaking” (Robinson & Ellis, 2008). Even though these verbs are taught at the early stages of the learning process, their use in the L2 seems to be quite challenging, even at an advanced level of proficiency. The study also has implications for motion events typology (Talmy, 1991; 2000), as it shows the relevance of intra-typological differences. Even though the languages under study are verb-framed, their contrasts in the expression of Deixis lead to important differences that are difficult to re-adjust when they are acquired as a L2.

References

- Andria, M., & Hijazo-Gascón, A. (2018). Deictic motion verbs in Greek as a foreign language by Spanish and Catalan L1 learners: A preliminary approach. *Glossologia*, 26, 121-135.
- Antonopoulou, E., & Nikiforidou, K. (2002). Deictic motion and the adoption of perspective in Greek. *Pragmatics*, 12(3), 273-295.
- Fillmore, C. J. (1983). How to know whether you are coming or going. In G. Rauh (Ed.), *Essays on deixis* (pp. 219-227). Tübingen: Narr.
- Gathercole, V. (1977). Study of the comings and goings of the speakers of four languages: Spanish, Japanese, English and Turkish. *Kansas Working Papers in Linguistics*, 2, 61-94.

- Gathercole, V. (1978). Towards a universal for deictic verbs of motion. *Kansas Working Papers in Linguistics*, 3, 72-88.
- Hijazo-Gascón, A. (2017). Motion event contrasts in Romance languages: Deixis in Spanish as a second language. In I. Ibarretxe-Antuñano (Ed.), *Motion and Space across Languages* (pp. 301-328). Amsterdam/Philadelphia: John Benjamins.
- Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic influence in language and cognition*. New York, NY: Routledge.
- Robinson, P., & Ellis, N.C. (2008). Conclusion: Cognitive linguistics, second language acquisition and instruction—Issues for research. In P. Robinson & N.C. Ellis (Eds.), *The handbook of cognitive linguistics and second language acquisition* (pp. 489-545). New York/London: Routledge.
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70-96). Cambridge, UK: Cambridge University Press.
- Talmy, L. (1991). Path to realization: A typology of event conflation. *Proceedings of the seventeenth annual meeting of the Berkeley Linguistic Society*, 17, 480-519.
- Talmy, L. (2000). *Toward a cognitive semantics*. Cambridge, MA: MIT Press.

La variación diatópica en la codificación y conceptualización de los eventos causales en español

Andrea Ariño-Bizarro
Universidad de Zaragoza
aribiz@unizar.es

Un estudio psicolingüístico reciente sobre la codificación y conceptualización de los eventos causales ha mostrado que la intencionalidad, esto es, el grado de participación del agente en el evento, es un aspecto semántico fundamental en el español de Aragón (Ariño-Bizarro & Ibarretxe-Antuñano, 2020). Los hablantes de esta variedad diatópica describen los eventos causales fijando su atención en la intención del agente tanto para describir los eventos (*caerse* vs. *tirar*) como para pensar sobre ellos.

A pesar de estos resultados, se plantea una cuestión importante para estos estudios: saber si las variedades de una misma lengua presentan diferencias en la descripción y en la codificación de distintos dominios cognitivos (Berthele, 2006; Hijazo-Gascón & Ibarretxe-Antuñano, 2013). Para comprobar, por tanto, si es una tendencia general del español o particular de la variedad del español de Aragón, y si la relación entre el lenguaje y la cognición se mantiene en todas las variedades del español (Slobin, 1991; 1996), se ha replicado el mismo estudio con hablantes de diferentes variedades diatópicas de esta lengua. Partiendo de este objetivo, se han planteado dos preguntas de investigación: por una parte, si existen diferencias en las estructuras lingüísticas que codifican la causalidad entre la variedad diatópica del castellano de Aragón y otras variedades diatópicas del castellano y, por otra, si el uso de estructuras, ya sean similares o diferentes, implica un cambio en la conceptualización de estos eventos. Para dar respuesta a estas preguntas, se han desarrollado, a través del servidor de encuestas online Limesurvey, dos tareas psicolingüísticas: (i) una verbal de descripción lingüística de eventos causales y (ii) una no verbal de categorización en la que se solicita al participante que atribuya el grado de responsabilidad causal a los actores que participan del evento. Los datos provienen de 250 hablantes nativos de español y han sido obtenidos a partir de 24 vídeos desarrollados en el proyecto Causality Across Languages (CAL, SUNY-Buffalo).

Los resultados mostrarán si existen diferencias en la codificación de los eventos causales entre las variedades del español tanto de España como de Hispanoamérica. Y, posteriormente, si el uso de estructuras similares o diferentes, como *Juan ha caído un vaso de agua* o *Juan ha desaparecido el reloj*, supone un mismo modo de conceptualización y categorización de los eventos causales igual o distinto a los hablantes del castellano de Aragón del primer estudio.

References

- Ariño-Bizarro, A., & Ibarretxe-Antuñano, I. (2020). La accidentalidad de los eventos causales desde la perspectiva de la tipología semántica. In F. López, (coord.), *La involuntariedad en español* (pp. 33-54). Frankfurt: Peter Lang.
- Berthele, R. (2006). *Ort und Weg. Eine vergleichende Untersuchung der sprachlichen Raumreferenz in Varietäten des Deutschen, Rätoromanischen und Französischen*. Berlin & New York: Mouton de Gruyter.
- Hijazo-Gascón, A., & Ibarretxe-Antuñano, I. (2013). Las lenguas románicas y la tipología de los eventos de movimiento. *Romanische Forschungen*, 125(4), 467-494.
- Slobin, D. I. (1991). Learning to think for speaking. Native language, cognition and rhetorical style. *Pragmatics*, 1, 7-29.

Slobin, D. I. (1996). Two ways to travel: Verbs of motion in English and Spanish. In M. Shibatani & S. A. Thompson (Eds.), *Grammatical constructions. Their Form and Meaning* (pp. 195-317). Oxford: Clarendon Press.

The many ways in which sensory loss changes conceptualization: Linguistic relativity in deafness and bodily relativity in blindness

Celia Barnés Castaño¹, Julio Santiago de Torres²

Universidad de Granada

cbc@ugr.es¹, santiago@ugr.es²

Visual and hearing loss provide a window into how linguistic and bodily experiences shape the way we conceptualize the world.

On the one hand, people with prelinguistic deafness are often native users of sign language (SL). The visual nature of SL affords a high level of iconicity (Hwang et al., 2017), meaning that sensory-motor aspects of referents are mapped onto signs. For example, in Spanish SL the sign for making coffee changes depending on whether a moka pot or an espresso machine is used, resembling each sign how the action is performed. Thus, SL usage could lead to a tendency to represent concepts more concretely (with a greater reliance on sensory-motor details).

On the other hand, blind people may also construe concepts differently given their everyday interaction with objects at different distances. Research on Construal Level Theory (CLT) (Trope & Liberman, 2010) has shown that spatial distance increases the level of abstraction at which sighted people conceptualize objects (Fujita et al., 2006). The further away we imagine an object, the more its high-level properties (such as its superordinate category or its function) come into focus. However, while for sighted people distance is a dimension varying along a continuum, blind people have a markedly different experience (Kolarik et al., 2017). For them, objects beyond arm's reach lie at a distance that cannot be estimated unless they make noise. Those objects are subjectively as far away as objects at greater distances. This discontinuous experience of distance may increase blind people's tendency to represent objects at medium distances (close but beyond arm's reach) at a higher level of abstraction than sighted people, as abstractly as those objects which are far away.

Given the distinct linguistic and bodily experiences of Deaf and blind people, we hypothesized that the effect of spatial distance on construal level may result in different patterns of object construal.

In our study, Deaf and blind participants were visually or auditorily presented with objects which they were asked to imagine within arm's reach, 2.5 meters away or 300 meters away. Afterwards, they had to select their preferred definition of the corresponding object between one option highlighting its perceptual aspects and another one stressing its high-level features. Two control groups with normal sensory function and no knowledge of SL were included, who followed the same procedures.

According to CLT, the degree to which participants in the control groups choose the concrete definition should decrease as imagined distance increases. For Deaf participants, we predicted that the effect of spatial distance on this measure will be smaller than in the normal-hearing group. Regarding blind participants, we predicted that they would show similar proportions of concrete choices as their controls when the object is imagined within arm's reach, but they would have a greater preference for the abstract construal at the medium distance. We further predicted that their preference for the abstract construal would increase less between the medium and the long distance than in their control group. Results both support and qualify the hypotheses.

Keywords: construal level theory, linguistic relativity, bodily relativity, embodied cognition, concept representation, blindness, deafness

References

- Fujita, K., Henderson, M. D., Eng, J., Trope, Y., & Liberman, N. (2006). Spatial distance and mental construal of social events. *Psychological Science, 17*(4), 278-282.
- Hwang, S. O., Tomita, N., Morgan, H., Ergin, R., İlkbaşaran, D., Seegers, S., Lopic, R., & Padden, C. (2017). Of the body and the hands: patterned iconicity for semantic categories. *Language and Cognition, 9*(4), 573-602.
- Kolarik, A. J., Pardhan, S., Cirstea, S., & Moore, B. C. (2017). Auditory spatial representations of the world are compressed in blind humans. *Experimental Brain Research, 235*(2), 597-606.
- Trope, Y., & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological review, 117*(2), 440-463.

An analysis of time metaphors in Marvell's literary work

Asunción Barreras

Universidad de La Rioja

asuncion.barreras@unirioja.es

Some scholars have noted that Cognitive Linguistics offers theoretical insights that can be applied to enhance our understanding of literary works (Semino et al., 2002). This presentation approaches Andrew Marvell from the perspective of Cognitive Linguistics. Marvell's poetry has been discussed in the literature in its metaphysical context, from the point of view of philological and historical analysis, or in the context of literary and cultural traditions. However, to date, there is no analysis that takes into account the author's original techniques to construct an alternative conceptual universe while seemingly using recurring thematic conventions. The approach in the present study is to be taken as a preliminary step to fill in this void.

This presentation thus discusses Marvell's use of the notion of time to structure his literary work, especially "To his coy mistress", thematically in terms of what appears to be in principle just another piece within the *carpe diem* tradition. However, we will show that Marvell goes beyond such conventions in a highly skillful way. The presentation begins with a brief overview of the treatment of the notion of time within Conceptual Metaphor Theory (Lakoff & Johnson, 1980; 1999). This notion is central to the thematic development of the poem. Then the presentation argues that different metaphorical treatments of time (Evans, 2003) are used argumentatively by the poet within an overarching premise-conclusion reasoning schema, which divides up the poem into two parts. The first one, the "premise", groups together the first and second stanzas. It presents the reasons that the poet gives to his beloved one to engage in sexual intimacy with him. This first part makes use of the metaphors TIME IS A RESOURCE, TIME MOVES, and EVENTS ARE ACTIONS (Boroditsky, 2000). The second part, the conclusion, takes up the third stanza, which contains a cluster of metaphors revolving around the notion of *carpe diem*, such as A PROPERTY IS A SUBSTANCE, A LIFETIME IS A DAY, and LIFE IS A FLUID (Kövecses, 2006). Finally, the presentation discusses how Marvell imaginatively organizes what otherwise would be considered mere stock metaphors into an intricate logical network specifically tailored to sustain an argumentative line where love and passion become central components of an altogether different universe where objective time is no longer a threat, so much so that both lovers, if they will yield to passion, will not even mind accelerating their own deaths.

References

- Boroditsky, L. (2000). Metaphoric structuring: Understanding time through spatial metaphors. *Cognition*, 75, 1-28.
- Evans, V. (2003). *The structure of time*. Amsterdam: John Benjamins.
- Kövecses, Z. (2006). *Language, mind and culture: A practical introduction*. New York: Oxford University Press.
- Lakoff, G., & M. Johnson. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, G., & M. Johnson. (1999). *Philosophy in the flesh*. New York: Basic Books.
- Semino, E., & J. Culpeper (Eds.). (2002). *Cognitive stylistics: Language and cognition in texts analysis*. Amsterdam: John Benjamins.

Relative Boredom: A quantitative cross-linguistic and context-dependent analysis of the emotion concept BOREDOM

Avgustina Biryukova¹, Dylan Glynn²

Université Paris 8

syncopem@yandex.ru¹, dsg.up8@gmail.com²

The concept of BOREDOM has received little attention in linguistic research. Despite this, psychology views this response as a universal, if not basic, emotion. This study seeks to identify the conceptual structure associated with this emotion in American and British English and French. Employing the Behavioral Profile Approach (Geeraerts et al., 1994; Gries, 2003), the study quantifiably identifies patterns in how speakers discuss the concept, which in turn, is interpretable as indices of conceptual structure. The study addresses a hypothesis that these languages structure the emotion concept differently. If it is possible to demonstrate such differences, it can be argued that the experience of the emotion also differs.

Usage-events, where speakers describe the experience of boredom, are retrieved from corpora of online diaries (Speelman & Glynn, 2005/2012; Yang et al., 2019). The principle of cultural keywords (Wierzbicka, 1997) is adapted with its frequency-based operationalisation (Glynn & Robinson, 2014; Krawczak, 2014). In total, three lexemes in each language are employed to retrieve 900 random occurrences subjected to multifactorial feature analysis. This process involves the manual annotation of each contextualized occurrence of a keyword for factors pre-determined as important for understanding underlying conceptual structure, such as causes of boredom, coping strategies, stimuli and intensity. These factors are directly informed by the results of psychological studies of boredom (Raffaelli et al., 2018) as well as the results of lexical various studies in emotion concepts (Kövecses, 1990; Wierzbicka, 1992).

Given that there has been little previous linguistic research into the concept of BOREDOM, the first stage of the study is exploratory and seeks to identify any usage-patterns that are interpretable as conceptual structure. The multifactorial feature analysis produces a large array of meta-data that enables the quantified study of multidimensional usage patterns. Using statistical dimension reduction techniques such as principle components and multiple correspondence analysis, the study will firstly seek to map any patterns that are revealed in the discourse of boredom across the two languages. Secondly, the study will test a hypothesis derived from the theory of linguistic relativity. Wierzbicka (1985) argued grammatical semantics, such as part of speech, affect the conceptual structure of the emotion, and by extension, its experience. In this instance, the study focuses on contrastive grammatical profilings in English and French, namely the stative adjectival *bored* and *boring* in British and American English versus the process-based reflexive *s'ennuyer* 'be bored' and adjectival *ennuyeux* 'boring' in French. This is a grammatically determined distinction between experiencer-as-agent and stimulus-as-agent (Talmy, 2000, p.98). Evidence that this grammatical difference affects the conceptual structure might be observed in the degree and type of agentivity associated with the events. Following Glynn (2007), a distinction between overt reference to the stimulus of experience versus the person responsible for the stimulus will be annotated. If there is any evidence for a linguistically relative experience, then we expect significantly more overtly identified human agents in the boredom events associated with the French data.

References

- Geeraerts, D., Grondelaers, S., & Bakema, P. (1994). *The structure of lexical variation: Meaning, naming and context*. Berlin: Mouton de Gruyter.
- Gries, St. Th. (2003). *Multifactorial analysis in corpus linguistics: A study of particle placement*. London: Continuum.
- Glynn, D. (2007). *Mapping meaning. Toward a usage-based methodology in Cognitive Semantics* (Unpublished doctoral dissertation). University of Leuven, Leuven, Belgium.
- Glynn, D., & Robinson, J. (2014). *Corpus methods for semantics: Quantitative studies in polysemy and synonymy*. Amsterdam: John Benjamins.
- Kövecses, Z. (1990). *Emotion concepts*. Berlin: Springer.
- Krawczak, K. (2014). Shame, embarrassment and guilt: Corpus evidence for the cross-cultural structure of social emotions. *Poznań Studies in Contemporary Linguistics*, 50(4), 441–475.
- Raffaelli, Q., Mills, C., & Christoff, K. (2018). The knowns and unknowns of boredom: a review of the literature. *Experimental Brain Research*, 236, 2451–2462.
- Speelman, D., & Glynn, D. (2005/2012). *LiveJournal Corpus of American, British English, Russian and Ukrainian*. University of Leuven and Lund University.
- Talmy, L. (2000). *Toward a Cognitive Semantics. Volume 2: Typology and process in concept structuring*. Cambridge: MIT Press.
- Wierzbicka, A. (1985). *Lexicography and Conceptual Analysis*. Ann Arbor: Karoma.
- Wierzbicka, A. (1992). *Semantics, culture, and cognition: Universal human concepts in culture-specific configurations*. Oxford: Oxford University Press.
- Wierzbicka, A. (1997). *Understanding cultures through their key words*. Oxford: Oxford University Press.
- Yang, N., Glynn, D., Kumamoto, M., & Biryukova, A. (2019). *Corpus of French online diaries*. University of Paris, 8.

The role of metonymy in meaning construal in contemporary dance

Olga Blanco Carrión
Universidad de Córdoba
olgablanca@uco.es

This paper aims at providing an illustration of the role of conceptual metonymy in meaning construal in a contemporary dance piece choreographed and performed by Tiago Coelho where he conveys the thoughts in “The Beauty of Nothingness” by the British philosopher Alan Wilson Watts. As Mittelberg (2019, p.10) claims: “(...) there are innumerable latent contiguity relations out there in the world, in our imagination, and in our embodied knowledge structures that maybe operationalized when we are reasoning and communicating”. In line with this perspective, the data analysis focuses on the contiguity relations that the dancer’s body forms with the world described by the philosopher and that are drawn upon for the construal of the message uttered by him. I will also illustrate how a source action (Mittelberg & Joue, 2017) representing a salient conceptual entity of a domain provides access to a domain pragmatically linked with it (Barcelona, 2011) to shed some light on how meaning is conveyed via the vehicle-target conceptual mapping. Also, a series samples evidencing the interaction of metonymy and metaphor in the dancer’s meaning construal process will be provided.

Keywords: contemporary dance, metaphor, metonymy, source action, target.

References

- Barcelona, A. (2011). Reviewing the properties and prototype structure of metonymy. In A. Barcelona, R. Benczes & F. Ruiz de Mendoza (Eds.) *Defining metonymy in a Cognitive Linguistics: Towards a consensus view* (pp. 7-58). Amsterdam/Philadelphia: John Benjamins.
- Mittelberg, I. (2019). Visuo-Kinetic signs are inherently metonymic: How embodied metonymy motivates forms, functions, and schematic patterns in gesture, in *Frontiers in psychology*.
- Mittelberg, I., & Joue, G. (2017). Source actions ground metaphor via metonymy: Toward a frame-based account of gestural action in multimodal discourse. In: B. Hampe (Ed.), *Metaphor: Embodied cognition and discourse* (pp. 119-137). Cambridge University Press.

The sense of touch: Multimodal profiles of physical and emotional meanings

Irene Bolumar Martínez¹, Daniel Alcaraz Carrión²

Universidad de Murcia

irene.bolumarm@um.es¹, daniel.alcaraz.carrion@gmail.com²

The polysemy of perception verbs (e.g. *see, hear, taste, touch, smell*) has been the centre of attention for many researchers who have closely analysed the semantic extensions of these words (cf. Sweetser, 1990; Ibarretxe-Antuñano, 1999). The present study is focused on two different senses of the English verb *touch*: a literal meaning (i.e. physical sensation of contact) and a figurative meaning (i.e. emotional reaction). This investigation is based on the view that human communication is a multimodal event which includes different modalities (such as speech and gesture). In particular, this work examines the way speakers behave when using this polysemous verb in contexts where it implies “making physical contact” and in contexts where it signifies “affecting emotionally”.

The research questions of this investigation are:

1. In which context, physical or emotional, do speakers make more gestures related to their query item?
2. Are there any global differences between the gestures associated with the physical meaning of *touch* and the ones linked to the emotional meaning of *touch*?
3. Is there any relation between the linguistic context and the physical and emotional meanings of *touch*?
4. Is there any motivation behind the analysed gestures associated with *touch*?
5. Thus, can it be concluded that speakers use multimodal information to differentiate both meanings of *touch*?

This paper focuses on co-speech gestures (esp. hand gestures) along with linguistic characteristics (i.e. use of intensifiers and negation words). The audiovisual and textual data (i.e. video recordings and speech transcriptions) used in this work come from a multimodal corpus containing TV programmes. The platforms used for the collection of data were *CQPweb* (a corpus analysis tool created by Andrew Hardie and adapted for *NewsScope* by Peter Uhrig) and the *NewsScope Library of Television News* (an audiovisual archive developed by the Red Hen Lab, a consortium for research into multimodal communication). After the data searches, 4269 concordances were collected. However, only 722 valid utterances (i.e. non-repeated clips where the speakers’ hands were visible) were clearly associated with one of the meanings, out of which 305 co-speech gestures related to the semantics of *touch* were found.

The results show that speakers do not gesticulate in the same way when using the physical and emotional meanings of *touch*. Gesture features, such as chest touches, were different in both senses. Furthermore, two recurrent gestures – “warning” and “chest-touching” gestures – were detected in the analysis. Hence, it could be claimed that the physical and emotional meanings of *touch* are differentiated in verbal and non-verbal modalities. On the whole, this research proves how the multimodal behaviour of speakers can be used to distinguish between polysemous senses of the same verb.

Keywords: perception, polysemy, metaphor, multimodality, gesture.

References

Ibarretxe-Antuñano, I. (1999). *Polysemy and metaphor in perception verbs: A cross-linguistic study* [Unpublished doctoral dissertation]. University of Edinburgh.

Sweetser, E. (1990). *From etymology to pragmatics: Metaphorical and cultural aspects of semantic structure*. Cambridge: Cambridge University Press.

The Filmic Metaphor Identification Procedure under the lens of reliability and validity

Lorena Bort-Mir¹, Marianna Bolognesi²

Universidad Politécnica de Valencia, University of Bologna

lbormir@upv.es¹, m.bolognesi@unibo.it²

Research on multimodal communication is complex because multimodal analyses require methods and procedures that offer the possibility of disentangling the layers of meaning conveyed through different channels.

We hereby propose an empirical evaluation of the Filmic Metaphor Identification Procedure (FILMIP, Bort-Mir, 2019), a structural method for the identification of metaphorical elements in (filmic) multimodal materials. The paper comprises two original empirical studies:

- (i) A content analysis conducted by three independent coders, in which the reliability of FILMIP is assessed. Here, two TV commercials were shown to 21 Spanish participants for later analysis with the use of FILMIP under two questionnaires. This content analysis is based on the Kappa and Alpha reliability coefficients to check agreement among the coding scheme developed in order to carry out study 2.
- (ii) A qualitative analysis based on a percentage agreement index to check agreement among the 21 participants about the metaphorically-marked filmic components identified on the basis of FILMIP's seven steps (look into the types of metaphors identified).

The results of the two studies show that FILMIP can be considered a valid and reliable tool for the identification of metaphorical elements in (filmic) multimodal materials. The empirical findings are discussed in relation to multimodal communication open challenges.

Keywords: multimodal metaphors, metaphor identification, FILMIP, reliability

References

Bort-Mir, L. (2019). *Developing, applying, and testing FILMIP: The Filmic Metaphor Identification Procedure* (Doctoral dissertation, Universitat Jaume I).

Resultative constructions as a family of constructions within a family of constructions: Their distant and not so distant relatives across languages

Mario Brdar¹, Rita Brdar-Szabó²
University of Osijek¹, ELTE University²
mbrdar@ffos.hr¹, rbrdarszabo@gmail.com²

A number of researchers have stated that resultative constructions, found in many languages of the world in one form or another, form a family of related constructions (Goldberg & Jackendoff, 2004; Peña 2016; 2017). While general affinities within this family and its core members at the macro- and the meso-constructional level (Traugott, 2008) are relatively well outlined, we know much less about the nitty-gritty details of individual micro-constructions that populate “the bottom of the mental constructicon” (Hoffman, 2013, p.185). In order to shed more light on the relationships between individual micro-constructions, on the core and peripheral members of the micro-family, and on how this family extends, we zoom in onto so-called selected property resultatives, such as:

(1)... and where the wire was twisted he hammered it flat...

One of the puzzling facts about this specific construction is that one of the central members of the family, the so-called adjectival selected property resultative construction is attested in languages like English, while lacking in some other languages, notably in Romance (cf. Broccias, 2004; 2008) and Slavic languages, where the adjectival resultative phrase (ARP) is in many cases replaced by prepositional phrases. In fact, there are languages in which only prepositional phrases are available. It seems thus that the productivity of selected property resultative constructions is severely diminished cross-linguistically, both in terms of their categorial realization (types of RPs) and their frequency (so that, ironically, a large number of its tokens that can be found online are (constructed) examples from linguistic publications, and not examples originating in authentic discourse).

On the basis of cross-linguistic data, we argue in this presentation that the family of selected property resultative constructions should be extended so as to include some unconventional “relatives” too. In addition to adjectival phrases and prepositional phrases, we show that resultative phrases can also be realized as noun phrases or adverb phrases as well, e.g. in Hungarian (2) and Croatian (3), respectively.

(2) ... a cukrot a vizzel sziruppá főzzük lit. ‘sugar with water cook syrup.TRANSLATIVEN’, ‘we cook sugar and water to a syrup.

(3) Luk staklasto pirjati ‘saute onion until transparent’ (lit. glassy.ADV)

What is more, if we are to understand the family in its totality, and the relations between individual “relatives” within it, we argue that English non-finite until clauses

(4) Choose as many onions of equal size as are required and boil them whole in plenty of water until tender; the time necessary being about 2 to 2-1/2 hours.

should not be excluded from the family (contra Boas, 2003, p.150), which means that comparable constructions in other languages (e.g. in Spanish, with hasta ...) are admitted into the family. At the same time we argue that this family should be approached

differently at the top of the family tree, and that cross-linguistic differences cannot be fully explained unless we consider the affinity of this construction family with more “distant relatives” such as the verb-particle construction, the light verb-construction, etc.

References

- Boas, H.C. (2003). A constructional approach to resultatives. Stanford: CSLI Publications.
- Broccias, C. (2004). The cognitive basis of adjectival and adverbial resultative constructions. *Annual Review of Cognitive Linguistics*, 2, 103–126.
- Broccias, C. (2008). Towards a history of English resultative constructions: The case of adjectival resultative constructions. *English Language and Linguistics*, 12, 27–54.
- Goldberg, A., & Jackendoff, R. (2004). The English resultative as a family of constructions. *Language*, 80, 532–568.
- Hoffmann, T. (2013). Abstract phrasal and clausal constructions. In: T. Hoffmann and G. Trousdale (Eds.), *The Oxford handbook of construction grammar* (pp. 307-328). Oxford: Oxford University Press.
- Peña Cervel, M. S. (2016). Argument structure and implicational constructions at the crossroads. *Review of Cognitive Linguistics*, 14, 474-497.
- Peña Cervel, M. S. (2017). Revisiting the English resultative family of constructions: A unifying account. In F. J. Ruiz de Mendoza Ibáñez, A. Luzondo Oyón, & P. Pérez Sobrino (Eds.). *Constructing families of constructions: Analytical perspectives and theoretical challenges* (pp. 175-204). Amsterdam: John Benjamins.
- Traugott, E. C. (2008). The grammaticalization of NP of NP patterns. In A. Bergs and G. Diewald (Eds.). *Constructions and language change* (pp. 23-45). Berlin: Mouton de Gruyter.

Visual metonymic leaps and loops and ambiguities

Mario Brdar¹ & Rita Brdar-Szabó²
University of Osijek¹, ELTE Budapest²
mbrdar@ffos.hr¹, rbrdarszabo@gmail.com²

Metaphor and metonymy are often found to interact across modalities in producing complex and creative rhetoric effects. In this presentation we are concerned with cases of metonymies extending over more than one modality, one of which is visual, or combinations of parallel metonymies such that at least one of them is visual. More specifically, we are interested in uncovering types of visual ambiguity that may arise in such cases, as well as explicating their creative potential, often enhanced by interaction with conceptual metaphors.

In many cases metonymies appear in multiple tiers, i.e. stacked over each other in such a way that the metonymic target concept of one is at the same time the metonymic source concept for the other. In other words, these complex metonymies are built in steps or leaps. Our database of metonymies that are non-verbal and/or extend across modalities shows that two basic types of visual ambiguity may obtain.

Firstly, in some instances a sylleptic type of ambiguity may be discovered, as a given visual element can be simultaneously interpreted literally and metonymically. This can be illustrated on a prize-winning Valentine's Day card designed for *Donate Life Pennsylvania*. The text evokes Valentine's Day, which is associated with giving a present to someone we love, and with hearts that symbolize it. Actually, we can say that the heart metonymically stands for love, but at the same time it is literally an organ that is donated. Note that the image of heart, although decorated by a lacy rim, is a fairly realistic one, and not the usual stylized Valentine heart.



Figure 1. Literal meaning and metonymic meaning of heart alternating in a pro-donation advertisement.

Note also the text saying I WOULD LET MY HEART BE YOURS, which together with a box ticked above the text ORGAN DONOR, finally leads to the GIFT metaphor. This is equivalent to Littlemore and Tag's (2018) third type of meaning-based creativity.

However, additional complexity and creativity can be added when ambiguity in the interpretation of the metonymic vehicle is involved, i.e. when we have a metaleptic type of ambiguity in which we can find one metonymic target, but can then loop back to the source and go to another, equally plausible metonymic target. Villacañas and White (2013) analyse the following advertisement for Purificación García (created by Chema Madoz) as a simple metonymy of the type PART FOR WHOLE (part of the end product stands for the whole product).



Figure 2. The Purificación García advertisement forming part of campaign for the Autumn/Winter 2006 collection.

They do not, however, mention that there is another metonymy here, viz. the heel of the shoe, which is actually the most prominent in the picture and can be said to stand for the whole shoe, has the form of the Eiffel tower, which metonymically evokes Paris (another PART FOR WHOLE metonymy), which then metonymically evokes the world of exclusive fashion and haute couture, being the world capital of fashion.

Our analysis shows that no multimodality or novelty in the strictest sense of these notions can be detected, only parallel combinations of modalities, with or without interaction with metaphors, which can be put to very creative uses.

Keywords: metonymy, visual modality, ambiguity, syllepsis, metalepsis

References

- Littlemore, J., & Tagg, C. (2018). Metonymy and text messaging: A framework for understanding creative uses of metonymy. *Applied Linguistics*, 39(4), 481-507. doi:10.1093/applin/amw018
- Villacañas, B., & White, M. (2013). Pictorial metonymy as creativity source in “Purificación García” advertising campaigns. *Metaphor and the Social World*, 3(2), 220-239. doi:https://doi.org/10.1075/msw.3.2.06vil

Conceptual construals and social construction of sexist and discriminatory language

Carmen Maróa Bretones Callejas

Universidad de Almería

cbreton@ual.es

Construals (Croft & Cruse, 2004; Harder, 2011) are mental structures responsible for generating a precise utterance meaning, given by a linguistic input and a contextually appropriate output. They involve both the process of generating and understanding the meaning of the words used in a specific situation by individuals. Langacker's most recent definition of construal implies to "conceive and portray the same situation in alternate ways" (2015, p.120). This definition emerges from the focus within cognitive linguistics on the relationship between perception and conception, traced back by Verhagen (2007, p.50) to Talmy (1978) coining the term "ception" (Talmy, 1996) to emphasize the indissoluble relationship between the two cognitive mechanisms. Speakers do not merely encode reality through language, but also present their construal of reality (Croft & Cruse, 2004, p.69; Verhagen, 2007, p.48). Thus, construals are available in the minds of the speakers and they are constituted by cognitive processes in the mind of the language users thanks to mechanisms such as framing (Fillmore, 2001; Lakoff, 2004; 2006), great example of how a concept is elucidated in terms of the interplay between meaning and social interaction. Framing involves the conceptual background against we understand a given concept and the value that we give to its use in linguistic interaction. The outcome of the conflict depends on what happens to the target situation, rather than to the concept (Harder, 2011).

Social constructions are conceived as ideas determining the way human beings understand the world and themselves. They show the role of power relations and what is understood as reality in society. That social determination has to do with what society imposes on us, and conceptualization with how we understand and handle the information. Both are at the same time formally established and informal social constructions. Examples of the first are explicitly recognized in the legal and official systems such as school, justice or state, but not so many of the second. Searle (1999) called it "status functions", given by virtue of people recognizing that certain people have certain status (ex. judges), and certain acts have certain status (ex. felonies). The construal showing that a structure is internalized would be the use of the expression 'your honor' addressing a judge that we know is corrupted or dishonorable. The social construction in sexist and discriminatory language is perceived as informal and provides frames to create entrenched construals. Some examples to be analyzed are 'alpha' (ex. alpha personality), 'pants' (ex. to wear the pants), 'guy' (ex. hey guys!), 'trophy' (ex. trophy wife), 'waver' (ex. women are wavering as the wind), 'balls' (ex. grow some balls!) or 'sally' (ex. aunt Sally). When the "emerged" concepts (Harder, 2011, p.305) acquire a role in the social processes, there is a whole interface worth studying, the one between conceptual construals and social construction. The situation is bidirectional and it involves both human culture and human cognition, i.e. the interface between mental and social action.

Keywords: Cognition, construal, frame, informal social determination, sexist and discriminatory language, social construction.

References

Croft, W., & Cruse D. A. (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.

- Fillmore, C. J. (2001). *Language form, meaning and practice*. Stanford: CSLI.
- Harder, P. (2011). Conceptual construal and social construction. In M. Brdar, S. T. Gries, & M. Žic Fuchs (Eds.), *Cognitive Linguistics: Convergence and expansion* (pp. 305-324). Amsterdam: John Benjamins.
- Lakoff, G. (2004). *Don't think of an elephant: Know your values and frame the debate*. White River Junction, Vermont: Chelsea Green.
- Lakoff, G. (2006). The neuroscience of form in art. In M. Turner (Ed.), *The artful mind* (pp. 153–70). Oxford: Oxford University Press.
- Langacker, R. W. (2015). Construal. In E. Dąbrowska & D. Divjak (Eds.), *Handbook of Cognitive Linguistics* (pp. 120–143). Berlin: De Gruyter Mouton.
- Searle, J. (1999). *Mind, language and society. Philosophy in the real world*. New York: Basic Books.
- Talmy, L. (1978). Figure and ground in complex sentences. In J. Greenberg (Ed.) *Universals of human language*, vol. 4 (pp. 625–649). Stanford, CA: Stanford University Press.
- Talmy, L. (1996). Fictive motion in language and “ception”. In P. Bloom, M. A. Peterson, L. Nadel & F. Garrett (Eds.), *Language and Space* (pp. 211–276). Cambridge, MA: MIT Press.
- Verhagen, A. 2007. Construal and perspectivization. In D. Geeraerts & H. Cuyckens (Eds.), *The Oxford Handbook of Cognitive Linguistics* (pp. 48–81). Oxford: Oxford University Press.

Reconstructing the expression of placement events in Danish as a second language

Teresa Cadierno

University of Southern Denmark

cadierno@sdu.dk

In the last decade cross-linguistic research on event typology has examined the expression of placement events, a type of caused motion event where an agent causes an object to move to a specific location, as in *John puts a cup on the table*. Research into this area (e.g., Kopecka & Narasimhan, 2012) has shown considerable variation in the linguistic conceptualization of this domain by native speakers (NS) of different languages. For example, Spanish NSs commonly use general caused-motion verbs such as *dejar* ‘leave on a place’ or *poner* ‘put’ (Ibarretxe-Antuñano, 2012) whereas Danish NSs employ posture verbs like *lægge* ‘put horizontally’ or *stille* ‘put vertically’ (Cadierno et al., 2016). Previous SLA research has primarily dealt with the semantic re-categorization of placement verbs in a second language (e.g., Cadierno et al., 2016; Gullberg, 2009; Lewandowski & Özçalışkan, 2021). Less attention has been given to the study of the *constructions* that learners use when talking about placement (but see Hijazo-Gascón et al., 2016). The present study fills this gap by examining the types of constructions used by three groups of participants: a Danish NS group, a Spanish NS group, and a group of Spanish learners of L2 Danish. Data were elicited by means of the PUT task (Bowerman et al. 2004) consisting of oral video descriptions.

The results of the study showed significant differences between the types of constructions used by the three groups. Spanish NSs predominantly used a type of construction consisting of a Subject [NP] + V + Object [NP/PRO] + Place [PP] such as *Deja la taza en la mesa* ‘(s/he) leaves the cup on the table’ (i.e., construction #1) whereas Danish NSs used two predominant constructions: the same type as Spanish NSs (i.e., construction #1) as in *Hun sætter koppen på bordet* ‘she puts the cup on the table’ and a more semantically rich construction consisting of a Subject [NP] + V + Object [NP/PRO] + Place [PART] + Place [PP], e.g., *Hun sætter bogen op på reolen* ‘she puts-vertically the book up on the shelf’ (i.e., construction #2). Additionally, Danish NSs employed more semantically complex constructions, e.g., constructions with two PPs and two PARTs as in *Hun hælder vand ud af koppen ned på jorden* ‘She pours water out of the cup down on the floor.’

The results from the learner group suggest learning difficulties when reconstructing the expression of placement events in L2 Danish. Learners exhibited a more frequent use of construction #1 (i.e., their characteristic L1 Spanish construction) and a less frequent use of construction #2 than the L1 Danish group. Additionally, they used fewer path particles than Danish NSs and employed inappropriate path particles when describing placement scenes in L2 Danish. These findings suggest the creation of a linguistic conceptualization pattern on the part of the learners that is different from the respective L1 and L2 monolingual patterns (e.g., Brown & Gullberg, 2012), thus providing empirical support for Grosjean’s (1982) and Cook’s (1992) notion of bilinguals’ multicompetence not being equivalent to those of two monolinguals.

Keywords: placement events; linguistic constructions; Spanish; Danish; L2 learners

References

- Bowerman, M., Gullberg, M., Majid, A., & Narasimhan, B. (2004). Put project: The cross-linguistic encoding of placement events. In A. Majid (Ed.), *Field manual* vol. 9 (pp. 10–24). Nijmegen: Max Planck Institute for Psycholinguistics.
- Brown, A., & Gullberg, M. (2012). Multicompetence and native speaker variation in clausal packaging in Japanese. *Second Language Research*, 28(4), 415-442.
- Cadierno, T., Ibarretxe-Antuñano, I., & Hijazo-Gascón, A. (2016). Semantic categorization of placement verbs in L1 and L2 Danish and Spanish. *Language Learning*, 66(1), 191-223.
- Cook, V. (1992). Evidence for multicompetence. *Language Learning*, 42(4), 557-591.
- Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge, Mass.: Harvard University Press.
- Gullberg, M. (2009). Reconstructing verb meaning in a second language: How English speakers of L2 Dutch talk and gesture about placement. *Annual Review of Cognitive Linguistics*, 7, 222–245.
- Hijazo-Gascón, A., Cadierno, T., & Ibarretxe-Antuñano, I. (2016). Learning the placement caused motion construction in L2 Spanish. In S. De Knop and G. Gilquin (Eds.), *Applied construction grammar* (pp. 185-210). Berlin / New York: Mouton de Gruyter.
- Ibarretxe-Antuñano, I. (2012). Placement and removal events in Basque and Spanish. In A. Kopecka & B. Narasimhan (Eds.), *Events of putting and taking: A crosslinguistic perspective* (pp. 123–143). Amsterdam: John Benjamins.
- Kopecka, A., & Narasimhan, B. (Eds.). (2012). *Events of putting and taking: A crosslinguistic perspective*. Amsterdam: John Benjamins.
- Lewandowski, W., & Özçalışkan, S. (2021). The specificity of event expression in first language influences expression of object placement events in a second language. *Studies in Second Language Acquisition*, 43(4), 838-869.

Teaching Spanish deictic verbs to Czech learners using a cognitive-linguistics treatment

Rosalía Calle Bocanegra
Palacký University Olomouc
rosalia.callebocanegra@upol.cz

This paper is a continuation of a previous study (Calle Bocanegra, 2019) that aimed to examine the extent to which Czech learners of Spanish as a foreign language (SFL) acquire the Thinking for Speaking (TFS) patterns (Slobin, 1996) with respect to deictic verbs of movement. The motivation was the observation of ungrammatical utterances produced by even advanced learners, such as:

- (1) *Tengo dos o tres sugerencias, ahora *vengo en persona.*
(*vengo*: form of *venir*, correct verb: *ir*, correct form: *voy*)
I have two or three suggestions; I'll come in person in a moment.

The results of the previous study show the need for an explicit teaching method of the coding of movement events in the target learners' language, since the feedback provided only by the input seems not to be necessary (Alghamdi et al., 2019, p.100). According to the Common European Framework of Reference for Languages, deictic verbs of movement are addressed since the lowest level of proficiency, but even for advanced Czech learners the Spanish TFS patterns remain a challenge. This could be due to the semantic differences between Spanish and Czech deictic verbs of movement, and perhaps also to the fact that some teachers and manuals for teaching Spanish to Czechs do not have the appropriate orientation as regards explaining the Spanish deictic verbs of movement (equating the Spanish verb *ir* with the Czech forms *jít/jet* and *venir* with *přijít/přijet*), or to the fact that pragmatic aspects of communication are usually forgotten in language teaching in Czechia (Fernández Couceiro, 2001).

Some instructions that have been proposed for teaching the coding of movement events are: input processing (Laws et al., 2021), cognitive grammar (Colasacco, 2019), pedagogical translation (Guerrero García, 2020), instruction based in concepts (Stam et al., 2021) and multimodality (Bylund et al., 2015), among others.

The present paper will also present the results of a pedagogical intervention using cognitive grammar and input processing targeting Czech learners' use of Spanish deictic verbs of movement (*ir* "go", *venir* "come") and verbal periphrasis using these verbs (*ir* + gerund, *venir* + gerund) which express movement figuratively e.g. to convey temporal graduality. The study utilized a pretest-treatment-posttest design and compared post-treatment performance to that of a control group. There were three treatment groups: (i) input processing, (ii) cognitive grammar with output activities, (iii) a combination of both. We will discuss the merits of each kind of treatment and its applicability in SFL classrooms with advanced Czech learners.

References

- Alghamdi, A., Daller, M., & Milton, J. (2019). The Persistence of L1 Patterns in SLA: the Boundary Crossing Constraint and Incidental Learning. *Vigo International Journal of Applied Linguistics*, 16, 81-106.
- Bylund E., & Athanasopoulos, P. (2015). Televised Whorf: Cognitive Restructuring in Advanced Foreign Language Learners as a Function of Audiovisual Media Exposure. *The Modern language Journal*, 99(1), 123-137.

- Calle Bocanegra, R. (2019). Acquisition of deictic movement verbs by Czech learners of Spanish as a foreign language. *Language design: journal of theoretical and experimental linguistics*, 21, 83-106.
- Colasacco, M. A. (2019). A cognitive approach to teaching deictic motion verbs to German and Italian students of Spanish. *International Review of Applied Linguistics in Language Teaching*, 57(1), 71-95.
- Fernández Couceiro, E. (2001). Errores de interferencia en la utilización de los verbos de movimiento [Interference errors in usage of movement verbs]. In D. Estébanez Calderón (Ed.), *El hispanismo en la República Checa II* (pp. 3-11). Praga: Filosofická fakulta Univerzita Karlova – Dirección General de Relaciones Culturales y Científicas Ministerio de Asuntos Exteriores de España.
- Guerrero García, S. (2020). La traducción pedagógica como vehículo entre lenguas tipológicamente diferentes [Pedagogical translation as an interface between typologically different languages]. *Studia Iberystyczne*, 19, 61-89.
- Laws, J., Attwood, A., & Treffers-Daller, J. (2021). Unlearning the boundary-crossing constraint: processing instruction and the acquisition of motion event construal. *International Review of Applied Linguistics in Language Teaching*, ahead of print, doi:[10.1515/iral-2020-0147](https://doi.org/10.1515/iral-2020-0147)
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. Gumpertz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70–96). Cambridge: Cambridge University Press.
- Stam, G., Lantolf, J., Urbanski K., & Smotrova T. (2021). How concept-based instruction works in teaching thinking for speaking in an L2 [Talk in Workshop]. *Can motion event construal be taught or restructured? Evidence from bilinguals and L2 learners*, University of Reading.

Leaving the past behind: the role of COVID-19 pandemic on the young adults' religiosity, temporal focus, and time spatialization across cultures

Carmen Callizo-Romero¹, Slavica Tutnjević², Marc Ouellet³, Alexander Kranjec⁴, Yan Gu⁵, Tilbe Göksun⁶, Sobh Chahboun⁷, Daniel Casasanto⁸,

Julio Santiago de Torres⁹

Universidad de Granada^{1,9}, *University of Banja Luka*², *Duquesne University*⁴,
*University College London*⁵, *Koç University*⁶, *Queen Maud University College*⁷, *Cornell University*⁸

callizoromero@gmail.com¹, slavica.tutnjevic@ff.unibl.org²,
psilcom.ouellet@gmail.com³, kranjeca@duq.edu⁴, yan.gu@ucl.ac.uk⁵,
tilbegöksun@gmail.com⁶, sobh.chahboun@gmail.com⁷, casasantogmail.com⁸
santiago@ugr.es⁹

Some studies show that during social crises, older and more religious people tend to increase their religiosity (Molteni et al., 2020; Pew Research Center, 2020; Sibley & Bulbulia, 2012). Has this happened to young people during the COVID-19 crisis? Or, on the contrary, have they become less religious and more future-focused during the pandemic? Increases in religiosity are known to correlate with increasing temporal focus towards the past and traditional values (Inglehart, 2021; Schwartz & Huismans, 1995). Additionally, according to the Temporal Focus Hypothesis (de la Fuente et al., 2014), variations in temporal focus affect temporal spatialization. Have the potential changes in religiosity and temporal focus affected the tendency of young people to locate the future in front of them? Finally, are there cross-cultural variations depending on the degree of traditionalism and progressivism of each culture?

To answer these questions, we conducted two studies. In study 1, we measured the balance between traditional (past) and progressive (future) cultural values with the Temporal Focus Questionnaire (de la Fuente et al., 2014), the degree of religiosity with the Religiosity Questionnaire (Cohen et al., 2003), and the tendency to locate the past or the future in front or behind the person with the Temporal Diagram Task (de la Fuente et al., 2014). Samples of young participants from eight cultures with different levels of temporal focus (from lowest to highest traditionalism: Spaniards, Chinese, Turks, Americans, Moroccans, Bosniaks, Croats, and Serbs) collected before the pandemic ($N = 497$, *mean age* = 21.09) were closely matched in terms of culture, age, sex, education, and handedness with samples collected during or closely after the first confinement period ($N = 497$, *mean age* = 20.96). The results showed that during the pandemic young adults were less religious, less traditional, more progressive, and placed the future in front to a greater extent. This held within cultures, most clearly regarding the measures of temporal focus and religiosity.

Since the samples from before and during the pandemic were collected by different methods (in the laboratory and online, respectively) and one to five years apart (during which social changes such as secularization processes were ongoing), we conducted a second study to delimit the effect of the pandemic on the variables studied. In study 2 we used the whole group collected during the pandemic ($N = 893$, *mean age* = 21.94). We analyzed the results of the tasks and questionnaires indicated above, as well as our own questionnaire on the impact of the pandemic. We observed that the more affected the participants were by the pandemic, the greater their future focus, the lower their religiosity, and the greater their tendency to locate the future in front, which is consistent with a causal influence of the pandemic.

We discuss our findings in the context of social modernization processes (Inglehart, 2021) and conclude that the COVID-19 pandemic could have pushed the secularism in the young population.

Keywords: COVID-19 pandemic, cross-cultural studies, religiosity, secularism, Temporal Focus Hypothesis, temporal values.

References

- Cohen, A. B., Siegel, J. I., & Rozin, P. (2003). Faith versus practice: Different bases for religiosity judgments by Jews and Protestants. *European Journal of Social Psychology, 33*(2), 287–295.
- De la Fuente, J., Santiago, J., Román, A., Dumitrache, C., & Casasanto, D. (2014). When you think about it, your past is in front of you: How culture shapes spatial conceptions of time. *Psychological Science, 25*(9), 1682–1690.
- Inglehart, R. (2021). *Religion's sudden decline: What's causing it, and what comes next?* Oxford: Oxford University Press.
- Molteni, F., Ladini, R., Biolcati, F., Chiesi, A. M., Dotti Sani, G. M., Guglielmi, S., ... & Vezzoni, C. (2021). Searching for comfort in religion: insecurity and religious behaviour during the COVID-19 pandemic in Italy. *European Societies, 23*(sup1), S704-S720.
- Pew Research Center (2020). *Few Americans say their house of worship is open, but a quarter say their faith has grown amid pandemic*. Pew Research Center. April 30th 2020. Retrieved from <https://www.pewresearch.org/fact-tank/2020/04/30/few-americans-say-their-house-of-worship-is-open-but-a-quarter-say-their-religious-faith-has-grown-amid-pandemic/>.
- Schwartz, S., & Huisman, S. (1995). Value priorities and religiosity in four Western religions. *Social Psychology Quarterly, 58*(2), 88–107.
- Sibley, C. G., & Bulbulia, J. A. (2012). Faith after an earthquake: A longitudinal study of religion and perceived health before and after the 2011 Christchurch New Zealand earthquake. *PloS ONE, e49648*.

Las construcciones expresivas de alivio en la esfera de los cómics

Fernando Casanova Martínez

Universidad de Murcia

fernando.casanova1@um.es

El estudio de cómics se ha convertido en un fenómeno emergente en los estudios lingüísticos. De hecho, son considerados como un lugar único para estudiar la multimodalidad (Cohn, 2016; 2020; McCloud, 1993). Partiendo de Cohn, en el estudio seguiremos su *Gramática Narrativa Visual* en la que cada imagen secuencial desempeña un rol categorial –*Establisher, Initial, Prolongation, Peak* o *Release*– basado en su función narrativa dentro de una secuencia visual global (2013; 2014). Dado que el contenido semántico referente al alivio ha quedado relegado en los estudios de corte emocional, cognitivo, paralingüístico y multimodal, el objetivo de la investigación reside en conocer si este contenido semántico aparece incluido en la categoría narrativa de *Release*, que se caracteriza por liberar la tensión de la interacción (Cohn, 2013). Asimismo, se presume que las diferentes culturas tienen distinta forma de expresar la emoción de alivio, ya que la información es creada y percibida según un código preestablecido por nuestro contexto cultural (Cuñarro & Finol, 2013).

El proceso metodológico se fundamenta en (i) la creación de un corpus *ad hoc* de cómics compuesto de 25 muestras de alivio para cada una de las lenguas seleccionadas (español, francés, japonés e inglés) con el fin de observar las diferencias culturales en la expresión de alivio tanto a nivel lingüístico como visual, debido a la falta de métodos computacionales para el estudio de cómics (Dunst et al., 2018); (ii) el análisis de las construcciones expresivas referidas al alivio (*ah, oh, ouf, puf, phew...*) halladas en el corpus desde una perspectiva cognitivo-emocional, semántica, multimodal y paralingüística (McNeill, 1992); y (iii) la aplicación de la *Gramática Narrativa Visual* a las secuencias que contengan esas construcciones de alivio. La recogida de datos se realiza a través de cómics de diferentes procedencias indoeuropeas y de lenguas más lejanas, que presentan unos rasgos realistas con el fin de poder realizar el estudio gestual y emocional.

A partir de esta investigación, se comprueba de qué modos se configura el alivio en diferentes lenguas tanto en un nivel lingüístico como cognitivo y visual, dada la naturaleza multimodal de los cómics (Pratha et al., 2016). Además, se verifica si las secuencias de alivio pertenecen a una determinada categoría narrativa o si, por el contrario, aparecen en otras dependiendo del contexto. De esta manera, los resultados de este estudio ayudarán a arrojar luz sobre la emoción de alivio y sus particularidades dentro de un marco cognitivo-emocional y discursivo-visual.

Keywords: cómics, multimodalidad, *Gramática Narrativa Visual*, construcciones expresivas, alivio.

References

- Cohn, N. (2013). Visual narrative structure. *Cognitive Science*, 37(3), 413–452.
- Cohn, N. (2014). You're a good structure, Charlie Brown: The distribution of narrative categories in comic strips. *Cognitive Science*, 38(7), 1–43.
- Cohn, N. (2016). A multimodal parallel architecture: A cognitive framework for multimodal interactions. *Cognition*, 146, 304–323.
- Cohn, N. (2020). *Who understands comics?: Questioning the universality of visual language comprehension*. Londres: Bloomsbury.

- Cuñarro, L., & Finol, J. E. (2013). Semiótica del cómic: códigos y convenciones. *Signa*, 22, 267–290.
- Dunst, A., Laubrock, J., & Wildfeuer, J. (2018). Comics and empirical research: An introduction. In A. Dunst, J. Laubrock & J. Wildfeuer (Eds.), *Empirical comics research: Digital, multimodal, and cognitive methods* (pp. 1–23). Londres: Routledge.
- McCloud, S. (1993). *Understanding comics: The invisible art*. New York: Harper Collins.
- McNeill, D. (1992). *Hand and mind: What gestures reveal about thought*. Chicago & London: University of Chicago Press.
- Pratha, N. K., Avunjian, N., & Cohn, N. (2016). Pow, punch, pika, and chu: The structure of sound effects in genres of American comics and Japanese manga. *Multimodal Communication*, 5(2), 93–109.

Análisis y descripción de las construcciones de hacerse y volverse con complementos nominales y adjetivales en español

Fátima Cheikh-Khamis
Universidad de Zaragoza
fcheikhkh@gmail.com

Los verbos de cambio se definen como predicados que expresan el paso de un estado a otro de la naturaleza de un ser u objeto donde los matices como la intensidad o la voluntariedad quedan codificados en el significado de la nueva estructura. Debido a su complejidad lingüística en español, estos verbos han recibido un tratamiento desigual, tanto en la tradición gramatical (p. ej. Crespo, 1949; Navas Ruiz, 1963; Fernández Leborans, 1999; Rodríguez Arrizabalaga, 2001) como en la aplicación de la teoría explicativa a la enseñanza del español como lengua extranjera (ELE).

En la línea de recientes publicaciones basadas en los preceptos de la lingüística cognitiva para la descripción de estas construcciones (p.ej. Nilsson et al., 2014, Van Gorp 2017; Fernández Pereda, 2019) esta comunicación tiene como objetivo presentar una propuesta explicativa del funcionamiento de los verbos pseudocopulativos de cambio del español (VPC), concretamente de *hacerse* y *volverse* con complementos nominales y adjetivales, desde un enfoque construccional (Golberg, 1995; 2006). También se considera que el evento de cambio se corresponde con la metáfora cognitiva LOS CAMBIOS SON MOVIMIENTOS (Lakoff & Johnson, 1999), por lo que el significado de cada construcción se explica como un progreso diferente en un CAMINO desde un estado inicial FUENTE a uno final META. Tras el análisis lingüístico de 30379 enunciados procedentes del Corpus del Español del Siglo XXI (CORPES XXI) se propone un modelo explicativo que presenta estas construcciones como un sistema jerarquizado donde, a medida que la construcción canónica de cambio se satura con items léxicos específicos, se crean subconstrucciones que heredan de la anterior sus características semánticas. La explicación parte de lo más general a lo más específico, esto es, desde una construcción genérica inherentemente significativa “X sufre un cambio de estado Y” hasta subconstrucciones saturadas a distintos niveles de complejidad que adquieren un significado más específico como “X sufre un cambio de estado Y sin importar el estado inicial Z” en el caso de *hacerse*, por ejemplo, o “X sufre un cambio de estado Y radicalmente diferente al estado inicial Z” en el caso de *volverse*.

Por último, se defienden los beneficios didácticos de esta propuesta teórica. Por un lado, supone una explicación holística y unitaria de las construcciones de VPC adaptable y trasladable a la práctica pedagógica que facilita el trabajo de comprensión y posterior producción por parte de los alumnos. Por otro lado, los resultados cuantitativos del análisis favorecen la toma de decisiones sobre la presentación de cada construcción en la clase de ELE.

References

- Crespo, L. (1949). To become. *Hispania*, 32, 210-212.
- Fernández Leborans, M. J. (1999). La predicación: las oraciones copulativas. En I. Bosque & V. Demonte (Eds.), *Gramática descriptiva de la lengua española* (pp. 2357-2460). Madrid: Espasa.
- Fernández Pereda, L. (2019). Los verbos pseudocopulativos de cambio en español: resultados del análisis de un corpus de aprendices y sus posibles efectos en la enseñanza. Tesis Doctoral. Universidad de Lovaina.
- Goldberg, A. E. (1995). *Constructions. A construction grammar approach to argument structure*. Chicago: University of Chicago Press.

- Goldberg, A. E. (2006). *Constructions at work. The nature of generalization in language*. Oxford: Oxford University Press.
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh. The embodied mind and its challenge to Western thought*. New York: Basic Books.
- Navas Ruiz, R. (1963). *Ser y Estar. Estudio sobre el sistema atributivo del español*. Salamanca: Universidad de Salamanca.
- Nilsson K., Söhrman I., Villalobos S., & Falk J. (2014). Verbos copulativos de cambio. In S. Fernández y J. Falk (Eds.) *Temas de gramática española para estudiantes universitarios. Una aproximación cognitiva y funcional*, (pp. 145–170). Frankfurt am Main: Peter-Lang.
- Rodríguez Arrizabalaga, B. (2001). *Verbos atributivos de cambio en español e inglés contemporáneos: un análisis contrastivo*. Huelva: Universidad de Huelva.
- Van Gorp, L. (2017). *Los verbos pseudo-copulativos de cambio en español. Estudio semántico-conceptual de hacerse, volverse, ponerse, quedarse*. Madrid: Iberoamericana, Vervuert.

Went through the wild grass or scampered through the wild grass? Translating Spanish narrative texts into English and German

Paula Cifuentes Férez¹, Teresa Molés-Cases²

Universidad de Murcia¹, Universitat Politècnica de València²

paulacf@um.es¹, temocal@upv.es²

Within the context of the Thinking-for-translating framework (Slobin, 1997; 2000) and inspired by Alonso (2018), this presentation analyses the translation of motion events from Spanish (a verb-framed language) into German and English (both satellite-framed languages) (Talmy, 1985; 2000) to investigate whether student translators just transfer these structures or otherwise specify or add some Manner-information as might be expected due to intertypological differences (cf. Slobin, 1996; Molés-Cases, 2019, regarding professional translation). The study addresses the following two research questions: When translating motion events, are translation students guided by the target language – that is, their mother tongue? To what extent are students' translations similar to the published versions in terms of the lexicalization of motion events (and, more specifically, Manner)? Two groups of student translators (having respectively German and English as their mother tongues) were asked to translate a series of excerpts (with a total of around 300 words) from Spanish narrative texts into their respective first languages. The fragments used were originally extracted from the PaGeS corpus (Parallel Corpus German and Spanish) (<https://www.corpuspages.eu>) (Doval et al., 2019), specifically from the subcorpus of original texts in Spanish and their translations into German. As a second step, the corresponding translations published in English were also searched for. We compare the results of this experiment with the official translations published, the results of some previous research on the topic (Alonso, 2016; 2018) and the results of a pair of previous studies focusing on a) boundary-crossing events including Manner with the preposition into + a bounded-space in the linguistic combinations English>German/Spanish (Cifuentes-Férez & Molés-Cases, 2020) and b) boundary-crossing events including Manner with the prepositions into/out of/over + a bounded-space in the linguistic combinations English>German/Spanish/Catalan (Molés-Cases & Cifuentes-Férez, in press). Previous analyses have suggested that the way student translators deal with the translation of motion-events is influenced both by their mother tongues and the nature of the event itself (Cifuentes-Férez & Molés-Cases, 2020). However, it seems that overall translation students are more reluctant to specify or add Manner-information to motion events than professional translators.

References

- Alonso, R. (2016). Cross-linguistic influence in the interpretation of boundary-crossing events in L2 acquisition. *Review of Cognitive Linguistics*, 14(1), 161-182.
- Alonso, R. (2018). Translating motion events into typologically distinct language". *Perspectives*, 26(3), 357-376.
- Cifuentes-Férez, P., & Molés-Cases, T. (2020). On the translation of boundary-crossing events: Evidence from an experiment with German and Spanish translation students. *Vigo International Journal of Applied Linguistics*, 17, 87-111.
- Doval, I, S. Fernández Lanza, T. Jiménez Juliá, E. Liste Lamas & B. Lübke. (2019). Corpus PaGeS: A multifunctional resource for language learning, translation and cross-linguistic research. In I. Noval & M. T. Sánchez (Eds.), *Parallel Corpora for contrastive and translation studies: New resources and applications* (pp. 103-121). Amsterdam: John Benjamins.

- Molés-Cases, T. (2019). Der Ausdruck von Bewegungsereignissen in Übersetzungen vom Spanischen ins Deutsche. In B. Lübke & E. Liste Lamas (Eds.), *Raumrelationen im Deutschen: Kontrast, Erwerb und Übersetzung*. Tübingen: Stauffenburg-Verlag, 143-162.
- Molés-Cases, T. & Cifuentes-Férez, P. (in press). Translating narrative style. How do translation students and professional translators deal with Manner and boundary-crossing? *Review of Cognitive Linguistics*.
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. Gumperz & S. Levinson (Eds.), *Rethinking linguistic relativity: Studies in the social and cultural foundations of language*, vol. 1 (pp. 70-96). Cambridge: Cambridge University Press.
- Slobin, D. I. (1997). Mind, code and text. In J. Bybee, J. Haiman, & S. A. Thompson (Eds.), *Essays on language function and language type: Dedicated to T. Givón* (pp. 437-467). Amsterdam: John Benjamins.
- Slobin, D. I. (2000). Verbalized events: A dynamic approach to linguistic relativity and determinism. In S. Niemeier & R. Dirven (Eds.), *Evidence for linguistic relativity* (pp. 107–138). Berlin: Mouton de Gruyter.
- Talmy, L. (1985). Lexicalization patterns: Semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and lexical descriptions: vol. 3. Grammatical categories and the lexicon* (pp. 36-149). Cambridge: Cambridge University Press.
- Talmy, L. (2000). *Toward a cognitive semantics: vol. II: Typology and process in concept structuring*. Cambridge, MA: MIT Press.

Caminante, sí hay camino: lo demás es cuestión de perspectiva. Un enfoque cognitivo de los verbos deícticos de movimiento en el aula de ELE

Marina Anna Colasacco
Università G. D'Annunzio
marinacolasacco@tin.it

Los verbos deícticos de movimiento (en adelante VDM) *-ir, venir, llevar y traer-* tienen un componente direccional que determina su uso con relación a la localización de los participantes en la conversación – típicamente la posición del hablante –, integrando así información contextual al discurso (Fillmore, 1975). La deixis de estos verbos (que varía en los diversos sistemas lingüísticos) representa una dificultad para los aprendientes de español L2/LE, hablantes nativos de lenguas (italiano, alemán, catalán, francés e inglés, entre otras) en las que el uso de los VDM se rige por un sistema de conceptualización y construcción distinto al del español (ver Ricca, 1993; Hijazo-Gascón, 2017).

En este sentido, la lingüística cognitiva explica que el uso del lenguaje responde a la puesta en marcha de mecanismos de percepción y procesos cognitivos del hablante, y permite describir esos procesos y adaptar adecuadamente esas descripciones para el aula de lenguas extranjeras (ver Llopis-García et al., 2012; Castañeda-Castro, 2014; Ibarretxe-Antuñano et al., 2019).

En esta comunicación, presentamos los resultados de un estudio (Colasacco, 2019) que comparó los efectos de dos tratamientos didácticos para la enseñanza de los VDM a aprendientes alemanes e italianos de español: uno de corte cognitivo y otro clásico-tradicional orientado a la producción. Igualmente, analizó si la diversa afinidad de las lenguas maternas de los aprendientes (italiano y alemán) con respecto al español influiría sobre los efectos de la metodología cognitiva aplicada. La instrucción cognitiva combinó las bases de la Gramática Cognitiva (Langacker, 2008) con las pautas de la Instrucción de Procesamiento (VanPatten, 2017) para el diseño de las actividades de práctica tanto de comprensión como de producción. El estudio contó con la participación de 274 estudiantes de español (nivel B1) de las Universidad G. D'Annunzio (Pescara-Italia), Universidad de Heidelberg (Alemania) y Universidad de Kassel (Alemania). Los informantes fueron divididos en tres grupos: COG (instrucción de corte cognitivo), TRA (instrucción de corte tradicional) y CON (no recibió instrucción). Los tres grupos realizaron una prueba previa a la instrucción recibida y tres pruebas posteriores: de manera inmediata, una semana después y un mes después. Los alumnos que recibieron la instrucción cognitiva realizaron mejores conexiones de forma-significado y demostraron un mayor rendimiento en el uso de los VDM que los que recibieron instrucción tradicional y que los integrantes del grupo de control. La lengua materna de los aprendientes no se reveló como un factor influyente en los resultados obtenidos por los grupos que recibieron el tratamiento didáctico cognitivo.

Keywords: gramática cognitiva, deixis, verbos deícticos de movimiento, aprendizaje de segundas lenguas, español como lengua extranjera

References

- Castañeda Castro, A. (coord.). (2014). *Enseñanza de gramática avanzada de ELE. Criterios y recursos*. Madrid: SGEL.
- Colasacco, M. (2019). A cognitive approach to teaching deictic motion verbs to German and Italian students of Spanish. *International Review of Applied Linguistics in Language Teaching*, 57(1), 71-95.

- Fillmore, C. (1975). *Santa Cruz lectures on deixis 1971*. Bloomington: IULC.
- Hijazo-Gascón, A. (2017). Motion events contrasts in Romance languages: Deixis in Spanish as a second language. En I. Ibarretxe-Antuñano (Ed.), *Motion and Space across languages: Theory and applications* [Chapter 11] (Human Cognitive Processing). Amsterdam: John Benjamins.
- Ibarretxe-Antuñano, I., Cadierno, T., & Castañeda Castro, A. (Eds.). (2019). *Lingüística cognitiva y español LE/L2*. Londres y Nueva York: Routledge.
- Langacker, R. (2008) Cognitive Grammar as a basis for language instruction. In P. Robinson & N.C. Ellis (Eds.), *The handbook of Cognitive Linguistics and Second Language Acquisition* (pp. 66–88). Nueva York y Londres: Routledge.
- Llopis-García R., Real Espinosa, J., & Ruiz Campillo, J. (2012). *Qué gramática enseñar, qué gramática aprender*. Madrid: Edinumen.
- Ricca, D. (1993). *I verbi deittici di movimento in Europa: una ricerca interlinguistica*. Pavia: La Nuova Italia edn.
- VanPatten, B. (2017). Processing Instruction. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed Second Language Acquisition* (pp. 166-180). Nueva York: Routledge.

Aspecto en dos preposiciones del español: un análisis desde el modelo de Dinámica de Fuerzas

Leticia del Carmen Colin Salazar¹, Julieta Castellanos Armenta²
Universidad Nacional Autónoma de México¹, Universidad Anáhuac Querétaro²
lety.colin.s@gmail.com¹, yecasar@gmail.com²

El presente estudio analiza la diferencia entre las preposiciones españolas *hasta* y *hacia* en términos aspectuales. La cercanía entre dirección y aspecto ya ha sido reconocida en distintas lenguas. Sobresalen los sufijos direccionales del guaycurú que han llegado a adquirir significado aspectual (Vidal, 2006).

Un primer acercamiento a los datos del español de México desde esta perspectiva, ha mostrado que la diferencia entre la interpretación de lejanía y tardanza (Colin, De la Mora & Belloro, 2018; Colin, 2019) para *hasta* y la interpretación de aproximación para *hacia* está íntimamente relacionada con el aspecto. Por un lado, *hasta*, al ser una preposición télica, (Romeu, 1985; Demonte, 2011) impone un término en la trayectoria y designa su fin. Cuando esta trayectoria se presenta como un recorrido mental, la manifestación del límite impuesto por *hasta* se reinterpreta como un punto distante ya sea en el tiempo (1), ya en el espacio (2). Del otro lado, *hacia* al ser una preposición atélica, proyecta la trayectoria como una región difusa, es decir, como un punto no especificado en el tiempo (3) o el espacio (4).

(1) Los invitados llegaron *hasta* las 11.

(2) La reunión será *hasta* Querétaro

(3) Los invitados llegaron *hacia* las 11.

(4) La reunión será *hacia* Querétaro.

Con base en dos corpus de habla oral (CREA-oral, Corpus Sociolingüístico de la Ciudad de México) el presente estudio pretende mostrar no solo las diferencias aspectuales entre estas preposiciones, sino las distinciones pragmáticas que se desprenden de la presencia o ausencia de la Dinámica de Fuerzas (Talmy, 1985; 1988a; 1988b) en el evento. Mientras que en *hasta* el significado de límite implica una situación de Dinámica de Fuerzas, en *hacia* dicha Dinámica está ausente. Tanto en (1) como en (2) no solo se perfila un punto final, sino que se designa un evento que corre en contra de las expectativas del hablante, cosa que no sucede con *hacia* en (3) y (4). El análisis intenta demostrar que las expectativas del hablante constituyen la fuerza antagonica abstracta que dinamiza eventos de corte télico.

Keywords: Aspecto, preposiciones, dinámica de fuerzas, hacia, hasta

References

- Colin, L., De la Mora, J., & Belloro, V. (2018). Proyección subjetiva de trayectos temporales y espaciales con *hasta*. *Revista Normas*, 8(1), 151-167.
- Colin, L. (2019). *Del espacio físico al espacio del hablante: Las preposiciones direccionales hacia, desde y hasta en español* (Tesis doctoral). Universidad Autónoma de Querétaro.
- Demonte, V. (2011). *Los eventos de movimiento en español: construcción léxico-sintáctica y microparámetros preposicionales. Estudios sobre perífrasis y aspecto*. München: Peniöpe.
- REAL ACADEMIA ESPAÑOLA: Banco de datos (CREA) [en línea]. *Corpus de referencia del español actual*. <<http://www.rae.es>>
- Romeu Fernández, J. (1985). *Cartografía mínima de las construcciones espaciales* (Tesis Doctoral). Universidad Complutense de Madrid.

- Talmy, L. (1985). *Lexicalization patterns: semantic structure in lexical forms. Language typology and semantic descriptions*. New York: Cambridge University Press.
- Talmy, L. (1988a). Force dynamics in language and cognition. *Cognitive Science*, 12, 49-100.
- Talmy, L. (1988b) The relation of grammar to cognition. In B. Rudzka-Ostyn (Ed.) *Topics in Cognitive Linguistics*, (pp. 165–205). Amsterdam: John Benjamins.
- Vidal, A. (2006). De la direccionalidad al aspecto verbal en pilagá (guaycurú). *UniverSOS, Revista de Lenguas Indígenas y Universos Culturales*, 3, 89-107.

Gramática cognitiva y enseñanza de los tiempos del pasado a partir de los prototipos de perfecto, imperfecto y perfecto

Llorenç Comajoan-Colomé¹, Ares Llop Naya²

Universitat de Vic-Universitat Central de Catalunya¹, Cambridge University²

llorenc.comajoan@uvic.cat¹, al2027@cam.ac.uk²

En esta comunicación presentamos una revisión de las perspectivas de la enseñanza-aprendizaje del pasado en la adquisición de segundas lenguas desde la perspectiva de la gramática cognitiva (Comajoan, 2013; Ibarretxe-Antuñano & Cadierno, 2019; Llopis et al., 2012; Niemeier, 2017; Tyler, 2012). Partimos de la aproximación a la enseñanza-aprendizaje de los tiempos de pasado en catalán a través de la interacción bidireccional de la investigación en adquisición de segundas lenguas y de la enseñanza de la gramática planteada en Llop (2018). A partir de este estudio, exploramos cómo incluir en las secuencias didácticas la comparación e imbricación de las propuestas cognitivas planteadas para otras lenguas para investigar si esto permite una mejor y más completa comprensión del funcionamiento del tiempo y el aspecto en catalán.

En primer lugar, hacemos un repaso breve (y ejemplificado con recursos de catalán como lengua extranjera) de los principios que diferentes teorías gramaticales han propuesto para explicar los usos de los tiempos verbales de pasado en catalán (enfoques taxonómico, formalista, discursivofuncional y cognitivo; Llopis et al., 2012) y exploramos hasta qué punto son coherentes con las investigaciones sobre la adquisición del tiempo-aspecto en L2.

En segundo lugar, a partir de lo expuesto, y teniendo en cuenta las implicaciones didácticas relevantes para la transposición de la enseñanza del tiempo-aspecto al aula (Blyth, 2005) a partir del marco de la gramática cognitiva (Tyler, 2012) presentamos: a) los prototipos de los principales tiempos de pasado en catalán; y b) la forma de articularlos en forma de secuencia didáctica basada en un enfoque comunicativo y con actividades de foco en la forma. A partir de trabajos anteriores para otras lenguas (por ejemplo, español: Alonso-Aparicio & Llopis-García, 2019; Castañeda, 2014; Llopis et al., 2012, Ruiz Campillo, 2014; inglés: Radden & Dirven, 2007; Drozd, 2011; francés: Sourcouf, 2007; italiano: Samu, 2020), analizamos y aportamos ejemplos sobre cómo la comparación y análisis contrastivo de los prototipos del catalán con los usos centrales de los diferentes tiempos de pasado puede ser una estrategia didáctica útil para que los alumnos conceptualicen de manera eficiente las nociones de tiempo y aspecto en la lengua meta.

Keywords: gramática cognitiva, tiempo, aspecto, catalán, prototipos

References

- Alonso-Aparicio, I., & Llopis-García, R. (2019). La didáctica de la oposición imperfecto/pretérito perfecto simple desde una perspectiva cognitiva. En I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda (Eds.), *Lingüística cognitiva y español LE/L2* (pp. 274-299). Nueva York: Routledge.
- Blyth, C. S. (2005). From empirical findings to the teaching of aspectual distinctions. In Ayoun, D. & Salaberry, M. R., *Tense and aspect in Romance languages: Theoretical and applied perspectives* (pp. 211-252). Amsterdam: John Benjamins.
- Castañeda, A. (Coord.). (2014). *Enseñanza de gramática avanzada de ELE: criterios y recursos*. Madrid: SGEL.

- Comajoan, L. (2013). Tense and aspect in second language Spanish. En K. Geeslin (Ed.). *The Handbook of Spanish second language acquisition* (pp. 235–252). Nueva York: Wiley Blackwell.
- Drożdż, G. (2011). Cognitive grammar tools in teaching English tenses: The case of present perfect. *Linguistica Silesiana*, 32, 213-228.
- Ibarretxe-Antuñano, I., & Cadierno, T. (2019). La lingüística cognitiva y la adquisición de segundas lenguas (ASL). En I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda (Eds.), *Lingüística cognitiva y español LE/L2* (pp. 19-51). Nueva York: Routledge.
- Llop, A. (2018). *Aproximació a l'ensenyament-aprenentatge dels temps de passat en català des de la perspectiva de la lingüística cognitiva*. Trabajo de fin de máster, Universitat de Vic, Universitat de Barcelona y Universitat Autònoma de Barcelona.
- Llopis-García, R., Real, J. M., & Ruiz Campillo, J. P. (2012). *Qué gramàtica ensenñar, qué gramàtica aprender*. Madrid: Edinumen.
- Niemeier, S. (2017). *Task-based grammar teaching of English: Where cognitive grammar and task-based language*. Tübingen: Narr.
- Radden, G., & Dirven, R. (2007). *Cognitive English Grammar*. Amsterdam: John Benjamins.
- Ruiz Campillo, J. P. (2014). La lógica del espacio. Un mapa operativo del sistema verbal en español. *Journal of Spanish Language Teaching*, 1, 62–85.
- Samu, B. (2020). La gramática cognitiva e l'insegnamento del tempo e dell'aspetto in italiano L2. *Italiano LinguaDue*, 1, 209-236.
- Surcouf, C. (2007). *L'opposition Imparfait/Passé simple: approche théorique et application didactique par le film en français langue étrangère*. Tesis doctoral, Université de Grenoble.
- Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*. Nueva York: Routledge.

Non-sexist language as emergent discourse in political communication

Maria Josep Cuenca
Universidad de Valencia
maria.j.cuenca@uv.es

Non-sexist language is making its way into certain areas of communication, especially political communication and public administration. Political discourse particularly highlights the cognitive and cultural models underlying each ideological group which can be seen through the strategies used, as in the case of non-sexist language under study (Nesset, 2001; Gabriel & Gygax, 2016; Willis & Jozkowski, 2018). Until recently non-sexist language was controversial issue from a grammatical point of view, but the studies on its real use in contextualized social environments (e.g. Moreno Benítez, 2012) are increasing. This perspective allows us to observe the extent to which it is an emerging discourse. An approach that integrates the principles and methodologies of Critical Discourse Analysis and Socio-Cognitive models (Hart & Lukeš, 2007; Hart, 2011; van Dijk, 2017) can offer a framework for analysing how discourses are socially constructed and modified in interactions in which ideology and identity are key (cf. Bucholtz & Hall, 2005; Hart, 2014) and by which society is intended to be transformed from the political sphere (Chilton, 2004).

The research questions are: (i) Are non-sexist strategies spreading in political communication?, (ii) Which discursive-cognitive strategies are consolidating, (iii) Which linguistic factors (grammatical, lexical, discursive) condition their use, and (iv) Which extralinguistic factors, such as the ideology or the sex of the speaker, are relevant in their advance and thus in the creation of new cognitive models in which political ideology and positioning regarding the social role of women integrate.

In this presentation, I compare the mechanisms used to avoid the generic masculine in Spanish and Catalan by analyzing several parliamentary debates. The data analysed correspond to debates in the Spanish Congress of Deputies (from Rajoy's investiture in 2011 to the failed investiture of Sánchez in January 2020), in the Parliament of Catalonia (from Mas' investiture in 2012 to that of Aragonés in 2021) and in the Valencian Parliament (from Fabra's investiture in 2011 to Puig's in 2019). The analysis, which takes into consideration a decade (2011-2021), shows that there are spokespersons who never or only sporadically introduce gender-elements, some introduce them frequently and others do so in a more or less random way. First, the patterns of use and the contexts are identified. Then, the uses identified are related to the ideological positions of the members of parliament and the political groups that they represent, with the variable of gender (man and woman) and of origin of the representative (state or autonomy). This allows to (partially) reconstruct the cognitive-cultural models within the Spanish parliamentary political spectrum and to relate them to several extralinguistic variables.

The evolution of strategies between 2011/12 and 2019/21 are compared departing from the hypothesis that, as an emerging discourse, it advances in frequency and ideological spectrum and also extends from women to men. In order to determine the evolution of non-sexist language and the dynamism of the underlying cognitive models, it is particularly interesting to compare the discourse of the members of parliament in more of one legislature.

References

Chilton, P. (2004). *Analysing political discourse: Theory and practice*. London: Routledge.

- Bucholtz, M., & Hall, K. (2005). Identity and interaction: a sociocultural linguistic approach. *Discourse Studies*, 7(4-5), 585–614.
- Gabriel, U., & Gygax, P. (2016) Gender and linguistic sexism. In H. Giles & A. Maass (Eds.), *Advances in intergroup communication* (pp. 177–192). Bern: Peter Lang.
- Hart, C. (2014). *Discourse, grammar and ideology: Functional and cognitive perspectives*. London: Bloomsbury.
- Hart, C. (Ed.), (2011). *Critical discourse studies in context and cognition*. Amsterdam: John Benjamins.
- Hart C., & Lukeš D., (Eds.) (2007). *Cognitive linguistics in critical discourse analysis: Application and theory*. Newcastle: Cambridge Scholars Press.
- Moreno Benítez, D. (2012). ‘Los alcaldes y alcaldesas’: referencia a personas y género en el lenguaje parlamentario andaluz. *Discurso & Sociedad*, 6(1), 216-233.
- Neset, T. (2001) How pervasive are sexist ideologies in grammar? In R. Dirven, B. Hawkins & E. Sandikcioglu (Eds.) *Language and Ideology: vol. 1: theoretical cognitive approaches* (pp. 197–226), Amsterdam: John Benjamins.
- Van Dijk, T. (2017). Socio-cognitive discourse studies. In: J. Richardson & J. Flowerdew (Eds.) *The Routledge Handbook of Critical Discourse Studies* (pp. 26-42). London/New York: Routledge.
- Willis, M., & Jozkowski, K. N. (2018) Ladies First? Not so fast: Linguistic sexism in peer-reviewed research. *The Journal of Sex Research*, 55(2), 137-155.

The experience and conceptualisation of time in Riffian Amazigh culture: Tarifit language as a counter-example to the universality of the spatialisation of temporal language

Amar El-Arbaoui¹, Juana Teresa Guerra de la Torre², Vera da Silva Sinha³
Universidad de Las Palmas de Gran Canaria^{1,2}, *University of York*³
amar.elarbaoui@ulpgc.es¹, juani.guerra18@gmail.com², vera.sinha@gmail.com³

Recently, cognitive and anthropological studies have demonstrated that different cultural communities conceptualise time through events, indexed by environment and social activities. Through conceptual and linguistic analyses of time in different languages and cultures, these studies have revealed a primacy of event-based organisation versus spatial or metric models (El-Arbaoui Jelouli & Guerra de la Torre, 2013; Silva Sinha, 2019). This communication will further contribute to the analysis of event-based time concepts and how events and event structures are the building blocks of human conceptualisation. We will provide examples of natural and human attributes of time (mapped from the domain of embodied perception and cognition) found in the Tarifit language that illustrate the distinctive modes of perception and construction of time-intervals by the Amazigh people living in the Rif mountains of Northern Morocco.

Through face-face interviews with people of different ages, living in mountainous areas where people do not have much contact with time technologies, such as clocks and calendars, we have collected many expressions exemplifying event-based time concepts and their linguistic use. Natural signs, plants, light, darkness, climatic changes, seasonal food production, clothes, animal behaviour, social activities, or the alternation of light and dark, the alternation of seasons, the sun and its light and intensity of heat, the moon's movement and shape are all used today in Tarifit to index time landmarks and intervals. When we mapped out these indexes, the results have revealed a distinctive pattern of day/night light fluctuation organising time intervals. This data distinguishes Tamazight conceptualisations from those analysed shown in other cultures/languages so far. We also noted that a concept of 'time as such' (Sinha et al., 2011) is not lexicalised in any of the Tamazight language varieties spoken by people in this area; they have imported it into their vocabulary as a loan from the Arabic "waqt, zaman, dahr, or asr" (time), as speakers living in large Moroccan cities have done.

Keywords: Time, Event-based time, culture, languages, environmental indexes, Tarifit, Amazigh.

References

- El-Arbaoui Jelouli, A. & Guerra de la Torre, J.T. (2013). *A cognitive approach to Berber-Tamazight sociocultural reality: the bioconceptual organisation of 'Izri' poetics by Tarifit-speaking Riffian women* (Scient. Doc. PhD Thesis). ACCEDA-ULPGC, Las Palmas de Gran Canaria.
- Silva Sinha, V. da (2019) Event-based time in three indigenous Amazonian and Xinguan cultures of Brazil. *Frontiers in Psychology* (Section Cultural Psychology), *10*, 454-1-21. doi: 10.3389/fpsyg.2019.00454
- Sinha, C., Sinha, V. D. S., Zinken, J., & Sampaio, W. (2011). When time is not space: The social and linguistic construction of time intervals and temporal event relations in an Amazonian culture. *Language and Cognition*, *3*(1), 137–169. <https://doi.org/10.1515/langcog.2011.006>

The connection between space, time, and value in the brain is difficult to find

Omar Escámez Moreno¹, Carlos González-García², Alex Kranjec³, Tilbe Gökşun⁴, Carmen Callizo-Romero⁵

Universidad de Granada^{1,2,5}, *Duquesne University*³, *Koç University*⁴
omarescamez@ugr.es¹, cgonzalez@ugr.es², kranjeca@duq.edu³,
tilbegoksun@gmail.com⁴, callizoromero@gmail.com⁵

According to Conceptual Metaphor Theory (Lakoff & Johnson, 1980), people conceptualize the passing of time as moving forward in space. Consistently, Caruso and colleagues (2008; 2013) have shown that future events appear closer to us and are more valued than past events. Can brain areas be identified which underlie the processing of space, time, and value?

The closest evidence available about this question was reported by Cooper et al. (2013). They showed that activity in bilateral ventral striatum and ventromedial prefrontal cortex when people think about future temporal distances can predict future time discounting. As Cooper, we assessed the relation of future time distance estimation, time discounting and their brain basis and extended it in two directions: toward purely spatial processing and toward intervals that extend toward the past/back.

If space, time, and value are linked, we should find positive correlations between tasks that measure each dimension. Moreover, if people conceptually “move forward” when processing these dimensions we should find negative correlations between the future/front version and the past/back version of each task. Finally, neural activity when one of these dimensions is processed should predict performance in one or more of the other two.

We used a temporal and a spatial distance estimation tasks, and a time discounting task. All three tasks had a past and a future version. The future temporal distance estimation task was modeled on the task used by Cooper. The past version only differed from it in the use of past intervals. Participants carried out both tasks in the fMRI scanner. Afterwards, they undertook the spatial distance estimation task, which used the same intervals expressed in kilometers instead of days. We finally measured the participants' time discounting rate using a validated questionnaire (Kirby & Marakovic, 1996).

Our results were the following:

- 1) As expected from the moving forward view of time, there were positive correlations between the estimation of future temporal distances and spatial distances in front. The same happened regarding past temporal distances and spatial distances behind. However, neither the temporal nor the spatial distance tasks correlated with time discounting.
- 2) Against the predictions of the moving forward view of time, the behavior in the past/back and the future/front versions of all three tasks showed positive, instead of negative, correlations
- 3) At the neural level, we did not replicate Cooper's findings. Neither Cooper's ROIs nor any other area in the brain showed any relation to either past or future distance estimations, spatial estimations or time discounting.

Present results provide behavioral support for the link between spatial and temporal processing. However, they do not support that spatial or temporal processing is related to time discounting. Moreover, the positive (instead of negative) correlations between

past/back and future/front distance estimation suggest that the moving forward view of time may need important modifications. Finally, we have been unable to find support for the idea that there are brain areas that subserve the processing of one or more of these dimensions.

Keywords: spatial distance, temporal distance, neural basis, time discounting, embodied cognition.

References

- Caruso, E. M., Gilbert, D. T., & Wilson, T. D. (2008). A wrinkle in time: Asymmetric valuation of past and future events. *Psychological Science*, *19*(8), 796- 801. <https://doi.org/10.1111/j.1467-9280.2008.02159.x>
- Caruso, E. M., Van Boven, L., Chin, M., & Ward, A. (2013). The temporal Dopplereffect: When the future feels closer than the past. *Psychological Science*, *24*(4), 530-536. <https://doi.org/10.1177/0956797612458804>
- Cooper, N., Kable, J. W., Kim, B. K. & Zauberman, G. (2013). Brain activity in valuation regions while thinking about the future predicts individual discount rates. *The Journal of Neuroscience*, *33*(32), 13150-13156.
- Kirby, K. N., & Maraković, N. N. (1996). Delay-discounting probabilistic rewards: Rates decrease as amounts increase. *Psychonomic Bulletin & Review*, *3*(1), 100-104. <https://doi.org/10.3758/BF03210748>
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Digital discourses of misogyny and racism around the European migration crisis: The case of Carola Rackete and the Sea-Watch 3

Eleonora Esposito
Universidad de Navarra
eesposito@unav.edu

On June 29, 2019, the captain Carola Rackete docked the rescue ship Sea-Watch 3 on the Sicilian island of Lampedusa in defiance of a ban imposed by Italy's Interior Minister Matteo Salvini. The 42 migrants rescued by the Sea-Watch 3 had been blocked at sea for the previous two weeks, sparking international headlines and a heated debate around sovereignty and humanitarianism in the face of the European migration crisis. Lauded as a heroine as well as decried as a criminal, 31-year-old German captain Carola Rackete was arrested on her arrival and probed for refusing to obey a military vessel and aiding illegal immigration.

This paper investigates emergent online discourses around the Sea-Watch 3 docking, to be regarded as a critical incident, “a ‘trigger’ or galvanizing event” (Williams & Burnap, 2015) capable to catalyse attention and generate a considerable response on social media platform through which social cognition develops (Van Dijk, 2009; Koller, 2004). A multimodal corpus of Twitter data is analysed by means of a Social Media Critical Discourse Studies approach (SM-CDS) (KhosraviNik, 2017; KhosraviNik & Esposito, 2018). Deliberately steering away from media determinist accounts as well as from universalist understandings of social media affordances and their effects, SM-CDS deals with discourse as its central object of analysis. Both technologically savvy and socio-politically grounded, the SM-CDS approach is characterized by “a socially committed, problem-oriented, textually based, critical analysis of [online] discourse (manifested in communicative content/practices)” (KhosraviNik, 2017, p.586).

Results show how the Sea-Watch 3 docking was accompanied by a high proliferation of digital misogyny and harassment against Captain Rackete, whose actions, appearance and nationality managed to capitalize the country's attention. Virulent gender-based cyberhate against Rackete seems to lie at a complex intersection of Italian right-wing populism (embodied by Matteo Salvini and Lega Nord supporters) and of growing exclusionary and racist attitudes against refugees and migrants across Italy and Europe alike. At the same time, around the event emerged international voices of solidarity with Rackete and pro-migration, humanitarian ‘hashtag activism’, yielding a complex and multivocal online debate on the current European migration crisis. In short, the paper shows how new emergent discourses are created in very specific socio-cultural contexts and by means of very specific socio-cognitive discursive strategies.

References

- KhosraviNik, M. (2017). “Social Media Critical Discourse Studies (SM-CDS). In J. Flowerdew & J. E. Richardson (Eds.), *Handbook of critical discourse analysis*, (pp. 583-596). London: Routledge.
- KhosraviNik, M., & Esposito, E. (2018). Online hate, digital discourse and critique: Exploring digitally-mediated discursive practices of gender-based hostility. *Lodz Papers in Pragmatics*, 14(1), 45-68.
- Koller, V. (2004). *Metaphor and gender in business media discourse: A critical cognitive study*. London: Palgrave Macmillan.
- Van Dijk, T. (2009). *Society and discourse. How social contexts control text and talk*. Cambridge: Cambridge University Press.

Williams, M. L., & Burnap, P. (2015). Cyberhate on social media in the aftermath of Woolwich: A case study in computational criminology and big data. *British Journal of Criminology*, 56(2), 211-238.

Meaning relations between Anglo-Saxon and Latinate near-synonyms in contemporary English

Daniele Franceschi

"Roma Tre" University

daniele.franceschi@uniroma3.it

It is a known fact that the lexicon of English consists of a basic indigenous vocabulary of Germanic origin with many foreign borrowings especially from French, Latin and Greek. According to Minkova and Stockwell (2006), only 31,8% of the 10,000 most frequent words in the spoken component of the BNC are of Anglo-Saxon origin, while over 60% of them are loanwords that were imported into English from the classical languages, typically via French. This has produced an etymologically diverse word-stock characterized by distinct features (Baugh & Cable, 1993; Hughes, 2000): the Anglo-Saxon core is made up of morphologically simple and semantically indispensable words referring to common concepts and situations from everyday life, e.g. body parts (*hand, foot, arm*), animals (*horse, cow, sheep*), elements of the natural landscape (*land, field, hedge*), etc.; on the other hand, borrowed (non-Anglo-Saxon) words tend to be polysyllabic and to have a higher level of phonological complexity (e.g., *abdomen, cerebellum, halitosis*), in addition to describing more elaborate and abstract notions from various areas of specialization, e.g. politics (*capitalism, administration, bureaucracy*), economics (*money, commerce, finance*), law (*jurisdiction, constitution, justice*), etc. In many cases, the addition of Latinate words has produced a duplication of meanings which now complement those of the pre-existing Anglo-Saxon words.

The aim of this presentation is to provide an initial analysis and a preliminary classification of the meaning relations holding between Anglo-Saxon and Latinate synonyms in contemporary English (Franceschi, 2019). Previous studies within the field of lexical semantics have only marginally addressed this topic (Bauer, 1998; Burnley, 1992; Cruse, 1986; 2000; Firth, 1951; Geeraerts, 2010; Hanks, 2013; 2015; Hoey, 1991; Leech, 1981; Sinclair, 1998; Pinnavaia & Brownlees, 2010; among others), while those that focus more specifically on synonymy (Murphy, 2003; 2010) tend to consider those aspects of variation determined by the different contexts of use, i.e. they are pragmatics oriented. Through the analysis of data retrieved in both the BNC and COCA it has instead been possible to observe that pairs of apparently equivalent words, such as *sweat/perspire, lunatic/insane, before/prior*, etc., actually present differences at the level of semantics too. Given the premise that languages cannot have two words with absolutely identical meaning, it makes sense to examine variation in terms of truth values before addressing the non-denotational differences between near-synonyms. The existence of a synonym may indeed be justified, among other things, by the need to expand or restrict the semantic “contour” of a certain word. There are a series of cognitive factors which appear to determine lexical-semantic change. In addition to causing the narrowing or broadening of the meaning of the pre-existing Anglo-Saxon items through metonymy, meronymy and metaphor, Latinate words also seem to determine semantic shifts of focus, Aktionsart, implicature, etc. The ultimate idea behind this study is to map these processes of meaning variation and change caused by the introduction of Latinate words into English.

Keywords: Anglo-Saxon, Latinate, near-synonyms, lexical-semantic change, cognitive processes

References

- Franceschi, D. (2019). Anglo-Saxon and Latinate Synonyms: The Case of Speed vs. Velocity. *International Journal of English Linguistics*, 9(6), 356-364.
- Bauer, L. (1998). *Vocabulary*. London/New York: Routledge.
- Baugh A. C., & Cable, T. (1993). *A history of the English language*. Englewood Cliffs, NJ: Prentice Hall.
- Burnley, D. (1992). Lexis and semantics. In N. Blake (Ed.), *The Cambridge History of the English Language*, vol. II (pp. 1066-1476). Cambridge: CUP.
- Cruse, D. A. (1986). *Lexical Semantics*. Cambridge: CUP.
- Cruse, D. A. (2000). *Meaning in language*. Cambridge: CUP.
- Firth, J.R. (1951). *Modes of meaning*. (Reprinted in Papers in linguistics 1934-51, by Firth, J. R., ed., 1957, London: OUP.
- Geeraerts, D. (2010). *Theories of lexical semantics*. Oxford: OUP.
- Hanks, P. (2013). *Lexical analysis*. Cambridge, MA: MIT Press.
- Hanks, P. (2015). Cognitive Semantics and the Lexicon. *International Journal of Lexicography*, 28(1), 86-106.
- Hoey, M. (1991). *Patterns of lexis in texts*. Oxford: OUP.
- Hughes, G. (2000). *A history of English words*. Oxford: Blackwell.
- Leech, G. (1981). *Semantics: The study of meaning* (2nd ed.). Middlesex: Penguin.
- Minkova, D. & Stockwell, R. (2006). English Words. In A. Bas & A. McMahon (Eds.), *The Handbook of English Linguistics* (pp. 461–482). Blackwell Publishing Ltd.
- Murphy, L. (2003). *Semantic relations and the lexicon: antonymy, synonymy, and other paradigms*. Cambridge: CUP.
- Murphy, L. (2010). *Lexical meaning*. Cambridge: CUP.
- Pinnavaia L., & Brownlees N. (Eds.). (2010), *Insights into English and Germanic lexicology and lexicography: past and present perspectives*. Monza: Polimetrica International Scientific Publisher.
- Sinclair, J. (1998). The lexical item. In E. Weigand (Ed.), *Contrastive lexical semantics* (pp. 1-24). Amsterdam: John Benjamins.

Figurative language and lexicography: A case study

Pedro A. Fuertes-Olivera

Universidad de Valladolid

pedro@tita.emp.uva.es

In his review article on Theories of Lexical Semantics (Geeraerts, 2010), Patrick Hanks (2015, p.86) asks if lexicographers need to know about linguistic theory. He indicates that until the beginning of the XXI century, most lexicographers would have answered with “a resounding No.” Hanks’ explanation is that most lexicographers claim that lexicography is basically a practical activity. Such a situation has changed and today’s lexicographers must know lexicographic theory, –e.g. how we can access lexicographic data in online dictionaries–, linguistics theory and much more – e.g. the technological options for searching for empirical data and for creating dynamic lexicographic data (Fuertes-Olivera & Tarp, 2014; Fuertes-Olivera, 2016; 2018). Hanks (2015, p.87) adds that the new generations of lexicographers will need to “systematically research observable facts of language use, associating word meaning more firmly with context” and “will need to develop and use new models of language that will take account of domain and context of utterance as well as phraseological context.” In this presentation, we will show how we have used some tenets of Cognitive Linguistics for fulfilling Hanks’ observations. In particular, we will focus on Spanish expressions that are not currently lemmatised in existing Spanish dictionaries but that are lemmas in our Diccionarios Valladolid-UVa, a collection of online dictionaries that is currently being built at the University of Valladolid in collaboration with Ordbogen A/S, a Danish technological company. For reasons of space, we will restrict our theoretical and practical lexicographic work to expressions based on some specific metaphors.

References

- Fuertes-Olivera, P. A. (2016). A Cambrian explosion in lexicography: Some reflections for designing and constructing specialised online dictionaries. *International Journal of Lexicography*, 29(2), 226-247.
- Fuertes-Olivera, P. A. (Ed.) (2018). *The Routledge handbook of lexicography*. London: Routledge.
- Fuertes-Olivera, P. A., & Tarp, S. (2014). *Theory and practice of specialised online dictionaries. Lexicography versus terminography*. Berlin/Boston: De Gruyter
- Geeraerts, D. (2010). *Theories of lexical semantics*. Oxford: Oxford University Press
- Hanks, P. (2015). “Review article of Cognitive semantics and the lexicon”. *International Journal of Lexicography*, 28(1), 66-106.

Luminous and Numinous? Light and Darkness in C. S. Lewis's representation of Holiness

Sergio García Gómez
Universidad de La Rioja
sergiogrcia@gmail.com

This paper presents some conclusions resulting from research conducted under the principles of Conceptual Metaphor Theory (CMT) within the frame of Cognitive Linguistics (CL) as postulated by George Lakoff and Mark Johnson in their seminal works *Metaphors We Live By* (1980) and *Philosophy in the Flesh* (1999) as well as other studies by Lakoff. More specifically, this study follows the principles of Cognitive Poetics as it is the result of applying CL to some of the literary works of British author C. S. Lewis and to the usage he makes of the images of light and darkness as referred to representations of the numinous and the supernatural.

In an aim to understand why Lewis represents holiness and a person's spiritual awakening experience with the expected conceptual metaphors of light in most of his fiction, but also with darkness in other works, I have analyzed why these optical source domains -with their frequent associations with knowledge and on a deeper metaphorical level with deity- experience some variations in some of Lewis's literary works. Instead of using these contrasting images to refer to the commonly held conceptual metaphors (CM) LIGHT IS GOOD and DARKNESS IS BAD and their sub-mappings, Lewis uses them to highlight two different sides of the same thing -namely, holiness-, thus underlining the complexity of the Numinous or supernatural (i.e. LIGHT IS CLARITY / DARKNESS IS MYSTERY, yet the supernatural is both clear and mysterious). Ergo, darkness in these cases is not necessarily represent the opposite to light, but a different quality of the same thing. Furthermore, it could be argued that by divesting darkness its sense of badness (as seen in DARK IS BAD) or falsehood.

Therefore, by following the Metaphor Identification Procedure (MIP) developed by the Pragglejaz research group I have analyzed the light/darkness CM (with their mappings) in some of Lewis's fictional works, and two of them will specifically serve as examples. These works are *Out of the Silent Planet* (1938) and *Till We Have Faces* (1956). Some illuminating interpretations can be derived by this analysis taking into account some of the author's metaphysical and religious views on reality and on spiritual experience. Furthermore, I argue that the uncommon usage of metaphors in these different works may be caused by the different narrators' perception of the divine (religious and pagan) and Lewis's interest in using both literary 'registers'. Examples from both fictional works will be provided in order to prove my argument.

Lewis himself conceived language as unavoidably metaphorical and considered it a writer's role to translate abstract ideas into understandable ones through images. Therefore, it seems most suitable to conduct a cognitive reading on some of his literary works, an innovative study which will not only shed some light on his understanding of the numinous but also prove his ability to adapt his writing to the readers' assorted perceptions of reality, thus enabling a more effective communicative experience.

References

- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago, IL: University of Chicago Press.
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh: The embodied mind and its challenge to Western thought*. New York, NY: Basic Books.

- Lewis, C. S. (2013). Out of the silent planet. In *The space trilogy: Out of the silent planet; Perelandra; That hideous strength* (pp. 1-146). London: HarperCollins.
- Lewis, C. S. (2017). *Till we have faces: A myth retold*. San Francisco: HarperOne.

“Estás como un queso”: APPETIZING FOOD as source domain to talk about people we find attractive

Margarita García Romero
Universidad Complutense de Madrid
marggarc@ucm.es

Food and eating related terms are used in English (i.e. *S/he is such a biscuit!*) and Spanish (i.e. *¡Menudo bombón!*) as source domains to talk (and to reason) about people we find attractive (Kleparski, 2016). Both languages exhibit linguistic and multimodal occurrences of the conceptual metaphor THE PERSON I AM ATTRACTED TO IS APPETIZING FOOD.

We wanted to explore the cognitive and embodied motivation of the above metaphor. Correlation metaphors are said to be grounded on earlier co-occurring experiences (Grady, 1999) however some find their motive in that their domains share similar neural circuitry (Meier et al., 2012; Chan et al., 2013). We present the neural basis of food liking and attraction (Fisher, Aron & Brown, 2005; Wang et al., 2004) as a possible explanation for the perceived relationship between these two different domains of experience. The functioning of the shared neural network (i.e. The Reward System associated with the motivation to pursue and acquire rewards) opens the way for us to argue that the FORCE image schema is the schematic conceptual structure that supports this conceptual metaphor.

Like other cognitive operations metaphors are common to all human beings, yet they develop in specific socio-cultural settings, therefore, they are contextually constrained (Kövecses, 2015). We have carried out a contrastive study of the APPETIZING FOOD metaphor used to conceptualize THE PERSON I AM ATTRACTED TO in Peninsular Spanish and British English. Special attention was paid to the cross-linguistic (cultural) and intra-linguistic (social) variation, and to the significance that variation may have. We approached the study with three hypotheses in mind:

(H1) Differences in what cultures consider edible and appetizing were expected (Rozin, 2015). The analysis of the kind of food used could evince the existence of a cultural pattern in the kind of food used or preferred taste to conceptualize the person we are attracted to.

(H2) Literature (Hines, 1999; Kowalczyk, 2019) suggests that attractive women are usually conceptualized as sweets and desserts. We wanted to see if in our data the variable gender might influence speakers' choice of the kind of food used as source domain.

(H3) Metaphors encode and perpetuate speakers' beliefs and attitudes (Deignan, 2003). We wondered what possible socially shared assumptions speakers might be transmitted and preserved when using a particular kind of food for the person they are attracted to.

We searched for linguistic realizations of the metaphor in four popular online forums in Spanish (i.e. Forocohes.com and Cotilleando.com) and in English (i.e. Tattle.life and Theroyalforums.com) to compile two corpora comprising examples of the exploitation of the metaphor. A preliminary analysis of the data shows that a wide variety of food items (i.e., meats, sweets, baked goods, dairy products, etc.) are used in both languages however there seems to be a preferred taste (i.e. salty) of the foods in Spanish. The referent's gender influences the choice of food, although gender related foods are more differentiated in English. Almost the same products are used in Spanish to describe attractive male and females.

References

- Chan, K. Q., Tong, E. M. W., Tan, D. H., & Koh, A. H. Q. (2013). What do love and jealousy taste like? *Emotion*, 13(6), 1142-1149.
- Deignan, A. (2003). Metaphorical expressions and culture: An indirect link. *Metaphor and symbol*, 18, 255-271.
- Fisher, H., Aron, A., & Brown, L. (2005). Romantic love, an fMRI study of neural mechanism for mate choice. *The Journal of Comparative Neurology*, 493, 58-62.
- Grady, J. (1999). A Typology of Motivation for Conceptual Metaphor: Correlation vs Resemblance. In *Metaphor in Cognitive Linguistics*. Selected Papers from the Fifth International Cognitive Linguistics Conference. Amsterdam, July 1997 (pp. 79–101). Amsterdam: John Benjamins
- Hines, C. (1999). Rebaking the Pie: The WOMAN AS DESSERT metaphor. In Bucholtz, M., Liang, A., & Sutton, L. (Eds.). *Reinventing identities. The gendered self in discourse* (pp. 145-62). New York/Oxford: Oxford University Press.
- Kleparski, G. (2016). On the metaphors of sweets and meats. *Styles of Communication*, 8(2), 7-20.
- Kövecses, Z. (2015). *Where metaphors come from? Reconsidering context in metaphor*. Oxford: OUP.
- Kowalczyk, A. (2019). Semantic transfers in the domain of FOODSTUFFS. *Linguistics Beyond and within (LingBaW)*, 5(1), 90-102.
- Meier, B. P., Schnall, S., Schwarz, N. & Bargh, J. A. (2012). Embodiment and social psychology. *Topics in Cognitive Science*, 4, 705-716.
- Rozin, P. (2015). Food preferences, psychology and physiology of. *International encyclopedia of the social and behavioral sciences* (Second Edition ed., pp. 296-299) Elsevier Ltd.
- Wang, G., Volkow, N., Telang, F., Jayne, M., Ma, J., Rao, M., & Fowler, J. (2004). Exposure to appetitive food stimuli markedly activates the human brain. *NeuroImage*, 21(4), 1790-1797.

The semantics of classical Hebrew prepositions. A cognitive approach

José-Alberto Garijo-Serrano

Pontifical University of Salamanca

jagarijose@upsa.es

The prepositional system of classical Hebrew consists of a small number of elements (over 15 prepositions) but capable of expressing a great amount of meanings. In addition, the use of a given preposition can overlap with uses usually attributed to another preposition. Gesenius, Kautsch and Cowley (1910), Brockelmann (1956), and Waltke and O'Connor (1990) had already argued that Hebrew prepositions had a spatial core sense, from which other non-spatial senses derive. In this study we apply a cognitive approach to the semantics of classical Hebrew prepositions, following up mostly the proposals of Bennett (1968), Brugman (1983), Hawkins (1985), Vandeloise (1986), Herskovits (1986), Bierwisch (1988), Cuyckens (1997), and Tyler and Evans (2003), and among others.

For that purpose we use image schemes (Lakoff & Johnson, 1980), semantic roles, conceptual frames (Fillmore, 1976; Fauconnier, 1985; Lakoff, 1987), semantic networks, grammaticalization rules (Traugott, 1988), verbal valency, force dynamics (Talmy, 1988), usage-based and corpus-based approaches, the layered clause structure, and the distinction between Arguments, Adjuncts and Complements (Gutiérrez Ordóñez, 1997; Van Valin & LaPolla, 1997), following up very closely the proposal made by the ADESSE project of the University of Vigo (García Miguel & Albertuz, 2005).

The central meaning or prototypical use of a preposition, which expresses a spatial relationship between a *Trajector* and a *Landmark*, can be described as an *idealized image schema* (Lakoff & Johnson, 1980; Tyler & Evans, 2003), which in turn can be mapped into other conceptual frames generating derivative uses through three types of procedures:

1. By means of *metonymic sliding*, the image schema associated with a preposition slides metonymically within the spatial domain to express other *spatial roles*. For example, the preposition *ʿal* has an UP-DOWN-*on* image scheme and usually introduces PLACE (*on*), but it can metonymically slide to introduce GOAL (*on*), ORIENTATION (*on*), PATH, PLACE OF CONTROL or PERCEIVED PLACE.
2. By *metaphorical projection* the image schema is mapped into a new conceptual frame to introduce Arguments or Adjuncts that fulfil actantial semantic roles. Thus, the preposition *ʿal* can introduce PERCEIVED, SUBJECT, EXPERIENCER, AFFECTED, BENEFICIARY, AUTHORITY, OBLIGED, PROTECTOR, PARTNER, COMPETITOR, among others.
3. *Pragmatic-discursive inferences* also involve projection to some extent, but not from one conceptual framework to another (as in metaphorical projection), but, as Traugott (1988) says, from “meanings situated in the described external or internal situation > meanings situated in the textual situation”. Thus, the preposition *ʿal* can introduce CAUSE, CONFORMITY, PURPOSE or CONSEQUENCE.

The *weighted semantic network* of each preposition will graphically show how from the central sense other senses are derived by metonymic sliding, metaphorical projection and pragmatic-discursive inference. The interest of this study lies in showing the functioning of these mechanisms and their possible application to other fields of lexicography and the syntax of Ancient languages.

Keywords: Prepositions, Classical Hebrew, Semantic Networks, Image schemas, Metonymy, Metaphor

References

- Bennett, D.G. (1968). English prepositions: A stratificational approach. *Journal of Linguistics*, 4(2), 153-172.
- Bierwisch, M. (1988). On the grammar of local prepositions. In M. Bierwisch, W. Motsch & I. Zimmermann (Eds.), *Syntax, Semantik und Lexikon. Rudolf Růžička zum 65. Geburtstag* (pp. 1-65). Berlin: Akademie Verlag
- Brockelmann, C. (1956). *Hebräische Syntax*, Neukirchen : Kreis Moers.
- Brugman, C. (1983). *The story of over. Polysemy, semantics and the structure of the lexicon*. Bloomington, IN: Indiana University Linguistics Club.
- Cuyckens, H., (1997). Prepositions in cognitive lexical Semantics. In D. Haumann & S. Schierholz (Eds), *Lexikalische und grammatische Eigenschaften präpositionaler Elemente* (pp.63-82), Tübingen: Niemeyer Verlag.
- Fauconnier, G. (1985). *Mental spaces*, Cambridge MA : MIT Press.
- Fillmore, C. (1976). Frame Semantics and the nature of language. *Annals of the New York Academy of Sciences*, 280, 20-32.
- García Miguel, J.M. & Albertuz, F.J. (2005). *Verbs, semantic classes and semantic roles in the ADESSE project*. In K. Erk, A. Melinger & A. Schulte im Walde (Eds.), *Proceedings of the interdisciplinary workshop on the identification and representation of verbs features and verb classes* (pp. 50-55), Saarbrücken : Saarland University.
- Gesenius, W., Kautsch, E.F. & Cowley, A.E. (1910). *Gesenius' Hebrew grammar*. Oxford : Clarendon Press.
- Gutiérrez Ordóñez, S. (1997). La determinación de los niveles oracionales [Determining clause levels]. In *La oración y sus funciones* (pp. 368-426), Madrid : Arcos.
- Hawkins, B. (1985). *The semantics of English spatial prepositions*, San Diego CA: Trier L.A.U.T.
- Herskovits, A. (1986). *Language and spatial cognition. An interdisciplinary study of the prepositions in English*. Cambridge: Cambridge University Press.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, G. (1987). *Women, fire and the dangerous thing What categories reveal about the mind*, Chicago: Chicago Press
- Talmy, L. (1988). Force dynamics in language and cognition. *Cognitive Science*, 12, 49-100.
- Traugott, E.C. (1988). Pragmatic strengthening and grammaticalization. *The Annual Proceedings of the Berkeley Linguistic Society*, 14, 406-416.
- Tyler, A., & Evans, V. (2003), *The semantics of English prepositions. Spatial scenes, embodied meaning, and cognition*. Cambridge: Cambridge University Press.
- Van Valin, R.D., & LaPolla, R.J. (1997). *Syntax, structure, meaning, and function*. Cambridge : Cambridge University Press.
- Vandeloise, C., (1986) *L'espace en français. Sémantique des prépositions spatiales*, Paris : Seuil.
- Waltke, B.K., & O'Connor, M. (1990), *An introduction to biblical Hebrew syntax*, Winona Lake IN : Eisenbrauns.

Throwing lights on L2-learners and metaphors. An extended study on Polish students' comprehension of frequent metaphorical expressions in Norwegian

Anne Golden¹, Oliwia Szymańska²

University of Oslo

anne.golden@iln.uio.no¹, oliwia.szymanska@iln.uio.no²

This paper informs about a study on students' comprehension of frequent metaphorical expressions in an additional language. The theoretical framework comprises the cognitive metaphor theory by Lakoff and Johnson (1980; 1999) and the theory of cross-linguistic influence suggested by Jarvis (2008; 2017). The data are elicited from two studies (A and B) conducted at a university in Poland. In study A, university students of a Norwegian were presented a multiple choice task with frequent metaphorical expressions to be found in Norwegian schoolbooks. The expressions were previously selected by Golden when she examined understanding of metaphorical expressions among minority pupils in Norway (Golden 2010). In the test, each expression was embedded in a short context and provided with four alternative answers. Additionally, the students were asked to indicate if they knew or guessed the answer.

The expressions were later on divided into three groups: expressions with direct, semi-direct and no equivalents in Polish (Golden, Jensen & Szymańska, 2021). The results were then compared to data from Golden's study to see if different learning contexts (Norwegian as a second and as a foreign language) rendered similar results. Whereas the results from the 2010 study, i.e. the second language context, showed that L1 did facilitate comprehension of the L2 metaphorical expressions, this was not to the same extent in the second study, i.e. the foreign language context. Moreover, the expressions with a semi-direct equivalent in Polish, turned out to be more difficult to understand than the expressions with no equivalent. This led us to the question if the Polish counterparts were known to Polish students. In a new study (B), another group of Polish students from the same university were asked to explain both the expressions with a direct and with a semi-direct equivalent in Polish.

Learning Norwegian in a foreign context yields a limited contact with the language outside the classroom and is tied up to the teaching material. Nevertheless, the accessibility of L2 metaphorical expressions e.g. by identifying their Polish counterparts can be facilitated if the teacher herself displays metaphorical and cross-linguistic awareness and builds it among her students and if the students know the counterpart expressions in L1.

The goal of our research is therefore to a. investigate if there is a cross-linguistic effect on the students' comprehension of metaphorical expressions in L2 when they are familiar with the L1 counterparts, b. discuss to what extent daily contact with the target language and culture is a vital facilitator for the comprehension. c. argue for the importance of developing meta-linguistic competence and metaphorical awareness in the classroom.

References

- Golden, A. (2010). Grasping the point: A study of 15 year old students' comprehension of metaphorical expressions in schoolbooks. In G. Low, Z. Todd, A. Deignan, & L. Cameron (Eds), *Researching and applying metaphor in the real world*. Amsterdam: John Benjamins.
- Golden, A. Jensen, B.U., & Szymańska, O. (2021). Flervalgstester i studier av ordforråd. In *NOA. Norsk som andrespråk*, 37(1-2), 107-132.

- Jarvis, S. (2008). *Theoretical and methodological issues in the investigation of conceptual transfer*. VIAL 4.
- Jarvis, S. (2017). Transfer: An overview with an extended scope. In A. Golden, S. Jarvis & K. Tenjford, (Eds), *Crosslinguistic influence and distinctive patterns of language learning. findings and insights from a learner corpus*. Bristol: Multilingual Matters.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, G. & Johnson, M. (1999). *Philosophy in the flesh*. New York: Basic Books.

Yo he puesto las flores en la mesa, tú has puesto a María en apuros y él ha puesto a Juan nervioso. Análisis del uso de poner y volver en L1 / L2 y didáctica de los ‘verbos de cambio’ gracias a la polisemia

Lucía Gómez Vicente

Universidad Grenoble Alpes (UGA)

lucia.gomez@univ-grenoble-alpes.fr

El objetivo primero de este estudio es analizar el uso de los verbos *poner* y *volver* en español L1 y español L2. Se pretende comprobar si los aprendientes de español L2 utilizan estos verbos de la misma manera (frecuencia, productividad, combinatoria, distribución) que los hablantes nativos. Se analiza con particular interés si ambos grupos utilizan de modo similar ‘*volver*’ y ‘*poner*’ como verbos de cambio (*ponerse contento/volverse loco*) y si este uso está relacionado con el uso general de estos verbos (*ponerse el pantalón/ponerse a cantar/volver a casa/volver a escribir algo*, etc.). El segundo objetivo consistirá en proponer una serie de consideraciones pedagógicas basadas en los resultados obtenidos.

Con el fin de disponer de las herramientas necesarias para este estudio, se ha procedido a una categorización y descripción sintética de los principales significados de la red polisémica de *poner* y *volver*. La polisemia se entiende como una red semántica en la que cada miembro mantiene diferentes grados de conexión con el resto de las acepciones (Langacker, 1987) y en la que dichas conexiones tienen lugar gracias a diferentes tipos de procesos cognitivos como los de generalización, especialización, relaciones metafóricas o metonímicas, etc. (Gries, 2015).

Se han analizado dos tipos de datos diferentes. En primer lugar, se ha analizado el uso de estos verbos en un corpus de relatos narrativos de temática emocional, redactados por dos grupos de 18 participantes (hablantes nativos de español / aprendientes universitarios francófonos de español de nivel B1). Los resultados obtenidos han sido comparados con aquellos obtenidos a través de un test experimental. El test consistió en la elicitación escrita de 3 frases con estos verbos y fue realizado por 35 hablantes nativos de español y por 123 estudiantes universitarios francófonos correspondientes a diferentes niveles de estudios de español. Consideramos que la combinación de ambos métodos puede contribuir a una visión más amplia y profunda de este fenómeno (Lozano & Menkikoetxea, 2013).

Los resultados preliminares han mostrado un uso diferente de las diferentes acepciones de estos verbos en L1 y en L2, y más particularmente de su uso como ‘verbos de cambio’. Estas diferencias atañen tanto a la dimensión cuantitativa (los aprendientes utilizan más los verbos de cambio que los nativos) como a la dimensión cualitativa (mayor productividad de los verbos por parte de los aprendientes, por ejemplo). La hipótesis de este estudio es que el uso ‘anómalo’ de *poner* y *volver* como verbos de cambio por parte de los aprendientes de L2 estaría motivado en gran medida por el tratamiento didáctico recibido, como por ejemplo una visión deformada de la frecuencia de uso de estos elementos, la enseñanza grupada sistemática de los ‘verbos de cambio’ o la presentación de reglas de uso poco pedagógicas (ver Fernández Pereda, 2019; Ibarretxe-Antuñano & Cheikh-Khamis, 2019). Por esta razón, y basándonos en los resultados de nuestro estudio, proponemos un conjunto de sugerencias didácticas que pretenden contribuir a la adaptación de la enseñanza de estos verbos al uso que los hablantes nativos hacen de ellos. Las propuestas didácticas de este trabajo se basan esencialmente en el aprendizaje del léxico verbal a través de la polisemia. Este enfoque parece particularmente pertinente si se tiene en cuenta la persistencia léxica que existe entre el uso de *poner* y *volver* como verbos de cambio y el resto de sus acepciones (Delbecque & Van Gorp, 2012). Se

fundamenta igualmente en el interés de proponer a los aprendientes de una L2 un acceso al significado basado en la motivación semántica y en la noción de metáfora (Boers, 2000).

Keywords: verbos de cambio, didáctica, polisemia, metáfora, adquisición, didáctica.

References

- Boers, F. (2000). Metaphor awareness and vocabulary retention. *Applied Linguistics*, 21(4), 553–571.
- Delbecque, N., & Van Gorp, L. (2012). Hacerse y volverse como nexos pseudo-copulativos. *Bulletin hispanique*, 114(1), 277-306.
- Fernández Pereda, L. (2019). *Los verbos pseudocopulativos de cambio en español: resultados del análisis de un corpus de aprendices y sus posibles efectos en la enseñanza*. Tesis de Magister. Lovaina, Bélgica: Universidad de Lovaina.
- Gries, S. (2015). Polysemy. In Dąbrowska, Ewa, Divjak, Dagmar (Eds.), *Handbook of Cognitive Linguistics* (pp. 472-490), Berlin & Boston: De Gruyter Mouton.
- Ibarretxe-Antuñano, I., & Cheikh-Khamis, F. (2019). How to become a woman without turning into a Barbie: Change-of-state verb constructions and their role in Spanish as a Foreign Language. *International Review of Applied Linguistics (IRAL)*, 57(1), 97-120.
- Langacker, R. (1987). *Foundations of Cognitive Grammar: Theoretical prerequisites* (vol. I). Stanford, Estados Unidos: Stanford University Press.
- Lozano, C., & Mendikoetxea, A. (2013). Corpus and experimental data: Subjects in second language research. In S. Granger, G. Gilquin & F. Meunier (Eds.) *Twenty years of learner corpus research: Looking back, Moving ahead*. Corpora and Language in Use – Proceedings 1, (pp. 313-323) Louvain-la-Neuve: Presses universitaires de Louvain.

Event-based time in Polish culture and language

Michał S. Góral

Universidad de Las Palmas de Gran Canaria

mgoral@cognitivecanary.eu

Corpus study of event-based time concepts (Silva, 2019), their linguistic expressions, and their use in time reckoning practices in modern Polish culture and language. First results are presented here based on a cognitive-conceptual and linguistic analysis of the Polish National Linguistic Corpus (NKJP), that have motivated further research based on ethnographic observation, interview, conversation and structured language elicitation tasks.

These results suggest that Polish has rich inventories of lexical and phrasal expressions for event-based time intervals based on environmental and celestial indices and social norms that have not been described from a cognitive anthropological and cultural perspective (Szadura, 2017). Event-based time intervals in domains of life stages, times of day and night, and seasons are here documented.

Our hypothesis is that even when Polish language employs western metric (calendar and clock) time units, these hybrid blends (Sinha & Bernárdez, 2015) of day/night cycle and cardinal directions (*północ* means north/midnight, *południe* means south/midday, *wschód* means east/sunrise and *zachód* means west/sunset) could reveal an emergent form of time conceptualization (Boroditsky & Gaby, 2010). This conceptual and cultural hybridization is still common among the users of Polish language and stands for more dynamicism in the interaction body-environment schematized in the twofold conceptual constructions of event-based and metric time, a blending processes that could generate more creative enactments as an alternative to the mechanical 24 hour's system.

Keywords: event-based time, time-based time, polish language and culture, cultural evolution, world views

References

- Boroditsky, L., & Gaby, A. (2010). Remembrances of times east: Absolute spatial representations of time in an Australian Aboriginal community. *Psychological Science*, 21(11), 1635-9. doi: 10.1177/0956797610386621
- Silva Sinha, V. da (2019). Event-based time in three indigenous Amazonian and Xinguan cultures and languages. *Frontiers in Psychology (Section Cultural Psychology)*, 10(454), 1-21. doi: 10.3389/fpsyg.2019.00454
- Sinha, C., & Bernárdez, E. (2015). Space, time and space-time: Metaphors, maps and fusions. In F. Sharifian (Eds.) *The Routledge handbook of language and culture* (pp. 309-324). New York: Routledge.
- Szadura, J. (2017). *Czas jako kategoria językowo-kulturowa w polszczyźnie*. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej.
- Polish National Linguistic Corpus (NKJP), online access: <http://nkjp.pl/>

Narrativity, enactive cognition, and event-based time construction in human cultures. Comparing ancient Canarian cave art and Copernicus astronomical tables

Michal S. Góral¹, Linda Henriksson²

Universidad de Las Palmas de Gran Canaria

mgoral@cognitivecanary.eu¹, linda.henriksson@ulpgc.es²

Comparative study of two dynamic solar calendars, applying principles from enactive cognition and narrativity (Popova, 2014), participatory sense-making (De Jaegger, 2021), cognitive semiotics and cognitive culture. 1) Cave art in Risco Caído (Gran Canaria), a newly discovered construction of temporal intervals in a settlement of ancient inhabitants of this Canary Island. 2) An astronomical table crafted by Nicolaus Copernicus to develop and prove his revolutionary heliocentric theory, located in the castle of Olsztyn, Poland. Some similarities are identified and described in the functioning of these structures used to measure and control time for agricultural purposes. In both cases the basic mechanism consists of a dynamic projection of sunlight onto the surface of a semiotically designed surface (cave-wall & wooden table) traversing their main signs, a moving picture that covered the period between the summer and winter solstice.

Both structurings, crafted at about the same historical period in North & South Europe, present significant unplanned analogies regardless of the spatio-temporal distance, and of the different cultural and epistemic conditions.

To unravel this mystery, we will map some of these procedural analogies from new phenomenological (Conde & Ayala, 2018), cognitive (Sinha & Gärdenfors, 2014), conceptual (Da Silva Sinha, 2019), semiotic (Farrujía, 2017), cultural (Sanabria, 2018), and neuroaesthetic (Bednarick, 2013) principles of human time construction.

Keywords: Cognition, narrativity, conceptualization, event-based time, neuroaesthetics, Canarian cave art, Copernicus astronomical tables.

References

- Bednarik, R.G. (2013). On the Neuroscience of Rock Art Interpretation. In: *Time and Mind: The Journal of Archaeology, Consciousness and Culture*, 6(1), 37-40.
- Conde, C., & Ayala, F. (2018). Tools made us human. The Role of technology in the biological and social evolution of the *Homo* Genus. In *Sociología y Tecnología*, 8/2 (pp.1-25). Universidad de Valladolid.
- De Jaegher H. (2021). Loving and knowing. Reflections for an engaged epistemology. *Phenomenology and the Cognitive Sciences*, 20(5), 847–870.
- Farrujia De La Rosa, A. J. (2017). Reading the message? The problems within the interpretation of rock “art” in the Canary Islands. In *Expression* no. 6
- Popova, Y. (2014). Narrativity and Enaction: The Social Nature of Literary Narrative Understanding. *Frontiers in Psychology*, 5, 895.
- Sanabria, J. C. (2018). The almogaren of Risco Caído: A singular astronomical sanctuary of the ancient Canarians. *Mediterranean Archaeology and Archaeometry*, 18(4), 11-18.
- Silva Sinha, V. da. (2019) Event-based time in three indigenous Amazonian and Xinguan cultures of Brazil. *Frontiers in Psychology (Section Cultural Psychology)*10(454), 1-21.
- Sinha, C., & Gärdenfors, P. (2014) Time, space and events in language and cognition: A comparative view. *Annals of the New York Academy of Sciences*, 1326, 72-81.

On metonymy in cartoons. A case study of verbo-pictorial aphorisms

Elżbieta Górska

University of Warsaw

elzbieta.gorska@uw.edu.pl

In cognitive studies of multimodal communication, metonymy has received far less attention than metaphor (relevant works include: Forceville, 2009; Moya Guijarro, 2013; Perez-Sobrinó, 2017; Sweetser, 2017). Its role in structuring discourse is now well documented in gesture studies, which have provided ample evidence for a tight link between metonymy and metaphor, and in particular, for metonymic activation of metaphoric source domains (Mittelberg & Waugh, 2009; 2014; Mittelberg, 2019).

This study aims to show that the static verbo-pictorial genre of cartoons strongly relies on metonymy in meaning construction. The cartoons selected for this study are all by Janusz Kapusta, a Polish artist. Highly schematic in the drawings, in the corresponding captions Kapusta's philosophical cartoons reflect on human life and human condition, social and political relations, emotions, beliefs, values, and on many other issues (Author 2017, 2019). It will be argued that several metonymies (such as: OBJECT FOR SALIENT ATTRIBUTE, OBJECT INVOLVED IN THE ACTION FOR ACTION, SALIENT OBJECT FOR THE SCENARIO/DOMAIN, PATH FOR MOTION, A STAGE FOR ACTION, EFFECT FOR CAUSE) provide "hidden shortcuts" (Littlemore, 2015) for accessing diverse aspects of our experiential and cultural knowledge and thereby they greatly contribute to a highly condensed meaning of the cartoons' verbo-pictorial aphorisms. The discussion will centre around two sets of examples – those in which aspects of meaning are constructed via metonymy alone and those in which metonymy operates together with metaphor, providing access to metaphoric source domains. It will be shown also that it is the pictorially cued metonymic thinking that accounts for a dynamic interpretation of the analysed cartoons.

References

- Forceville, C. (2009). Metonymy in visual and audiovisual discourse. In E. Ventola & A. J. Moya Guijarro (Eds.), *The world told and the world shown. Multisemiotic issues* (pp. 56–74). London: Palgrave Macmillan.
- Littlemore, J. (2015). *Metonymy: Hidden shortcuts in language, thought and communication*. Cambridge: Cambridge University Press.
- Mittelberg, I. (2019). Visuo-kinetic signs are inherently metonymic: How embodied metonymy motivates forms, functions, and schematic patterns in gesture. *Frontiers in Psychology*, 10(254). [open access, www.frontiersin.org, accessed on 16th Oct. 2019] doi: 10.3389/fpsyg.2019.00254
- Mittelberg, I., & Waugh, L. R. (2009). Metonymy first, metaphor second: A cognitive-semiotic approach to multimodal figures of thought in co-speech gesture. In C. Forceville & E. Urios-Aparisi (Eds.), *Multimodal metaphor* (pp. 329–356). Berlin: Mouton de Gruyter.
- Mittelberg, I., & Waugh, L. R. (2014). Gestures and metonymy. In C. Müller, A. Cienki, E. Fricke, S. H. Ladewig, D. McNeill & J. Bressemer (Eds.), *Body – Language – Communication. An international handbook on multimodality in human interaction* (vol. 2) (pp. 1747–1766). Berlin: De Gruyter Mouton.
- Moya Guijarro, J. A. (2013). Visual metonymy in children's picture books. *Review of Cognitive Linguistics*, 11(2), 336–352.
- Pérez-Sobrinó, P. (2017). *Multimodal metaphor and metonymy in advertising*. Amsterdam: John Benjamins.

Sweetser, E. (2017). Metaphor and metonymy in advertising: Building viewpoint in multimodal multi-space blends. *Journal of Pragmatics*, 122, 65–76.

Embodied Processing of Disgust in Mandarin Words: An ERP Study

Beixian Gu¹, Huili Wang², Manuel de Vega³

Dalian University of Technology^{1,2}, Universidad de La Laguna³
gubeixian@dlut.edu.cn¹, huiliw@dlut.edu.cn², mdevega@ull.edu.es³

Research Question: The present study aims to investigate the theoretical basis and spatiotemporal brain dynamics of emotion processing in Mandarin words.

Methodology: Disgust was chosen as the specific emotion for study as it has a clear neural locus – the insula (Phillips et al., 1997; Wicker et al., 2003; Wright et al., 2004). Disgust-related words were selected as target stimuli and neutral words were used as a control baseline. Their lexical variables were controlled. Another group of vehicle names was included as fillers. Participants performed a semantic categorization task in which they have to decide whether the presented word refers to a vehicle while their EEG data were recorded. Source localization was conducted to trace the generator of emotion effects. We expect that disgust effects can be found on both early (P2) and late (N400, LPC) ERP components. In addition, it is expected that early activations of the insula and other emotion processing-related brain structures can be discovered during early time windows.

Data: Disgust-related words elicited larger P2 and LPC amplitudes but reduced N400 amplitudes compared to neutral words. Stronger activations of the insula and other sensory and emotion-related brain structures, including uncus, superior temporal gyrus, anterior cingulate, cingulate gyrus, posterior cingulate, inferior temporal gyrus and middle temporal gyrus were found for disgust-related words during the P2 time window in source localization. Also, stronger activations of precuneus which is responsible for action imagination and preparation were found for disgust-related words during the LPC time window.

Results: The embodied theory suggested that meaning is grounded in our body and reuses the neural mechanisms of perception, action, and emotion (Niedenthal, 2007). The early disgust effects suggested that emotion processing in Mandarin words proceeds in an automatic fashion prior to semantic processing. The early activations of the insula and other emotion processing-related brain structures proved that words, though not as straightforward as pictures or facial expressions, can also induce mental simulation of emotions in the brain. Compared to previous alphabetic language studies (Ponz et al., 2014), our Chinese participants showed different N400 patterns indicating a unique brain dynamics of Chinese people during emotion processing in words. The activations of sensory, emotion and action-related brain structures suggested that Chinese people performed mental simulation when processing emotion in words which is clearly in support of the embodiment theory.

References

- Niedenthal, P. M. (2007). Embodying emotion. *Science*, 36(5827), 1002–1005. <https://doi.org/10.1126/science.1136930>
- Phillips, M. L., Young, A. W., Senior, C., Brammer, M., Andrew, C., Calder, A. J., Bullmore, E. T., Perrett, D. I., Rowland, D., Williams, S. C. R., Gray, J. A., & David, A. S. (1997). A specific neural substrate for perceiving facial expressions of disgust. *Nature*, 389(6650), 495–498. <https://doi.org/10.1038/39051>
- Ponz, A., Montant, M., Liégeois-Chauvel, C., Silva, C., Braun, M., Jacobs, A. M., & Ziegler, J. C. (2014). Emotion processing in words: A test of the neural re-use hypothesis using surface and intracranial EEG. *Social Cognitive and Affective Neuroscience*, 9(5), 619–627. <https://doi.org/10.1093/scan/nst034>

- Wicker, B., Keysers, C., Plailly, J., Royet, J. P., Gallese, V., & Rizzolatti, G. (2003). Both of us disgusted in my insula: The common neural basis of seeing and feeling disgust. *Neuron*, *40*(3), 655–664. [https://doi.org/10.1016/S0896-6273\(03\)00679-2](https://doi.org/10.1016/S0896-6273(03)00679-2)
- Wright, P., He, G., Shapira, N. A., Goodman, W. K., & Liu, Y. (2004). Disgust and the insula: fMRI responses to pictures of mutilation and contamination. *NeuroReport*, *15*(15), 2347–2351. <https://doi.org/10.1097/00001756-200410250-00009>

Technopoiesis as unifying diagrammatic model of how humans experience and conceptualize time

Juana Teresa Guerra de la Torre¹, Juan José Martínez²

Universidad de Las Palmas de Gran Canaria

juani.guerra18@gmail.com¹, jjmartinez@estudiouad.es²

The human experience of time, processed as implicit abstraction, has always been explicitated and diagrammed with synergic and emergent sophistication. As the most robust conceptual and cultural assembly of universal poiesis, physis, and techne, the schematic driving forces of natural, human, and technological reality configuring time have always been dynamized in cognition and language at highly complex levels of tensions and paradoxes shaped by a culturally unhealthy ontological and epistemological separation between space, time, and events; between the physical and the non-physical; between objects, events and stories; in short, between the external and the internal; the object, the experience, and the conceptualizer. In the framework of the unity of time and space in cognition and language, we will analyze these tensions as dynamic system's creative voids acting as highly creative epistemic gradients nourishing emergent knowledge out of biophysical and sociocultural movements and changes modifying worldviews, affects and axiologies.

Considering spacetime as poiesis and from the evolution of dynamical models in natural and cognitive sciences, in this paper we present a first unifying model of the convolution of time, space, and event, as technopoiesis, describing the complex dynamics between four levels of an all-encompassing cosmological, phenomenological, cognitive, and semiotic construction of time.

The 1st level corresponds to the human interaction with the environment, mediated by representations and material forms. The 2nd level involves the representations of time, which determine the interaction with the environment. The 3rd level involves the use of material forms in the interaction. The 4th level is the technological level as such. From a view of poiesis that primarily understands technopoiesis as a synergic and dissipative process based on emergence and feedback conditions, our main contribution in this study consists of a dynamicist description of how these four levels interact with each other depending on how each culture experiences time, space, and events. Higher levels emerge from the lower ones, in a complex but deterministic process, where lower levels are also constrained by the higher ones.

We will consider diagrams and diagrammatic thinking as key elements in the process of poiesis leading to the emergence of time technology. Not only the diagram as an external representation can be subject to experimentations and manipulations, but in many cases this is a collective process, based on an interactional dynamics where complex evolution from a simple representation to the final outcome is a synergic and dissipative dynamic process. We see this stage of diagrammatic thinking as a necessary level between the exigencies of the situation and the material support that can help solving these exigencies.

Examples will illustrate some specific natural, human and technological transitions in the conceptualization of time from scales of nature to network models as late advances in anthropology; furthermore they will serve to assess the importance of late advances in cognitive studies highlighting event-based models over spatial and metric models of time construction.

Fue caminando a or caminó a: constructional patterns involving displacement and manner motion verbs in Spanish. Identification of lexical-grammatical and textual variables through a corpus-based study

Sandra Guerrero García
Universidad de Granada
sandraguerrero@correo.ugr.es

According to Talmy (1985; 2000), languages can be classified according to the lexical unit in which the different semantic elements that make up a movement can be found (cause, figure, ground, movement, manner and path). This gives rise to the typological distinction between, on the one hand, Verb-framed Languages (hereinafter V-framed) whose pattern is ([movement-path] Verb + [manner]Complement), as is the case in Spanish (Bajó saltando), and, on the other hand, Satellite-Framed Languages (hereinafter S-framed) whose pattern is ([movement-manner]Verb + [path]Satellite), as is the case in English (He jumped down). This typological framework helped Slobin (1991, 1996) to develop his theory of thinking for speaking, according to which the preferred conceptualisation of each speaker when talking depends on the dominant pattern of the mother tongue. This theory, in turn, has been explored in the field of second language acquisition by scholars such as Navarro and Nicoladis (2005), Cadierno (2004), Cadierno and Ruiz (2006), Cook (2015), Alonso (2016), etc.

Furthermore, some studies (Aske, 1989; Cifuentes Férez, 2008; Demonte, 2011; Martínez Vázquez, 2013; among others) have investigated to what extent this classification can be grouped concerning the possibility of hybrid typological options or the recognition of cases of the alternative pattern in languages of one type or the other. To handle cases in which the alternative pattern to the dominant one may occur, it is necessary to consider different aspects of the constructions involved. Cifuentes Honrubia (1999), for example, argues that, in V-framed languages such as Spanish, verbs of displacement that do not include the manner component (llegar, bajar, etc.) are telic, while verbs of displacement including it (correr, andar, conducir, etc.) are atelic. This would explain why the latter can be applied in S-framed constructions only if they are combined with non-dynamic prepositional complements (corrió en el parque) or which emphasise the path component (corrió hacia/hasta/desde/por el parque) but not with those which only identify the goal (¿? Corrió a la casa) nor with those which imply boundary crossing (*corrió en la casa meaning to say "entró corriendo en la casa"). However, these verbs can be recognised in constructions with the opposite features to those specified.

Based on this background, this study proposes to explore through a corpus-based study which are the lexical, grammatical and textual contexts that favour the application of the LMS pattern in Spanish. To do so, we will analyse the 10 most frequent verbs of manner of motion in Spanish according to a lemmatised list extracted from the Spanish Web 2018 corpus or esTenTen18- a bank of 20 billion forms, available on the Sketch Engine platform (www.sketchengine.eu)-. In addition to comparing the proportion of use of these verbs in V-framed and S-framed patterns, we will check, by exploring frequencies and concordances, to what extent the occurrence of the S-framed pattern is conditioned by the type of prepositional complement as well as by the terminating (present, preterite imperfect) or non-terminating (perfect simple, perfect compound and pluperfect preterites) nature of the verb tense. Moreover, we will consider to what extent the choice of one pattern or another correlates with the type of text (narrative, descriptive, etc.), with

the metaphorical-fictional interpretation of verbs and other variables. Our starting hypothesis suggests that some of these added factors, beyond those already considered in previous studies mentioned above (connected above all to the aspectual nature of verbalpredicates), will contribute to clarifying the degree, greater than expected, to which the S-framedpattern is applied in Spanish.

Keywords: Spanish, motion events, corpus linguistics, constructional patterns

References

- Aske, J. (1989). Path predicates in English and Spanish: A closer look. *Proceedings of the Fifteenth Annual Meeting of the Berkeley Linguistics Society*, pp. 1-14.
- Alonso, R. (2016). Cross-linguistic influence in the interpretation of boundary-crossing events in L2acquisition. *Review of Cognitive Linguistics*, 14(1), 161–182.
- Cadierno, T. (2004). Expressing motion events in a second language: A cognitive typological perspective. *Cognitive linguistics, second language acquisition, and foreign language teaching*, 13-49.
- Cadierno, T., & Ruiz, L. (2006). Motion events in Spanish L2 acquisition. *Annual review of cognitive linguistics*, 4(1), 183-216.
- Cifuentes Férez, P. (2008). Motion in English and Spanish: A perspective from cognitive linguistics, typology and psycholinguistics. Unpublished doctoral dissertation, Universidad de Murcia.
- Cifuentes Honrubia, J. L. (1999). *Sintaxis y semántica del movimiento: aspectos de gramática cognitiva* (No. 415 C487s Ej. 1 011175). INSTITUTO DE CULTURA [JUAN GIL-ALBERT].
- Cook, V. (2015). Discussing the language and thought of motion in second language speakers. *The Modern Language Journal*, 99(S1), 154-164
- Demonte, V. (2011). Los eventos de movimiento en español: construcción léxico-sintáctica y microparámetros preposicionales. *Estudios sobre perífrasis y aspecto*, 16-42.
- Martínez Vázquez, M. (2013). Intralinguistic variation in the expression of motion events in English and Spanish. *Lingue e Linguaggi*, 9, 143-156.
- Navarro, S., & Nicoladis, E. (2005). Describing motion events in adult L2 Spanish narratives. In *Selected Proceedings of the 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages* (pp. 102-107).
- Slobin, D.I. (1991). Learning to think for speaking. Native language, cognition and rhetorical style. *Pragmatics*, 1, 7–29.
- Slobin, D.I. (1996). From “thought and language” to “thinking for speaking”. In J.J. Gumperz & S.C. Levinson (Eds.), *Rethinking linguistic relativity* (70–96). Cambridge, UK: Cambridge University Press.
- Talmy, L. (1985). “Lexicalization Patterns: Semantic Structure in Lexical Forms”, en T. Shopen (ed.) *Language Typology and Syntactic Description: Grammatical Categories and the Lexicon*. Cambridge: Cambridge University Press, 99(3), 36-149.
- Talmy, L. (2000). *Toward a Cognitive Semantics: Typology and process* (Vol. 2). Cambridge: MITpress. Aske, J. (1989, November). Path predicates in English and Spanish: A closer look. In *Annual Meeting of the Berkeley Linguistics Society*, 15, 1-14).

Exploring the interface between verbal and constructional semantics in the English benefactive construction: an LCM approach

Pilar Guerrero Medina
University of Córdoba
fflgumep@uco.es

This paper attempts to offer a motivated account of lexical-constructional subsumption in the English benefactive construction, where the indirect object is not a prototypical recipient, as illustrated in (1):

(1) After cooking supper (...) he played *us* some medieval things on the organ (...).
(BNC)

In Goldberg's (2006) constructionist syntagm-based analysis, ditransitives with recipient arguments, paraphrasable with *to*, and regular ditransitives with beneficiary arguments, paraphrasable with *for*, are subsumed under the same type of construction. However, in this paper I rather argue for a finer grained approach where the dative and the benefactive alternations are not grouped together (see also Guerrero Medina, 2020).

Using the explanatory tools of the Lexical Constructional Model (LCM; cf. Ruiz de Mendoza, 2013; Ruiz de Mendoza & Galera Masegosa, 2014) I explore in some detail the *internal* constraints that determine the conceptual compatibility between verbal and constructional semantics in the benefactive construction. Following Ruiz de Mendoza (2013), two main types of internal constraints on lexical-constructional integration (or *subsumption*) are considered: (i) *vertical* constructional constraints on lexical structure, and (ii) *horizontal* lexical constraints on the instantiation conditions of constructional variables.

Vertical constructional constraints include the *Lexical Class Constraint*, the *Event Identification Constraint* and the *Focal Compatibility Constraint*. Horizontal internal constraints prove to be particularly relevant in the process of lexical-constructional subsumption in the benefactive construction. The *Internal Variable Conditioning* constraint restricts the nature of the semantic relation between verb and theme in the benefactive construction, where verbs of creation, preparation and performance take effected objects and do not allow the expression of a raw material argument as object, as illustrated in (2b):

(2) a. She tossed me a salad. (Pinker, 1989, p. 395)
b. *She tossed me some lettuce, tomatoes, and carrots.

On the other hand, the *Constructional Variable Conditioning* constraint accounts for two main requirements on the construction: (i) the requirement that the beneficiary be involved as a projected recipient of the patient (Coleman, 2010, p. 222), and (ii) the construction-specific requirement that the subject's act be beneficial and cannot be used to encode malefactive events.

In order to offer a principled account of lexical-constructional subsumption in the benefactive construction, I have also explored the effect of high level metonymy and metaphor as *external* licensing factors on constructional coercion. On the one hand, in less frequent examples such as *Cry me a river* or *Crush me a mountain*, internal constraints are overridden through the licensing activity of the metaphor ACTIONS PERFORMED FOR THE BENEFIT OF A PERSON ARE OBJECTS TRANSFERRED TO THAT PERSON (Goldberg, 1995, p.150). On the other, it can be argued that the PRECONDITION FOR ACTION metonymy (see Geeraerts, 2006, p.186) motivates the relation that the inherent semantics of verbs of obtaining, creation, preparation and performance bears to the semantics of the construction.

Keywords: benefactive construction, lexical-constructional subsumption, internal constraints, external constraints, Lexical Constructional Model (LCM)

References

- Colleman, T. (2010) The benefactive semantic potential of ‘caused reception’ constructions: A case study of English, German, French and Dutch. In F. Zúniga & S. Kittila (Eds.), *Benefactives and malefactives: Typological perspectives and case studies* (pp. 219-243). Amsterdam: John Benjamins.
- Geeraerts, D. (2006) *Words and other wonders: Papers on lexical and semantic topics*. Berlin: Mouton de Gruyter.
- Goldberg, A.E. (1995) *Constructions: A Construction Grammar approach to argument structure*. Chicago, IL: University of Chicago Press.
- Goldberg, A.E. (2006). *Constructions at work: The nature of generalization in language*. Oxford: Oxford University Press.
- Guerrero Medina, P. (2020) Meaning construction and motivation in the English benefactive double object construction. Verbal and constructional semantics at work. *Review of Cognitive Linguistics*, 18(1), 94-11.
- Pinker, S. (1989) *Learnability and cognition: The acquisition of argument structure*. Cambridge, Mass.: The MIT Press.
- Ruiz de Mendoza, F.J. (2013) Meaning construction, meaning interpretation and formal expression in the Lexical Constructional Model. In B. Nolan & E. Diedrichsen (Eds.), *Linking constructions into functional linguistics: The role of constructions in grammar* (pp. 231-270). Amsterdam: John Benjamins.
- Ruiz de Mendoza, F.J., & Galera Masegosa, A. (2014). *Cognitive modeling. A linguistic perspective*. Amsterdam/Philadelphia: John Benjamins.

Visualizing emerging trends and new developments in embodied language cognition: A scientometric update (2017-2019)

Hanning Guo

Dalian University of Technology

hanning.guo@dlut.edu.cn

Introduction: Our previous scientometric review of embodied language cognition provides an overview of the fast-growing field up to the end of 2016. The new review identifies emerging trends and new developments of the research domain based on relevant research papers published between 2017 and the 11th month of 2019. The results demonstrated in this study are compared with the previous study as well for more insights.

Data and Methods: The multiple datasets were collected from the Web of Science (Thomson Reuters) through topic search and citation expanded data was constructed as well to ensure adequate coverage of the field. The combined dataset has 150 bibliographic records and 7,672 references within the most three years. Document co-citation analysis and clustering analysis are implemented to explore newly emerged research specialties. Indicators including citation count and betweenness centrality are calculated to identify the impact studies in the emerging trends.

Results: The results of a document co-citation analysis show great changes in the research topics in embodied language domain. The positions of certain core topics found in the previous study, namely, multimodality, second language acquisition, cognition, human interaction, conversation analysis, finland Swedish, phenomenology, distributed language, eliteness and rhetorical function. Compared with our previous study, conversation analysis is still active in recent years. The most prominent cluster, namely, language comprehension is replaced by multimodality study. Research related to multilingualism and second language acquisition has experienced a considerable growth. How abstract concepts are learned and represented, interaction in language classroom and cross-cultural communication, and brain mechanism study such as aphasia are now increasingly integrated in the scientometric landscape of embodied language cognition. Advances in studies connected with experimental psychology, audiology speech language pathology, neurosciences, educational research, communication, rehabilitation, et al. also show the interdisciplinary trends of the knowledge domain in recent three years.

Politeness overloaded: Request constructions in Urdu

Mahum Hayat Khan¹, Lorena Pérez-Hernández²

Universidad de La Rioja

mahum.hayat@unirioja.es¹, lorena.perez@unirioja.es²

Studies on illocutionary constructions are scarce and have traditionally focused on languages such as English and Spanish, and to a lesser extent Greek and Italian (Pérez-Hernández, 2001, 2013; Stefanowitsch, 2003; Ruiz de Mendoza & Baicchi, 2007; Mauri & Sansò, 2011; Baicchi, 2015; Del Campo, 2013; Vassilaki, 2017). These languages display a rich array of illocutionary constructions for the expression of directive force based on sentence form, intonation, and lexical and/or discourse strategies. In requests the force schema includes a possible blockage, which has to be removed since the force is intended to reach the hearer. These obstacles are overcome through politeness conventions according to which the higher the cost of the action, the higher the need to be polite (Pérez-Hernández, 2021). Politeness is language and culture dependent and its analysis allows an examination of requests between languages that are conceptually and linguistically very different. This is the case of Urdu and English, which are the languages under comparison. Data has been collected in both languages to closely examine the five most productive realization procedures for requests in each language. Results show that the BARE IMPERATIVE is the most productive procedure in English. In Urdu, however, there is a preference for IMPERATIVE + EXPRESSION OF POLITENESS. The reason for this lies in the existence of a polite 2nd person singular form in Urdu that is commonly used. Consider the polite and the extra polite version of the same request:

- (1) *Please tum khana khao*
Please you food eat
'Please eat the food' (polite)
- (2) *Please ap khana khaen*
Please you food eat
'Please eat the food' (extra polite)

The cost is similar in both examples but in the second example the hearer is probably a person that deserves respect (e.g., parents, grandparents). Moreover, there are examples that exist in one language but not in the other. Consider:

- (3) *Aisa nahi ho sakta ke hum ghariaan aahista chalaen?*
This not be possible that we cars slow drive
'Can't it be possible that we slow down our cars?'

Apparently, this expression is similar to CAN/CAN'T X NOT DO Y? as in *Can/can't we not use that phrase?* According to Pérez-Hernández (2021), this construction is far from being polite since it is generally accompanied by a tone of annoyance. In the Urdu expression the negation has the effect of minimizing the cost to the hearer and the impersonal reading of the construction implies that there is not much benefit to the speaker thereby emphasizing politeness. We discuss more examples along the same lines and explore how they produce language-specific meaning implications.

References

Baicchi, A. (2015). Conceptual metaphor in the complex dynamics of illocutionary meaning. *Review of Cognitive Linguistics*, 13(1), 106-139.

- Del Campo, N. (2013). *Illocutionary Constructions in English: Cognitive Motivation and Linguistic Realisation*. Berlin: Peter Lang.
- Mauri, C. & Sansò, A. (2011). How directive constructions emerge: grammaticalisation, constructionalisation, cooptation. *Journal of Pragmatics*, 43, 3489–3521.
- Pérez-Hernández, L. (2001). *Illocution and Cognition: A Constructional Approach*. Logroño: University of La Rioja Press.
- Pérez-Hernández, L. (2013). Illocutionary constructions: (multiple source)-in-target metonymies, illocutionary ICMs, and specification links. *Language and Communication*, 33, 128–149.
- Pérez-Hernández, L. (2021). *Speech Acts in English. From research to instruction and textbook development*. Cambridge: Cambridge University Press.
- Ruiz de Mendoza, F. J. & Baicchi, A. (2007). Illocutionary constructions: Cognitive motivation and linguistic realization. In I. Kecskes & L. Horn (Eds.), *Exploration in pragmatics: Linguistic, cognitive, and intercultural aspects* (pp. 95-128). Berlin: Mouton de Gruyter.
- Stefanowitsch, A. (2003). A construction-based approach to indirect speech acts. In K. U. Panther and L. Thornburg, eds., *Metonymy and Pragmatic Inferencing*. Amsterdam: John Benjamins, pp. 105–126.
- Vassilaki, E. (2017). Cognitive motivation in the linguistic realisation of requests in Modern Greek. In A. Athanasiadou (Ed.), *Studies in figurative thought and language* (pp. 105–124). Amsterdam: John Benjamins.

***Still* lost in translation? A comparative cognitive study of
subjectification and narrative point of view processes rendered by *still*
in Virginia Woolf’s *Mrs. Dalloway* in its translation into Spanish; their
impact on cultural conceptual evolution**

Linda Henriksson

University of Las Palmas de Gran Canaria

linda.henriksson@ulpgc.es

The theoretical grounding of this paper is the article “*Still* motion. Biopoetics of subjectification and complex cognitive-conceptual dynamics of Mrs. Dalloway’s narrative minds.” (Guerra & Maldonado, 2022). This paper presents a subjectification map of *still* in Virginia Woolf’s *Mrs. Dalloway* (1925) that reveals the complex biopoetic dynamics of its evolution as a discourse marker and narrative operator from its perceptual schematization. The data investigated comprise the 93 cases in which *still* is used in this British English experimental novel. In this paper I will compare some of the fifteen examples provided by Guerra as evidence for the grammaticalization (Langacker, 2000) and subjectification (Langacker, 1990; Athanasiadou, Canakis & Cornillie, 2011) emergence dynamics activated by “still” in *Mrs. Dalloway*, and analyze how they occur in their translated version in Spanish. The aim is to explore to what extent these phenomena are cognitively rendered in the target language, and what the impact on the narrative PoV construction is.

Drawing on a definition of conceptual equivalence within the framework of Cognitive Translatology (Lema, 2009), and by exploring the data provided by Guerra in her article, I am using her findings as the predicates of our case study. I reiterate and reaffirm the complexity of providing a congruent conceptual and narrative transference in the target language. Unveiling the hidden sociocognitive evolution of *still* in its Spanish constructions contributes to the narrative robustness of Literary Translations framed on minimal grammatical elements as cognitive-affective narrative operators, which reveal characters’ identities through different viewpoints and cultural epistemologies.

Keywords: subjectification, grammaticalization, emergence, literary narrative, point of view construction, English, Spanish.

References

- Athanasiadou A, Canakis C., & Cornillie B. (Eds) (2011). *Subjectification: Various paths to subjectivity*. Berlin: De Gruyter Mouton.
- Guerra, J. & Maldonado, R. (2022). *Still* motion. Biopoetics of subjectification and complex cognitive-conceptual dynamics of *Mrs. Dalloway*’s narrative minds. (Submitted to *Language & Literature*, May 2022).
- Lema Quintana, M. P. (2009). *Cognición, lengua y traductología: revisión teórica interdisciplinar del concepto de equivalencia para una poética gramatical de la traducción* (Doctoral dissertation. Supervisor J. Guerra).
- Langacker, R.W. (1990) Subjectification. *Cognitive Linguistics*, 1, 5-38.
- Langacker, R. W. (2000) *Grammar and conceptualization*. Berlin: De Gruyter Mouton.

Exaggerating through metonymy: the case of situational and effect for cause metonymies

Javier Herrero-Ruiz

Universidad Politécnica de Madrid

javier.herrero@upm.es

Although metonymy has been the object of an outstanding amount of research, the issue of how it can accomplish exaggeration effects has received scant attention from the perspective of Cognitive Linguistics.

Drawing on Herrero-Ruiz (2018), by analysing the underlying cognitive operations, the aim of this paper is to go beyond previous research in order to demonstrate how some cases of overstatement can be explained via metonymies in a systematic way. We shall show how (1) Lakoff's analysis of situational metonymies (in which a relevant fact within a situation stands for the whole situation) within structured scenarios (1987) allows us to explain that it is possible to call up the final parts of a scenario to exaggerate the contextual effects produced by a given utterance, and (2) various patterns based on EFFECT FOR CAUSE metonymies may contribute to the creation of overstatement. For the latter, we have identified instances of metonymic expansion of a metaphoric source and of a target, and a case of metonymic reduction of one of the correspondences in the metaphorical source and target domains; also, we have found a very productive pattern via resultatives based on the caused-motion construction that can be realised either through an adjectival or a prepositional predicate. Interestingly enough, as a rule, in order to generate an overstatement the examples under scrutiny made use of scalar strengthening or imagery based on a metaphor or a simile.

For the sake of illustration, please consider these examples extracted from an ad hoc corpus that has been compiled, with the help of two native speakers, by means of introspection and the subsequent explanation of naturally occurring data:

- (1) [Some friends come across a woman they know. She has bought lots of things and takes them in many bags; she produces the following remark when they ask her how she is doing] *Oh, I melted my credit card!*
- (2) [A person is asked whether she enjoyed a party last night, she says] *Yeah... We burnt the house down.*
- (3) *She licked the bowl shiny clean.*
- (4) *He drank the bar dry.*

(1) can be analysed as depicting one of the last phases of a 'shopping' scenario (i.e. paying for the purchased items) which is strengthened via an image metaphor. This metaphor is based on the idea that when you swipe the credit card, made of plastic, many times through the card terminal it gets so hot that it eventually melts; this obviously implies that you have bought many things. In (2), via a resemblance metaphor the expression focuses on the final effects of frenzied activity inside a house, thus standing for 'spending a wild night out': the figurative effect of the metonymy (a house is burnt down) stands for the cause (i.e. frenzied activity inside it), which becomes the input to the metaphoric mapping whose target refers to an over-excited party in some place. Finally, (3) and (4) can be analysed as resultatives in which, via an EFFECT FOR CAUSE metonymy accompanied by an overstatement, the actions involved have been carried out to such an extent that the objects implied gain a new property (being shiny and dry).

Keywords: metonymy; exaggeration; cognitive operations; overstatement; Cognitive Linguistics.

References

- Herrero-Ruiz, J. (2018). Exaggerating and mitigating through metonymy: The case of situational and CAUSE FOR EFFECT/EFFECT FOR CAUSE metonymies. *Language & Communication*, 62, 51-65.
- Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago.

Cuando la tipología semántica se encuentra con la diacronía y las lenguas en contacto: los eventos de movimiento en el aragonés del siglo

XV

Iraide Ibarretxe-Antuñano¹, M^a Teresa Moret-Oliver²

Universidad de Zaragoza

iraide@unizar.es¹, mmoret@unizar.es²

Los estudios tipológicos se suelen centrar en las lenguas desde un punto sincrónico y tomándolas como si fueran un todo homogéneo sin variación a través del tiempo o entre sus hablantes o sus variedades. Sin embargo, estudios recientes sobre los eventos de movimiento en las lenguas románicas muestran que esta homogeneidad es menor a todos los niveles. Las lenguas románicas coinciden en la expresión, poco frecuente y detallada de la Manera, pero divergen en el grado de descripción del Camino, más detallado en italiano o aragonés que en francés o español (Ibarretxe-Antuñano et al., 2017). Desde el punto de vista diacrónico, también se ha mostrado que el latín tenía efectivamente una predilección por el patrón de marco satélite, pero la transición hacia el marco verbal no fue radical sino más progresiva. En el periodo tardío se expandió el uso de verbos de estructura de marco verbal (SCANDERE ‘ascender’), pero se siguieron utilizando y creando estructuras dentro del patrón satelital, como, por ejemplo, las tradicionales con un prefijo (IN-IRE ‘entrar’), pero también innovadores con el uso de clítico SE y de los adverbios locativos IBI e INDE (Iacobini, 2012; 2015; Stolova, 2008; 2015). Estas tendencias pasaron a las lenguas románicas en diferentes grados y se desarrollaron con más o menos grado de éxito.

Esta charla se centra en los eventos de movimiento en aragonés del siglo XV para investigar y documentar precisamente ese paso gradual tanto en el tiempo como en las características tipológicas que definen la transformación del latín tardío al romance en una situación de lenguas en contacto (Reino de Aragón: aragonés, catalán, castellano). Para ello, se han estudiado los eventos de movimiento en los libros de las Cortes de Zaragoza de 1451 (Tomás-Faci, 2013) y del manuscrito del *Libro de cridas y pregones* de la ciudad de Zaragoza, de 1450-1480 (inédito).

El aragonés actual se clasifica como una lengua románica de marco verbal con saliencia de Camino alta, en parte gracias al uso frecuente de adverbios locativos (*cayer t’abaixo* ‘caer hacia abajo’), pronombres adverbiales (*s’en cae al suelo* ‘cl.de-allí cae al suelo’) y verbos prefijados (*encorrer* ‘correr detrás de alguien/algo’). Además, según la variedad dialectal, exhibe uso diferente de la deixis puesto que los verbos venitivos aparecen en las variedades occidentales pero no en las orientales (Hijazo-Gascón & Ibarretxe-Antuñano, 2010; Moret-Oliver & Ibarretxe-Antuñano, 2018). Este estudio examina en detalle estos rasgos para determinar el estadio de lexicalización de los eventos de movimiento en el aragonés del s. XV, puesto que es en este siglo cuando se produce más claramente el proceso de castellanización de la lengua. Los resultados muestran que el aragonés de esta época abundan los verbos prefijados (*descaminar*, *insiguir*, *repuyar*, *subvenir*, *subrevenir*, etc.), pronombres adverbiales (*hi querrán ir*; *se’n venrra por refferir-lo a la Cort*) y que hay vacilación en cuanto a la deixis venitiva (*el senyor rey envia a los misageros suyos en Castiella, vos encargamos e rogamos de continent vos ne vengays, que no spereys otra consulta ni avis nuestro*).

Keywords: aragonés, tipología semántica, talmy, diacronía, movimiento, románicas

References

- Hijazo-Gascón, A., & Ibarretxe-Antuñano, I. (2010). Tipología, lexicalización y dialectología aragonesa. *Archivo de Filología Aragonesa* 66, 181–215.
- Iacobini, C. (2012). Grammaticalization and innovation in the encoding of motion events. *Folia Linguistica*, 46, 359–385.
- Iacobini, C. (2015). Particle-Verbs in Romance. In P. O. Müller, I. Ohnheiser, S. Olsen & F. Rainer (Eds.), *Word-formation. An international handbook of the languages of Europe* (pp. 626–658). Berlin: Mouton de Gruyter.
- Ibarretxe-Antuñano, I., Hijazo-Gascón, A., & Moret-Oliver, M. T. (2017). The importance of minority languages in semantic typology: the case of Aragonese and Catalan. In I. Ibarretxe-Antuñano (Ed.), *Motion and Space across Languages: Theory and Applications* (pp. 123–150). Amsterdam: John Benjamins.
- Moret-Oliver, M^a T., & Ibarretxe-Antuñano, I. (2018). Una aproximación desde la tipología semántica a la deixis (ir y venir) en aragonés y catalán medieval. In Arnal Purroy M.L. et al. (Eds.), *Actas del X Congreso Internacional de Historia de la Lengua Española (Zaragoza, 7-11 de septiembre de 2015) Volumen II* (pp. 2144–2158). Zaragoza: Institución Fernando el Católico.
- Stolova, N. I. (2008). From satellite-framed Latin to verb-framed Romance: Late Latin as an intermediate stage. In R. Wright (Ed.), *Latin vulgaire – latin tardif VIII: Actes du VIIIe Colloque International sur le Latin Vulgaire et Tardif, Oxford, 6–9 septembre 2006* (pp. 253–262). Hildesheim: Georg Olms; Zürich: Weidmann.
- Stolova, N. I. (2015). *Cognitive linguistics and lexical change. Motion verbs from Latin to Romance*. Amsterdam: John Benjamins.
- Tomás-Faci, G. (2013). *Acta Curiarum Regni Aragonum. Tomo XI Vol. I. Actas de las Cortes de Zaragoza*. Zaragoza: Grupo C.E.M.A.-Ibercaja – Cortes de Aragón - Gobierno de Aragón.

Directive speech acts in Basque: The case of requests

Aneider Iza Erviti

Universidad de La Rioja

aneider.izae@unirioja.es

As once noted in typological research by Sadock and Zwicky (1985), directive speech acts are coded by the grammar of all languages. However, languages differ in specific aspects of how directive speech acts are conceptualized and communicated (Leech, 2014). This situation is reflected in the wide variety of realization strategies that languages use to convey directive meaning. One of the directive categories that has received more attention in studies on speech acts is requests. Within the domain of illocution, requesting is an example within cognitive linguists termed a basic-level category, i.e., one that maximizes the number of attributes shared by members of the category, while minimizing the number of attributes shared by members of other categories (Taylor, 1995, p. 51). The act of requesting is midway between commanding (which is more impositive) and begging (which is less impositive). At the same time, it has all the characteristics that separate directives from other speech act dimensions, especially commissives. Commissive acts involve an imposition on oneself rather than others (as is the case of directives). Requests have been explored, from a constructionist perspective by Stefanowitsch (2003), Panther and Thornburg (2005), Pérez-Hernández (2001, 2013, 2021), Ruiz de Mendoza and Baicchi (2007), Baicchi and Ruiz de Mendoza (2010), and Del Campo Martínez (2011). The constructionist perspective has identified the main features of this construction in English and its most common realizations. It has also explored connections with other constructions within the directive dimension.

Basque, spoken in northern Spain and southwestern France, is particularly interesting for linguistic research, as it does not appear to be related to any other known language. However, despite the intrinsic linguistic interest of requests, the study of this speech act category in Basque is a pending task. This presentation provides initial insights in this respect. It does so not only from a language-internal perspective, but also through cross-linguistic analysis. Comparing Basque request constructions with their English counterparts is methodologically useful since it allows us to understand the communicative potential of the Basque constructions in greater depth. This presentation thus discusses the existing asymmetries on request constructions used by speakers of Basque and English (e.g., request constructions containing the word ‘wish’ in English such as ‘I WISH X’ or ‘I WISH YOU TO DO X’, are not prototypical for requests in Basque, since the concept of *wish* in Basque is only related to a personal abstract desire that cannot be associated with a request addressed to third parties) and offers a preliminary list of request constructions in Basque to identify which request constructions are preferred for a given context according to the variables of social distance, relative power between interlocutors, and amount of imposition. For example, in contexts of lack of social distance and equality in power between interlocutors, speakers prefer using imperative request constructions such as EGIN X (DO X) whereas in contexts where the interlocutors do not know each other, speakers prefer using conditional request forms such as X EGINGO ZENUKE (WOULD YOU DO X).

Given that the corpora available in Basque are not as abundant, varied, or large as those in English, the data for the analysis has been gathered from a questionnaire consisting of 20 short questions designed to obtain results from Basque speakers directly.

References

- Baicchi, A., & Ruiz de Mendoza, F. J. (2010). The cognitive grounding of illocutionary constructions within the theoretical perspective of the Lexical Constructional Model. *Textus. English Studies in Italy*, 23(3), 543–563.
- Del Campo Martínez, N. (2011). Cognitive modeling in illocutionary meaning. *Review of Cognitive Linguistics*, 9(2), 392–412.
- Leech, G. (2014). *The Pragmatics of Politeness*. Oxford: OUP.
- Pérez-Hernández, L. (2001). *Illocution and cognition. A constructional approach*. Logroño: University of La Rioja Press.
- Pérez-Hernández, L. (2013). Illocutionary constructions: (multiple-source)-in-target metonymies, illocutionary ICMs, and specification links. *Language & Communication*, 33(2), 128–149.
- Pérez-Hernández, L. (2021). *Speech Acts in English: from research to instruction and textbook development*. Cambridge University Press.
- Ruiz de Mendoza, F. J., & Baicchi, A. (2007). Illocutionary constructions: Cognitive motivation and linguistic realization. In I. Kecskes, & L. Horn (Eds.), *Explorations in pragmatics: Linguistic, cognitive, and intercultural aspects* (pp. 95–128). Berlin & New York: Mouton de Gruyter.
- Sadock, J. M., & Zwicky, A. M. (1985). Speech act distinctions in syntax. In T. Shopen (Ed.), *Language typology and syntactic description* (pp. 155–196). Cambridge: Cambridge University Press.
- Stefanowitsch, A. (2003). A construction-based approach to indirect speech acts. In K.-U. Panther & L. Thornburg (Eds.), *Metonymy and pragmatic inferencing* (pp. 105–126). Amsterdam & Philadelphia: John Benjamins.
- Taylor, J. R. (1995). *Linguistic categorization. Prototypes in linguistic theory*. Oxford: Oxford University Press (2nd ed.).

Concepts and diagrams of space, time and space-time in evolutionary cosmologies

Bárbara Jiménez¹, Nathalie Gontier²

University of the Basque Country¹, Universidade de Lisboa²
barbara.jimenez@ehu.eus¹, nlgontier@ciencias.ulisboa.pt²

We report on how within the genealogy of Western thought there have been several transitions in how we cognitively understand and diagrammatize space and time. Time has been conceptualized and depicted differentially by cycles or wheels of time, Chains of Being and Scala Naturae (scales of Nature), linear timelines, bifurcating trees, and networks (Gontier, 2016; 2018). We will focus on two of these transitions, i.e. the transition from chains and scales of nature to trees of life, and, the transition from trees to networks of life, and demonstrate that the former associates with the introduction of, and the latter with alterations in, how we understand evolution.

For the chain and scale of nature to tree of life transition, and by making use of the computer software package WordSmith Tools (Scott, 2017), we report on the linguistic corpus used by Darwin to describe the passage of time in the Origin of Species, as well as on how time-related concepts undergo changes throughout all six editions of the book (1859, 1860, 1861, 1866, 1869, and 1872). The frequencies, variations and relevance in context of key conceptual metaphors (Lakoff & Johnson, 1980) such as “cycle”, “tree”, “progress”, “scale” and “web” have been analyzed as representative terminology that offers a deep insight into Darwin’s knowledge on procedural natural behaviours described in the Origin and their linkage with, or dependence on, the passing of time (Jiménez-Pazos, 2021).

For the tree of life to network of life transition, we shift focus from metaphors to diagrams and report on how trees of life are set in Cartesian coordinate systems while networks are drawn from within graph theory which in turn enables the depiction and conceptual understanding of more complex natural processes. In association with debates on the nature and scope of the Modern Synthesis and the need to extend it, we examine ongoing debates in biological, cultural and linguistic phylogenetics on the use and disuse of tree models to depict and understand evolutionary change, and we examine how the favoring of network models over trees marks the introduction of the concept of space-time into evolutionary cosmologies.

References

- Darwin, C. (1859). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Darwin, C. (1860). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Darwin, C. (1861). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Darwin, C. (1866). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Darwin, C. (1869). *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Darwin, C. (1872). *The origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- Gontier, N. (2016). Time: The biggest pattern in natural history research. *Evolutionary Biology*, 46(4), 604-637.

- Gontier, N. (2018). Cosmological and phenomenological transitions into how humans conceptualize and experience time. *Time & Mind*, 11(3), 325-335.
- Jiménez-Pazos, B. (2021). Darwin's perception of nature and the question of disenchantment: a semantic analysis across the six editions of *On the Origin of Species*. *History and philosophy of the life Sciences*, 43, 57. <https://doi.org/10.1007/s40656-021-00373-y>
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Scott, M. (2017). WordSmith Tools, version 7. Stroud: Lexical Analysis Software.

The conceptual metaphors PARENTS ARE ANIMALS vs. PARENTS ARE MACHINES/TOOLS: On linguistic terms used figuratively for types of parenting

Robert Kiełtyka¹, Agnieszka Grząsko²

University of Rzeszów

bobkieltyka@wp.pl¹, mgrzasko@op.pl²

The aim of this paper is to propose an analysis of English terms from the area of ANIMALS and MACHINES/TOOLS used figuratively with reference to types of parenting. The methodology adopted is the theory of conceptual metaphor proposed originally by Lakoff and Johnson (1980), which evolved in a number of later publications, for example, Johnson (1987), Lakoff (1987), Lakoff (1993), Grady (1997), Lakoff and Johnson (1999), Barcelona (2000), Kövecses (2000; 2005), Goatly (2008), Lakoff (2008), Kövecses (2010; 2015; 2017a; 2017b), Low (et al. eds., 2010). What ignited our interest was the ubiquity of linguistic metaphors featuring animal terms employed with reference to types of parenting present in everyday language. The initial research showed, however, that it is not only animal terms that are frequently chosen by native speakers of English in connection with the characteristics of parenthood but also terms that originally belong to the domain of MACHINES/TOOLS. A cursory glance at the frequency of linguistic data provided by the Google search engine shows that among the most productive animal-based terms used for types of parenting one may find, among others, elephant parent (150 000 000 hits), tiger parent (70 100 000 hits), dolphin parent (63 400 000 hits), helicopter parent (22 900 000 hits), curling parent (19 600 000), hippo parent (18 600 000 hits), lawnmower parent (9 150 000 hits), pussycat parent (8 010 000 hits), bulldozer parent (5 910 000 hits), jellyfish parent (3 300 000 hits), snowplow parent (2 360 000 hits).

In the paper, we will try to answer the question of why particular animal and machine/tool terms, and not others, are used as possible source domains and why animal metaphors are so commonly employed not only in English but also in other languages to the extent that they may be argued to have acquired the status of universal metaphors in a cross-linguistic perspective. Our results, which will also be supported by evidence from online corpora (British National Corpus, Corpus of Contemporary American English), may be said to corroborate not only the conceptual nature of metaphors as such but also their impact on social cognition. Being inspired by Kövecses (2017b, p.215), we believe that the presence of the Conceptual Metaphor Theory may be evidenced at all levels of linguistic description, while its “important contribution to connecting mind with the body, language with culture, body with culture, and language with the brain” cannot be underestimated.

References

- Barcelona, A. (Ed.). (2000). *Metaphor and metonymy at the crossroads: A cognitive perspective*. Berlin & New York: Mouton de Gruyter.
- Goatly, A. (2008). *Washing the brain. Metaphor and hidden ideology*. Amsterdam: John Benjamins.
- Grady, J. (1997). THEORIES ARE BUILDINGS revisited. *Cognitive Linguistics*, 8, 267-290.
- Goatly, A. (2008). *Washing the brain – Metaphor and hidden ideology*. Amsterdam: John Benjamins.
- Johnson, M. (1987). *The body in the mind*. Chicago: The University of Chicago Press.
- Kövecses, Z. (2000). The scope of metaphor. In A. Barcelona (Ed.), *Metaphor and metonymy at the crossroads* (pp. 79-92). Berlin: Mouton.

- Kövecses, Z. (2005). *Metaphor in culture. Universality and variation*. Cambridge and New York: Cambridge University Press.
- Kövecses, Z. (2010). A new look at metaphorical creativity in cognitive linguistics. *Cognitive Linguistics*, 21(4), 663-697.
- Kövecses, Z. (2015). *Where metaphors come from. Reconsidering context in metaphor*. Oxford and New York: Oxford University Press.
- Kövecses, Z. (2017a). Levels of metaphor. *Cognitive Linguistics*, 28(2), 321-347.
- Kövecses, Z. (2017b). Conceptual metaphor theory. In E. Semino & Z. Demjén (Eds.), *Routledge handbook of metaphor* (pp. 13-27). London and New York: Routledge.
- Lakoff, G. (1987). *Women, fire, and dangerous things*. Chicago: The University of Chicago Press.
- Lakoff, G. (1993). The contemporary theory of metaphor. In A. Ortony (Ed.), *Metaphor and thought*. Second edition (pp. 202-251). Cambridge and New York: Cambridge University Press.
- Lakoff, G. (2008). The neural theory of metaphor. In R.W. Gibbs (Ed.), *The Cambridge handbook of metaphor and thought* (pp. 17-38). Cambridge and New York: Cambridge University Press.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: The University of Chicago Press.
- Lakoff, G. & Johnson, M. (1999). *Philosophy in the flesh*. New York: Basic Books.
- Low, G., Todd, Z., Deignan, A. & Cameron, L. (Eds.). (2010). *Researching and applying metaphor in the real world*. Amsterdam: John Benjamins.

An analysis of English pseudo-copular constructions with perceptual impression verbs

Zbigniew Kopec

Jan Dlugosz University

zbyszek7@toya.net.pl

The author aims to provide plausible descriptions of five English pseudo-copular constructions with perceptual impression verbs in the manner of Goldberg's Construction Grammar (1995; 2006), though deriving their names from Functional Grammar (Hengeveld, 1992) and Word Grammar (Gisborne, 2010) with slight modifications. The term pseudo-copula construction is used in Hengeveld (1992), along with copula and semi-copula constructions, in his Functional Grammar account of non-verbal predication. Within pseudo-copula constructions, Hengeveld (1992, p.39) differentiates among three construction subtypes, one of them being pseudo-copula constructions with predicative arguments. They contain perceptual impression verbs such as look, sound, feel, smell, and taste. Gisborne's SOUND-class percept verbs (2010) can be directly related to Hengeveld's perceptual impression verbs. The meanings expressed by perceptual impression verbs are basically evidential (either sensory or reported) and epistemic (evaluative), and often carry 'an implicature of attenuated commitment to a proposition' (Gisborne, 2010, p.240).

The five pseudo-copular constructions with perceptual impression verbs proposed here are as follows:

- Evidential-1 pseudo-copular cxns (sensory and epistemic modality)
- To-me evidential-1 pseudo-copular cxns (sensory and epistemic modality)
- Evidential-2 pseudo-copular cxns (reported and epistemic modality)
- Deictic evidential-2 pseudo-copular cxns (reported and epistemic modality)
- Attributory pseudo-copular cxns (sensory modality)

Since constructions are form-meaning pairings, my descriptions include the schematic characterizations of both their syntactic form and their meaning. Thus, in the evidential-1 pseudo-copular cxn (Table 1 below) (e.g. the wine smells delicious), the speaker [EXPERIENCER (PERCEIVER and COGNIZER)] assigns a PROPERTY or a DEGREE-OF-MEMBERSHIP to the THEME / STIMULUS (source of evidence for PROPERTY). In the to-me evidential-1 pseudo-copular cxn (Table 2) (e.g. the wine smells delicious to me), because the NP of the P-PHRASE explicitly identifies the speaker as the EXPERIENCER, the property assignment receives more objective construal (Langacker, 2008, p. 77). The speaker, the subject of the conceptualisation, becomes simultaneously the object of his own observation. In the evidential-2 pseudo-copular cxn (Table 3), the subject is not taken to be the source of the evidence for the proposition that the PC expresses. The proposition expressed in the clause follows from a contextual source, as in: (I've heard the forecast and) tomorrow's weather sounds fine. The speaker [EXPERIENCER (PERCEIVER and COGNIZER)] assigns a PROPERTY or a DEGREE-OF-MEMBERSHIP to the THEME on the basis of the STIMULUS (source of evidence for PROPERTY) following from a contextual source. In the deictic evidential-2 pseudo-copular cxn (Table 4), the subject is not the speaker's perceptual source of the evidence for the proposition that the PC expresses. The proposition reported by the speaker in the clause follows from the EXPERIENCER (PERCEIVER and COGNIZER), who is not the speaker, as in: Peter looks drunk to his boss. The speaker reports the

assignment of a PROPERTY or a DEGREE-OF-MEMBERSHIP to the THEME by explicitly indicating the EXPERIENCER (PERCEIVER and COGNIZER). The NP of the P-PHRASE identifies the EXPERIENCER. And finally, in the attributory pseudo-copular construction (Table 5), the referent of the verb is the source of the evidence for the PROPERTY expressed by the modifier, yet this construction does not convey any evaluative meaning because it does not support a factivity value. The speaker [EXPERIENCER (PERCEIVER)] asserts that an ENTITY (THEME) has a PROPERTY on the basis of their sensory experience with this ENTITY. If, for example, the food tastes sour, then it is sour. Gisborne's analysis of this example would not be TASTE (food, sour), but rather TASTE-SOUR (food).

References

- Gisborne, N. (2010). *The event structure of perception Verbs*. Oxford: OUP.
- Goldberg, A. (1995). *Constructions: A Construction Grammar approach to argument structure*. University of Chicago Press.
- Goldberg, A. (2006). *Constructions at work: The nature of generalization in language*. Oxford University Press.
- Hengeveld, K. (1992). *Non-verbal predication: Theory, typology, diachrony*. Functional Grammar Series 15. Berlin and New York: Mouton de Gruyter.
- Langacker, R. W. (2008). *Cognitive Grammar: A basic introduction*. Oxford: OUP.

The role of metonymy in word-formation

Petr Kos¹, Enrique Gutiérrez Rubio²

University of South Bohemia¹, Palacký University²

kos@ff.jcu.cz¹, enrique.gutierrez@upol.cz²

The presentation will deal with the role of metonymy in word-formation, specifically with its role in the dynamic process of the creation of lexemes. The creation of lexemes is thus approached from an onomasiological perspective, i.e., processing the extra-linguistic reality in the mind of the speaker subsequently leads to a resulting linguistic form. In this approach, the resulting form is seen as secondary for the study of metonymy as an identical conceptualisation of reality may lead to various morphological forms.

Our conception is based on Dokulil's onomasiological theory of word-formation (1962). Dokulil, because of the time when the theory was published, does not develop the question of mental processing of the extra-linguistic reality in much detail but rather elaborates on the ways the resulting conceptualisation leads to linguistic expression. Nevertheless, the perspective of cognitive linguistics dealing with the categorisation and conceptualisation appears to be fully compatible with Dokulil's theory.

In our approach, the parts of the concept's ICM which the given concept shares with other members of an already existing category lead to the classification of the concept to the existing category (the process of categorization). Other parts of the concept's ICM which are specific for the concept within the selected category serve as a source for the actual naming of the concept. This part (or parts) of the ICM thus provides a mental access to the whole concept by the PART OF ICM FOR WHOLE ICM metonymy (see Radden & Panther, 2004, p.8). This initial metonymy either leads directly to the onomasiological structure (i.e., the result of conceptualization in Dokulil's approach) or leads to further conceptualization by subsequent metonymy or metaphor. The resulting onomasiological structure then serves as a basis for the actual linguistic expression by the existing linguistic means of a given language.

An example of the initial PART OF ICM FOR WHOLE ICM metonymy leading directly to the onomasiological structure can be found in terms for the concept PEAR TREE. The most salient part of the tree's ICM, its fruit, is typically chosen as the motivation for naming the tree, in other words, the fruit provides a mental access to the whole tree. The resulting form can be a compound, as in the English *pear tree*, or as a suffixal derivative, as, e.g., in the Spanish *peral* (pear + suffix) (or other forms in other languages). An example of subsequent metonymy is the English *loudmouth* (a person talking too loudly), in which the initial part of the ICM (talk) is expressed metonymically by *mouth*.

Our presentation will comprise a more detailed description of the model mentioned above and its application on samples of morphologically complex words in English and Spanish taken from the corpora used within the project "Researching conceptual metonymy in selected areas of grammar, discourse and sign language with the aid of the University of Córdoba Metonymy Database". We aim to show that metonymy is instrumental in the formation of all morphologically complex lexemes, including, e.g., endocentric compounds, in which the concept is explicitly expressed.

Keywords: metonymy, word-formation, onomasiology, conceptualisation, ICM

References

Dokulil, M. (1962). *Tvoření slov v češtině I. Teorie odvozování slov*. Praha: ČAV.

Radden, G., & Panther, K. U. (2004). Introduction: Reflections on motivation. In G. Radden & K. U. Panther (Eds.), *Studies in linguistic motivation* (pp. 1-46). Berlin, New York: Mouton de Gruyter.

A Cognitive Grammar application to attitude research: A contrastive analysis of linguists' use of question types

Gitte Kristiansen

Universidad Complutense de Madrid

gkristia@ucm.es

In current attitude research most linguists simply assume that in experimental designs certain question types trigger 'deep attitudes' by eliciting responses in implicit manners. In these designs no reference is made to linguistic variables or psychological dimensions. In turn, other question types are thought to elicit attitudes explicitly by directly mentioning linguistic varieties, or factors on sociolinguistic dimensions such as status, solidarity or dynamism. Accordingly, the question types in (a)-(f) below supposedly "do the same job", but encode different degrees of explicitness-implicitness:

- (a) This person can be relied on: she will not let you down
- (b) I would lend this person my mobile and some money
- (c) This person is trustworthy
- (d) This accent is used by people who will not let you down
- (e) This accent denotes trustworthiness
- (f) This accent denotes trustworthiness. I would lend this person my mobile phone and some money

In this paper we present a contrastive analysis of recent experimental work in the field of cognitive sociolinguistics. Specifically, the aim of this research was to compare the results from a previous experiment on a standard L1 accent with a replicated follow-up experiment in the same conditions, this time involving a non-standard L2 accent.

In two successive experimental rounds we thus aimed to test the extent to which the manner in which we formulate our questions together with the choice of stimuli operate as independent variables and yield different results. Each of our six groups of respondents consisted of an average of 28 first-year undergraduate students of English Studies. Ethics statements were explained and distributed. We held all variables constant, except for the six different questionnaires. The listener panels were exposed to exactly the same speech fragment (thus holding topic and potential lexical priming constant) read by the same individual (holding factors such as speed, intonation, dynamism, voice quality and gender effects constant as well). The dimensions on which all groups of respondents evaluated the speech fragment on a 5-level Likert scale were: social status, education, intelligence, trustworthiness, sense of humor and social attractiveness. Results for the L1 accent showed no significant statistical differences across question types when the results were calculated in global terms. However, when correlations were made for individual dimensions across the questionnaires, significant differences did appear. When replicated with an L2 accent significance levels soared. We argue that from the point of view of Cognitive Grammar these question types are not just counterparts of the same basic construal, and we conclude that some types evoke a speaker-oriented epistemic schema and others an interactional scenario, and that these differences together with the choice of speech stimuli have a statistically significant influence on the results.

Did you stop to think? Using pauses to make inferences about silence of L3 grammatical features that do not exist in learners' L1

Mari Kruse
University of Tartu
mari.kruse@ut.ee

All who have learned a language, be it their mother tongue or a foreign language, in academic settings, are familiar with language tests of different nature. Usually, they are intended to give both students and teachers feedback on the progress of acquisition of certain aspects of language, and are usually corrected on grammar and lexis, so that students can adjust their stride on their path to mastering the intricacies of language that permit them to express their ideas in a comprehensible, accurate and complex way. However, in test situations, the test itself as a product is not the only focus of interest. Now that computer labs are widely available, the process of completing a test can also provide valuable insights into language acquisition processes and can give both teachers and researchers a better understanding of the ways we analyze linguistic information.

Keyloggers constitute an unobtrusive and accessible method that registers the test taking process, providing a detailed time log of switches between the target text and other programs or sources, any keystrokes (incl. deletions), mouse movements and clicks and, very importantly for our purposes, pauses. Wengelin (2006) defines a "pause" as transitions longer than it usually takes to find a key and, as such, pauses can be indicative of pondering over lexical, grammatical or content issues while we are trying to form or complete a sentence (Barkaoui, 2019). To analyze students' test taking behavior, we recorded a group of 12 university students taking tests for their course of Spanish for Beginners (a total of 10 tests throughout the academic year 2021/22) with the keylogger Inputlog (Leijten & Van Waes, 2013). The data obtained permits to ask: when students make grammar mistakes, do these occur despite more or less careful deliberation, or are they fossilized/automatized (or, perhaps, not sufficiently salient) to a degree where they do not pause to think and consider how to answer? Specifically, we extract deviant uses of grammatical articles, prepositions and grammatical gender (all being categories that the students' first language does not have) to analyze whether pauses between these items produced incorrectly and the mean of all pauses differed in length. If no notable differences can be observed, this would support the argument that students treat such grammar items as "invisible" (despite the fact that they have been discussed in class).

Keywords: additional language acquisition, pause analysis, grammatical salience, writing processes, keylogging.

References

- Barkaoui, K. (2019). What can L2 writers' pausing behavior tell us about their L2 Writing processes? *Studies in Second Language Acquisition*, 41, 529–554.
- Leijten, M., & Van Waes, L. (2013). Keystroke logging in writing research: Using inputlog to analyze and visualize writing processes. *Written Communication*, 30(3), 358–392.
- Wengelin, Å. (2006). Examining pauses in writing: Theory, methods and empirical data. In K. P. H. Sullivan & E. Lindgren (Eds.), *Computer keystroke logging and writing: Methods and applications* (pp. 107–130). Leiden: Brill.

Language use as evidence for distinct cross-linguistic conceptual structure. A corpus study of social emotions in French and English

Mai Kumamoto

University Paris 8 Vincennes Saint-Denis

mai.kmmt@gmail.com

The aim of this study is to quantifiably identify indices of conceptual structure of SHAME in English and French. Employing the Behavioral Profile Approach (Geeraerts et al., 1994; Gries, 2003), conceptual structure is operationalized through the systematic analysis of language use retrieved with the use of key words. Previous cross-linguistic research and social psychology has revealed differences in the conceptualization of SHAME between different speech communities (Krawczak, 2018, *inter alios*). These results have also shown that SHAME may involve differentiating factors such as negative self-evaluation, the person responsible for the actions, intensity, and duration (Tangney et al., 1996, *inter alios*). This study firstly seeks to confirm these previous results but importantly focus upon the possible effects that grammatical semantics may have on such conceptual structure. Corpus data in previous research have generally sought to control for constructional variation but arguably, the abstract semantics associated with various constructional profilings may help better understand the conceptualization believed to be indexed by the lexical semantics.

The sample is based on key words (Wierzbicka, 1997). In English, the four terms are ashamed, embarrassed, guilty, and feel bad whereas in French they are honteux 'ashamed', coupable 'guilty', honte 'shame', and culpabilité 'guilt'. The choice of the terms was based upon their relative frequency, following the assumption that more frequent items are more representative of a given culture (Krawczak, 2018). The data are taken from the LiveJournal Corpus (Speelman & Glynn, 2005) and the Canalblog Corpus (Yang et al. 2019). As the first step of the Behavioral Profile Approach, the data are submitted to manual annotation by the author and a second annotator, with usage features, namely Cause of emotion, Responsible for the cause, Type of audience, Intensity of emotion, Duration of emotion, Intention, Responsible for the cause, Gravity of cause, Temporality, and Construction. The factors of Gravity of cause and Intensity are subjectively measured with the use of a Likert scale. For both types of factors, Kappa statistics is used to assure inter-coder agreement.

The manual analysis of the uses produces a large set of metadata - the behavioral profile. At this stage, multivariate quantitative methods, such as multiple correspondence analysis, will be applied to the annotated data, in order to identify multidimensional association between explanatory variables. Binary and Multinomial regression analysis will then be used to confirm the descriptive accuracy of the results and compare them with the results of previous studies. With regard to possible effects of grammatical semantics, at first exploratory analysis will seek to identify any complex correlations (multiple correspondence analysis). Assuming such effects are identified, an attempt will be made to add them to the regression modelling to ascertain if it is possible to produce more predictively accurate models. We expect the quantitative results will confirm the underlying structural dimensions of the emotion as well as reveal various characteristics unique to English and French. Furthermore, we hope to demonstrate that constructional effects need to be integrated into the corpus data of keyword-based research on conceptual structure.

References

- Geeraerts, D., Grondelaers, S., & Bakema, P. (1994). *The structure of lexical variation: Meaning, naming and context*. Berlin: Mouton de Gruyter.
- Gries, S. (2003). *Multifactorial analysis in corpus linguistics*. London: Continuum
- Krawczak, K. (2018). Reconstructing social emotions across languages and cultures: A multifactorial account of the adjectival profiling of SHAME in English, French, and Polish. *Review of Cognitive Linguistics*, 16(2), 455–493.
- Speelman, D., & Glynn, D. (2005). *LiveJournal corpus of British and American online personal diaries*. University of Leuven.
- Tangney, J. P., Miller, R. S., Flicker, L., & Hill Barlow, D. (1996). Are shame, guilt, and embarrassment distinct emotions? *Journal of Personality and Social Psychology*, 70(6), 1256–1269.
- Wierzbicka, A. (1997). *Understanding cultures through their key words*. Oxford: Oxford University Press.
- Yang, N., Glynn, D., Kumamoto, M., & Birukova, A. (2019). *Canalblog corpus of French online diaries*. University Paris 8.

Construction Grammar: Is there one (or many)?

Jaakko Leino

University of Helsinki

jaakko.leino@helsinki.fi

An increasingly prominent feature of Construction Grammar (henceforth CxG) is its versatility. CxG comes in many different varieties. Some of these are listed in Butler and González-García (2014, pp.80–112). A common belief among construction grammarians is that these different flavors of CxG are all variants of the same basic line of thought. Superficially, they all subscribe to the notion of construction, a conventional pairing of form and meaning/function, and they all agree that using language involves fitting such constructions together rather than e.g. deriving structures from other structures.

Yet, there is an obvious and unfortunate heterogeneity among variants of CxG. This is especially obvious with regard to the notation used in the analyses. Many variants use a unification-based feature matrix notation, notably Berkeley Construction Grammar (e.g. Fillmore & Kay, 1995) and its descendants (e.g. Fried & Östman, 2004), and recently Sign-Based Construction Grammar (Boas & Sag, 2012). On the other hand, the notation formulated by Goldberg (1995) for the analysis of argument structure constructions is also widespread and much less complex, but also much more limited. Other notational conventions also exist, mainly for relatively specific purposes, and arguably the most common notation is not using notation at all but merely verbally describe the constructions under analysis. The unfortunate truth is that there is no one CxG at least as a concrete descriptive apparatus.

The differences between different flavors of CxG are by no means limited to the notation. There is a plentitude of open fundamental questions, including but not limited to the following:

- Does CxG adhere to the Cognitive Commitment (Lakoff, 1990, p.40), and should it be considered a part of cognitive linguistics?
- Is there a distinction between words and constructions, or the grammar and the lexicon?
- How far does, and should, CxG reach? Does it (aim to) handle phonology, morphology, discourse, interaction, etc?

Such questions undermine the idea of a unified basis for CxG, independently of the notational differences. There seem to be two logical outcomes: either CxG dissolves into separate theories, or the different variants try to communicate with one another to build a more solid common basis. This would require a much more widely shared notational convention, shared answers to several important questions which lay the theoretical groundwork of CxG, and also extending the analyses (and the analytical toolbox) of CxG to areas largely neglected up to date, e.g. phonology, morphology, discourse, and interaction.

The paper addresses the heterogeneity of Construction Grammar(s) and the question as to whether or not CxG is indeed a uniform theory or framework. It also discusses the possibility of developing CxG into a (more) unified framework.

The (admittedly optimistic) hypothesis is that it should be possible to strengthen CxG by bringing existing variants together and supplementing their notation with novel tools necessary for new research topics, and to thereby gradually develop CxG towards a

unified and genuinely holistic descriptive apparatus. Effectively, this would mean returning to the original goals and ideals of CxG, while recognizing its achievements up to date.

References

- Boas, H. C., & Sag, I. A. (Eds.) (2012). *Sign-based Construction Grammar*. Stanford: Center for the Study of Language and Information.
- Butler, C. S., & González-García, F. (2014). *Exploring Functional-Cognitive space*. Amsterdam: John Benjamins.
- Fillmore, C., & Kay, P. (1995). *Construction Grammar*. CSLI Lecture Notes. Stanford: Center for the Study of Language and Information.
- Fried, M., & Östman, J.-O. (2004). Construction Grammar: A thumbnail sketch. In M. Fried & J.-O. Östman (Eds.), *Construction Grammar in a cross-language perspective. Constructional approaches to language 2* (pp. 11-86). Amsterdam: John Benjamins.
- Goldberg, A. E. (1995). *Constructions. A construction grammar approach to argument structure*. Chicago: The University of Chicago Press.
- Lakoff, G. (1990). The invariance hypothesis: Is abstract reason based on image schemas? *Cognitive Linguistics*, 1(1), 39–74.

The color representation in Chinese sentence comprehension

Xueyan Li¹, Yujiao Pan²

Dalian University of Technology

lixueyan@dlut.edu.cn¹, yujiaopan@qq.com²

Research Question: Perceptual Symbol System holds that perceptual symbols are activated and manipulated during language comprehension even when the perceptual characteristics are just implied, which was evidenced by a great number of empirical studies. However, color, as a key aspect of perceptual information, has not gained the same attention in the embodiment debate as other visual object attributes, such as shape, orientation and motion. In addition, most research has been limited to English and the Indo-European language, whereas the relevant research of Mandarin Chinese, distinct from English in processing mechanisms, still remains uncovered. This paper aims to investigate whether implicit perceptual information on object's color is represented during sentence comprehension in Mandarin Chinese.

Methodology: The main methodology used is the compatibility effect. After reading a sentence that implied a particular color for a given object, participants were presented with an image of the object that either matched or mismatched the implied color, and were required to make judgement on whether the object had been mentioned in the proceeding sentence. To counterbalance the presentation order of the materials, we created a 2 (sentence version 1, version 2) × 2 (picture condition: match, mismatch) × 4 (group) design, with sentence version and picture condition as within participants variables and group as a between - participants variable.

Data: 172 participants were involved in this study. The experiment was performed on the E-prime software and participants' response latency was collected. Results were analyzed by using the Repeated Measures ANOVA. The results of the paired-samples T-test in both matched condition and mismatched condition presents that $t(1, 159) = -2.534$, $p = .012$, $p < 0.05$, which indicated that there is a significant difference on response latency between matched condition and mismatched condition.

Results: The findings are consistent with the embodied view rather than the amodal view of language comprehension. Responses were faster when the object's color matched the color implied by the sentence than when there was a mismatch, which further verifies that the color representation of perceptual information is routinely activated during during language comprehension in Mandarin Chinese.

A corpus-based cross-linguistic study on the frequency and complexity of sensory paths in satellite- and verb-framed languages

Elsa Liste Lamas

Zurich University of Applied Sciences

elsa.liste@zhaw.ch

In comparison to motion events, the contrastive study of sensory paths, one of the subcategories of fictive motion analyzed by Talmy (1996; 2000), has received little scholarly attention. This may be due to the difficulties in eliciting sensory paths and/or the lack of large parallel corpora available for their study. Thus, the research carried out to date (e.g. Slobin, 2008; Cifuentes-Férez, 2014; Cappelle, 2020) is based on small corpora, often comprising one novel and its corresponding translation(s).

The present study delves deeper into the differences observed both in the frequency and the complexity of sensory paths in two typologically different languages, German (satellite-framed) and Spanish (verb-framed), and analyzes the occurrences of sensory paths with a selection of German and Spanish verbs of visual (1), auditory (2), and olfactory (3) perception. Manner-of-speaking verbs (4) are also considered, since they are closely connected to auditory perception. Data has been drawn from PaGeS, a bidirectional parallel German/Spanish corpus with over 36 million tokens.

1.[...] und starrte zur Decke hinauf.

and stared to-the.DAT ceiling away.from.the.speaker-up

1. [...] y miró al techo.

and looked at.the ceiling

2. [...] und horchte in den Korridor hinaus.

and listened into the.ACC corridor away.from.the.speaker-out

2. [...] se detuvo para escuchar.

and REFL stopped to listen.INF

3. [...] dass sie eine [...] aus einem ganzen Wald herausriechen können?

that they one out of a.DAT whole forest to.the.speaker-out-smell.INF could

3. [...] para oler a una [...] en todo un bosque?

to smell.INF to one in whole one forest

4. [...] rief er zu ihr herunter [...]

exclaimed he to her away.from.the.speaker-down

4. [...] le gritó él desde arriba [...]

her exclaimed he from above

My results confirm the tendencies observed in previous studies contrasting satellite- and verb-framed languages. In fact, the attested sensory paths are more frequent and complex in German than in Spanish, where they often have to be inferred from the context. The results show that in both languages sensory paths are more frequent with verbs of visual perception and manner-of-speaking verbs. While in German sensory paths can also be documented with verbs of auditory and olfactory perception, these are rather infrequent in Spanish. Moreover, sensory paths are more frequent and complex in original German texts than in texts translated into German and in texts translated into Spanish than in original Spanish texts.

In order to assess whether the German and Spanish results can be applied to other languages, I then compare the frequency and complexity of sensory paths in two other satellite-framed languages, English and Danish, and two further verb-framed languages, French and Italian. In this case, I rely on a smaller corpus comprising three German and three Spanish contemporary novels and their respective translations into the other languages. The preliminary results of this cross-linguistic comparison do not only confirm

different degrees of path complexity between the satellite- and verb-framed languages under examination, but also suggest differences within both typological groups.

References

- Cappelle, B. (2020). Looking into visual motion expressions in Dutch, English, and French: How languages stick to well-trodden typological paths. In Y. Matsumoto & K. Kawachi (Eds.), *Broader perspectives on motion event descriptions* (pp. 235-280). Amsterdam: John Benjamins.
- Cifuentes-Férez, P. (2014). A closer look at paths of vision, manner of vision and their translation from English into Spanish. *Languages in Contrast*, 14, 214-250.
- Slobin, D. I. (2008). Relations between paths of motion and paths of vision: A crosslinguistic and developmental exploration. In V. M. Gathercole (Ed.), *Routes to language: Studies in honor of Melissa Bowerman* (pp. 197-221). Mahwah, NJ: Lawrence Erlbaum Associates.
- Talmy, L. (1996). Fictive motion in language and “ception”. In P. Bloom, M. A. Peterson, L. Nadel & M. F. Garrett (Eds.), *Language and space* (pp. 211-276). Cambridge, MA: MIT Press.
- Talmy, L. (2000). *Toward a cognitive semantics*. Cambridge, MA: MIT Press.

“PPE in PPE” What is meant by creative metonymy?

Jeannette Littlemore
University of Birmingham
j.m.littlemore@bham.ac.uk

@PPEinPPE is the name of a Twitter account, which seeks to mock the fact that a disproportionately large number of people in power in the UK, including a many Prime Ministers have all graduated from a single degree programme at the University of Oxford: Politics, Philosophy and Economics (PPE). The majority of people who study PPE have been privately educated, and therefore the implication is that the country is run by a privileged elite. At the same time, it also mocks the current trend for leaders to be seen ‘down with the people’ in work environments, wearing personal protective equipment (also known as ‘PPE’) in order to create the impression that they are everyday people. The Twitter account contains photographs of such instances, including for example, a photograph of David Cameron in a high-visibility vest and hard hat, laying bricks. Its main aim is to mock the strong link between power and privilege and the crude attempts that are made to deny this fact by those in power.

This Twitter account involves several creative uses of metonymy. It juxtaposes the two meanings of PPE, both of which are metonymic for certain activities. On the one hand it uses the name of the degree programme to stand metonymically for the type of people who take that programme. This by extension refers to the privileged elite more generally. And on the other hand, it sees the wearing of the protective equipment as standing metonymically for the act of pretending to be ‘down with the people’. The first use of PPE also appears in a construction that leads people to read it as a mass noun rather than a count noun, perhaps suggesting that these people are all the same and therefore to be ridiculed.

An interesting question here is: are there any creative metonyms at play here, or are these simply creative uses of attested metonymic relationships? Whilst there has been extensive work on the creative use of metaphor, very few studies have explored the creative potential of metonymy (see Littlemore, 2015; Littlemore & Tagg, 2016). Questions that remain to be answered are: Can and should we distinguish between creative metonymy and creative uses of metonymy? In other words, at what point can we say that a new metonymic mapping has been created as opposed to a creative use of an existing mapping. At what level of analysis must the decision be made? Are the rules in this respect analogous to those used for metaphor? What affordances does metonymy offer for creative use and how do these relate to the affordances that are offered by metaphor? We will answer these questions through an analysis of the creative use of metonymy across a range of modalities, including word, image, sound, taste, touch and smell.

References

- Littlemore, J. (2015). *Metonymy: Hidden shortcuts in language, thought and communication*. Cambridge: Cambridge University Press.
- Littlemore, J., & Tagg, C. (2016). Metonymy and text messaging: A framework for understanding creative uses of metonymy. *Applied Linguistics*, 39(4), 481-507.

Challenges of empirical testing in L2 and new pathways for better results

Reyes Llopis-García¹, Beatriz Martín-Gascón², Irene Alonso-Aparicio³
Columbia University^{1,3}, *Universidad de Córdoba*²
r12506@columbia.edu¹, z82magab@uco.es², ia2295@columbia.edu³

This presentation lies within the field of Applied Cognitive Linguistics (ACL) and presents empirical work that addresses overlooked effects of assessment typology in L2 learning. It examines whether a cognitive approach to teaching and assessing the complex Spanish psych-verb construction results in greater learning outcomes than a traditional one. Although the last two decades have witnessed a proliferation of empirical research searching for evidence of the productivity of cognitive approaches, studies have only been partly fruitful in eliciting data that truly favors ACL. We argue that this is largely due to assessment design, which typically measures performance via correct-vs-incorrect tasks. To address this caveat, two studies were conducted following a pretest/posttest/delayed posttest design for three research conditions (control, cognitive, and traditional): a pilot study (n=59) and a larger replication (n=160). Data collection entailed ACL-based assessment for interpretation and production tasks. Results showed that after instruction, the cognitive group significantly outperformed the traditional in both tasks. These findings lend support to the effectiveness of cognitive instruction and assessment for difficult grammatical constructions.

Keywords: Spanish/L2, psych-verbs, Applied Cognitive Linguistics, L2 assessment, L2 acquisition, L2 pedagogy.

Dynamics in stereotype construction through perception. Analysis of Tess Durbeyfield's identity as fallen woman

Julia López Narváez
Universidad Complutense de Madrid
jlnarvaez@ucm.es

The goal of the current paper is to analyse the role of perception in stereotypes and character construction. In order to achieve the aforementioned goal, the project will focus on Thomas Hardy's novel *Tess of the d'Urbervilles* (1891/1991), in which the autoperception of its heroine, Tess Durbeyfield, will be analysed.

The paper draws on diverse theoretical lines, such as the reversal of the fallen woman stereotype and cognitive linguistics. The fallen woman was a common label used to include all women who did not follow the ideal of femininity. Nevertheless, there were some authors—such as Hardy—who depicted women who would reverse the stereotype. In relation to this, several literary works have studied this field, such as Chattopadhyay (2011) or Cerqueira (2018). In addition, the project also draws on different theories related to the multiperspective found in *Tess of the d'Urbervilles*. There are several studies in relation to this, such as the research carried out by Boumelha (2009) or Morgan (1991).

Notwithstanding the above, it seems that a cohesive strategy for character and stereotype creation has not been deeply studied yet. Although there is research in relation to the fallen woman stereotype and perspective in Hardy, there seems to be a lack of specificity in the linguistic tools of which Hardy makes use in order to depict an uncommon portrayal of a fallen woman.

Therefore, this paper advocates that the identity of Tess is construed as a sum of all perspectives in the novel. As Sanders and Spooren (1997, p.86) state, “the choice of a particular vantage point expresses the speaker's empathy with one person/thing rather than with other people/things”. It is believed that to analyse the construction of Tess as a fallen woman, a further analysis of the cognitive linguistic tools is necessary. The project aims at investigating to what extent the theories on perspective can be verified when specific linguistic structures are analysed. Furthermore, this project advocates that subjectivity and categorisation, as perceived in cognitive linguistics, will be key elements in the perception of Tess Durbeyfield.

Following these lines of thought, a linguistic analysis on the subjective and categorising structures is necessary to investigate Tess's perspective in the novel. In the analysis, the concepts utilised for describing and categorising Tess Durbeyfield will be gathered in groups of conceptualisations, following structures such as those found in OED. As a result, it will be seen that the main character acts as a conceptualiser of her own identity, whose autoperception will clash with other conceptualisers. This will lead to the creation of an amalgam of contradictory and confronting perspectives which shape Tess's identity as uncommon, controversial and multifaceted.

Keywords: fallen woman stereotype, Thomas Hardy, *Tess of the d'Urbervilles*; perspective, identity construction

References

Boumelha, P. (2009). Thomas Hardy. In Poole (Ed.), *The Cambridge companion to English novelists* (pp. 242-257). Cambridge: Cambridge University Press.

- Cerqueira, T. (2018): Drowned angels and watery graves: Representations of female suicide in Victorian art. *Via Panoramica: Revista de Estudos Anglo-Americanos*, 7 (1), 27-38.
- Chattopadhyay, A. (2011). Women in Victorian society as depicted in Thomas Hardy's Novels. *International Journal of Educational Planning & Administration*, 1(1), 23-28.
- Hardy, T. (1991). *Tess of the d'Urbervilles*. New York: Critical Norton
- Morgan, R. (1991). Women and sexuality in the novels of Thomas Hardy. London: Routledge
- Sanders, J., & Spooren, W. (1997). Perspective, subjectivity, and modality from a Cognitive Linguistic point of view. In W.A. Liebert et al. (Eds.) *Discourse and perspective in Cognitive Linguistics* (pp. 85-112). Philadelphia: John Benjamins Publishing

Accounting for irony-based figures of speech: An integrated approach

Inés Lozano-Palacio¹, Francisco José Ruiz de Mendoza Ibáñez²

Universidad Politécnica de Valencia (UPV), Universidad de La Rioja

ilozpal@idm.upv.es¹, francisco.ruizdemendoza@unirioja.es²

Some traditional figures of speech are but variants of more basic figures. The variants can be obtained from combinations of basic figures (e.g. allegory combines situational metaphor with the MEMBER FOR CLASS metonymy) or through changes in the kinds of conceptual structure on which they act (e.g. hypallage, or transferred epithet, is but the application of the high-level EFFECT FOR CAUSE metonymy to a resultative adjective; a sad novel is ‘a novel that causes readers to feel sad’). This presentation focuses on variants of irony.

Verbal irony results from a clash between a pretended agreement scenario (generally based on an ‘echo’) and an observed scenario (Ruiz de Mendoza & Lozano-Palacio, 2019). The clash gives rise to an attitude of dissociation; e.g. in *Yeah, right, John, your sister had a great idea!*, the speaker shows his dissociation from the hearer’s belief that his sister had a great idea if it is clear to the speaker that the idea was less than great. These definitional elements are present in at least three other traditional figures of speech, which can thus be considered subcases of irony: antiphrasis, prolepsis, and sarcasm.

Antiphrasis is (i) the use of a word that means the opposite of what is ostentatiously intended, or (ii) an explicit contrast between the meaning of two consecutive parts of an utterance. The first type is illustrated by Cassius’s reference to Caesar as “this god” despite the emperor’s evident flaws: “[...] tis true that this god did shake [...] His coward lips did from their color fly...”. The second type is exemplified by the following remark: *It’s a really brief novel; 600 pages!* Like irony, antiphrasis is based on the clash between an echoed thought and what is noticeably the case, thereby giving rise to attitudinal overtones. What distinguishes antiphrasis is the intensity of the contrast, which is maximized through the hyperbolic use of the echoed thought.

Prolepsis is traditionally described as an argumentation technique where speakers raise an apparent objection to their own argument which they immediately answer to address potential counterarguments; e.g. *It is difficult to see how sales will improve without a more aggressive advertising campaign (i.e. there are clashing opinions on the type of advertising that is needed)*. This variant arises from the argumentative use of the echoed thought. However, the ironic force of prolepsis may precisely be muffled by the argumentative wording.

Finally, sarcasm is a type of irony that reflects the speaker’s sharply negative bias against the addressee’s misinterpretation of an observable situation. *You could not speak good English even if you had a personal assistant contains an implicit echo (‘you think you speak good English’) which is cancelled out by what the speaker poses as observable reality*. Sarcasm arises from the attitudinal ingredient taking the form of mockery or contempt.

There are two benefits of this kind of analysis: (i) it facilitates the adequate categorization and definitional accuracy of figures of speech, while (ii) making them part of a unified account of cognitively motivated language use.

References

Ruiz de Mendoza, F. J., & Lozano-Palacio, I. (2019) A cognitive-linguistic approach to complexity in irony: Dissecting the ironic echo. *Metaphor and Symbol*, 34(2), 127-138.

Towards a unified account of verbal and situational irony

Inés Lozano-Palacio

Universidad Politécnica de Valencia

ilozpal@idm.upv.es

A great deal of work has been devoted to irony within such fields as pragmatics (e.g. Wilson & Sperber, 2012; Attardo, 2000; Clark & Gerrig, 1984), psycholinguistics (e.g. Giora & Fein, 1999; Gibbs & Colston, 2012), and literary theory (Muecke, 1970; Booth, 1974; Colebrook, 2004). These accounts offer a wide, and often conflicting array of perspectives and analytical approaches to irony. One example of such discrepancy is the case of Relevance Theory and Pretense Theory. While the former claims that irony is based on echoing a thought that clashes with whatever is the real situation and expressing an attitude towards it (Wilson & Sperber, 2012), Pretense Theory argues that being ironic involves an act of pretense, associated with an attitude, which the speaker wants his audience to discover (Clark & Gerrig, 1984). So far, there have been some attempts to bring the two approaches together (e.g. Popa-Wyatt, 2014), but there is no truly unified account of verbal irony. We claim that such account should be able to find not only in-field convergences, but it should also bring together compatible analytical categories from different theoretical frameworks. In addition, it should develop a unified framework capable of dealing with verbal and situational irony.

In the scenario-based approach to irony (Ruiz de Mendoza, 2017), ironic meaning is argued to arise from a clash between an echoed scenario and an observable scenario. Nevertheless, the data call for a refinement of the previous approach. We claim that the notion of echo should be treated as subsidiary to the more encompassing notion of epistemic scenario, which, when clashing with observable reality, can be invariably found in both verbal and situational irony. In verbal irony, the existence of an epistemic scenario takes the shape of a pretended agreement with someone's beliefs, which can be materialized in agreement expressions of various kinds including echoic mentions. Let us take a situation where Sean and Paul are discussing the likelihood of Manchester United Football Club winning the next match. Sean believes the team will win but Paul disagrees. Manchester United wins, and Sean says: Yeah, right, Manchester United, absolute losers! The epistemic scenario is manifested through Sean's pretended agreement with what Paul believed to be the case. In situational irony, the epistemic scenario is built on a generally reliable assumption about a state of affairs. For instance, if we encounter a fire station in flames, the clash takes place between our assumptions about fire stations (that they are especially protected against fire since they are the workplace of firemen and firewomen,) and what we observe to be the case. Finally, we argue for a classification of ironic types that overrides the traditional verbal vs. situational irony dichotomy. Verbal irony, together with visual and multimodal irony, are subtypes of communicated irony. On the other hand, non-communicated or situational irony can be embedded within a communicative context, or not. The resulting account provides a single unified framework for the study of irony.

References

- Attardo, S. (2000). Irony markers and functions: Towards a goal-oriented theory of irony and its processing. *Rask –International Journal of Language and Communication*, 12(1), 3–20.
- Booth, W. C. (1974). *A rhetoric of irony*. Chicago/ London: The University of Chicago Press.

- Clark, H. H., & Gerrig, R. J. (1984). On the pretense theory of irony. *Journal of Experimental Psychology, 1*, 121-126.
- Colebrook, C. (2004). *Irony: The new critical idiom*. London and New York: Routledge.
- Gibbs, R. W., Jr., & Colston, H. L. (2012). *Interpreting figurative meaning*. Cambridge, UK: Cambridge University.
- Giora, R., & Fein, O. (1999). Irony: Context and salience. *Metaphor and Symbol, 14*(4), 241-257.
- Muecke, D.C. (1970). *Irony and the ironic: The critical idiom*. London/New York: Methuen.
- Popa-Wyatt, M. (2014). Pretence and echo: Towards an integrated account of verbal irony. *International Review of Pragmatics, 6*(1), 127-168.
- Ruiz de Mendoza, F. J. (2017). Cognitive modeling and irony. In H. Colson & A. Athanasiadou (Eds.), *Irony in language use and communication* (pp. 179-200). Amsterdam/Philadelphia: John Benjamins.
- Wilson, D., & Sperber, D. (2012). Explaining irony. In D. Wilson & D. Sperber (Eds.), *Meaning and relevance* (pp. 123-145). Cambridge: Cambridge University Press.

Metaphor as a tool for conveying subjective bodily experience. A cognitive linguistic analysis of yoga discourse

Joanna Łozińska

University of Warmia and Mazury

teraztu@wp.pl

The paper discusses verbo-gestural means of communication used by yoga teachers to describe complicated bodily postures (called *asanas*), at the same time conveying highly subjective (physical as well as mental) sensorimotor experience. Specifically, the analysis concentrates on metaphors the function of which is to instruct the practitioners how to properly perform the *asanas*.

The analysis is based on verbal and gestural data selected from video tutorials available on YouTube and the Polish site *YogaPortal*. It focuses on the nature of the evoked source domains as well as on the modalities by means of which these source domains are rendered.

The majority of the discussed metaphors are multimodal, which means that their source and target domains are expressed in different modalities. It is argued that the source domains are expressed verbally and/or by means of co-verbal gestures. Typically, the discussed hand movements either metonymically enact particular situations, metonymically stand for some objects evoking their spatial dimensions or show objects' affordances. Thus, despite the fact that metaphorical gestures accompany linguistic expressions and have the same source domains, they evoke the source domains in a different way. The target domains, in turn, are expressed linguistically.

The research focuses on the conceptual structures underlying the source and target domains of the discussed metaphors: image schemas and force gestalts. The existence of common conceptual structures underlying both source and target domains allows for mapping the knowledge about the specific source domain onto the target in this way giving access to the otherwise inaccessible bodily experience. I propose that multimodal metaphors are the main didactic tool to communicate highly subjective bodily experience, and this experience involves both physical (more or less visually perceptible) bodily motion as well as much less tangible and much more subjective inner experience (e.g. the state of being relaxed, directing the attention to particular body parts, controlling one's thoughts).

Scenario representations of event-based time in Archaic Chinese character construction

Qiongying Ma¹, Chris Sinha²

Hunan University^{1,2}, University of East Anglia²

qiongying@hnu.edu.cn¹, christopher.sinha@gmail.com²

Using concepts and methods from cognitive linguistics and semiotics, we analyse conceptualizations of time intervals in archaic Chinese characters appearing in the Oracle Bone Inscriptions of the Shang Dynasty (1600BCE-1046BCE), which were employed in divination practices. Many of these characters are time-related, consisting of ideographic representations of time intervals. The characters exhibit particular patterns of the iconic-spatial configuration of the constituent elements of the ideograph. Our research question concerns what these characters' configurational structure can tell us about the Ancient Chinese way of conceptualizing time.

By studying the rubbings of the oracle bones, we analyze characters representing time intervals in the following sub-domains: day, month, season, year. The time intervals in all cases are event-based (Silva Sinha et al., 2012), indexed to two source domains of events in terms of content: 1) the movement of celestial bodies (sun, moon and stars); 2) human activities (agricultural work, diet and meals, worship ceremonies). These source domains may be merged in the construction of a given character, for example *a man kneeling under the moon with his hands clasped in prayer*:



The characters are in many cases complex, and exhibit a variety of non-linear configurational structures. The selection and formatting of imagistic constituents follows principles of cognitive and semiotic dynamics. The organization of sub-domains represents the dynamism of event segmentation in terms of motion in space and time. A sub-domain is composed of a sequence of spatio-temporal configurations, in each of which a trajector's location in relation to a landmark represents one of a sequence of time intervals. We propose a cognitive model of how early Chinese event-based time concepts are situated in event sequences in terms of *scenarios* (Corballis, 2018). These spatio-temporal scenarios are more specific than spatial image-schemas (Lakoff, 1987), and can be seen as images snapshotted from a succession of changes. They are iconically represented in terms of the dynamically changing relationships of the constituent entities. For example, *the sun above and near the ground* means 'very early in the morning'. The virtual integration of event sequence in the sequence of spatio-temporal scenarios thus captures the continuous sequential and cyclic temporal pattern of events, as well as the perceptual and cognitive segmentation and construal of events.

Keywords: event-based time, scenario, Chinese writing, cultural evolution, history of writing systems

References

- Corballis, M. (2018). Mental travels and the cognitive basis of language. *Interaction Studies*, 19, 352-369.
- Lakoff, G. (1987). *Women, fire and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press.
- Silva Sinha, V. da, Sinha, C., Sampaio, W., & Zinken, J. (2012) Event-based time intervals in an Amazonian culture. In Filipović, L. & Jaszczolt, K. (Eds.) *Space and time in languages and cultures II: Language, culture, and cognition* (pp. 15-35).

Amsterdam: John Benjamins.
Collection of Oracle Bone Inscriptions (甲骨文合集).13 folio vols. Moruo Guo 郭沫若
ed. Houxuan Hu 胡厚宣 editor in chief. Beijing: Zhonghua shuju (中华书局), 1978

The cross-linguistic difference in eye-witness memory in situations of agentless accidents

Sarah-Therese Mann

University of the Balearic Islands

sarah-therese.mann1@estudiant.uib.cat

Human perception combines neural patterns, where sensed reality is constructed by the brain (Ansorge & Leder, 2011). This active construction of reality can also affect the memory, which can easily be manipulated (Shaw & Porter, 2015). Therefore, attention towards a stimulus is selective and is filtered through different biases (Myers et al., 2005). Hence, the linguistic description of a specific scene is a construal of reality (Langacker, 2015; Tomasello, 2003). Fausey and Boroditsky (2011) showed how eye-witness memory might differ due to different linguistic and grammatical features. In their study, two groups, English and Spanish L1 speakers, had to describe events that were intentional mishaps or accidental ones. English speakers described the accidental situations with more agentive descriptions due to transitive constructions. In contrast, Spanish speakers used more intransitive ones. Spanish speakers used *se* to construct non-agentive sentences (Fausey & Boroditsky, 2011).

As accidents fall into the category of *spontaneous situations*, they can be classified as *events* (Kemmer, 1993; Marín Arrese, 2010). English uses reversible predicates and non-intrinsically spontaneous events as it has no middle system (Chung, 1995; Marín Arrese, 2010). However, subject-less sentences are not usual and even challenging to construct, significantly if the semantic role of an agent/patient and the subject fall together. Therefore, often a *dummy* subject is used. Subject-less sentences are more likely to appear in speech or imperative form (Biber & Quirk, 2012). In Spanish *se* is used as a middle marker with passive construction through cognition and perception coding non-intrinsically spontaneous events (Marín Arrese, 2010). These two grammar systems show differences, but also the cultural influence on semantic and pragmatics can differ (Hammarström et al., 2021).

In comparison to them, German can have subject-less constructions and expresses this, e.g., through an impersonal passive sentence, which can lack a recognizable subject (Auer, 2013) and figure a *patient* affected by the event rather than an active *agent* causing the *event*. Therefore, the research question appears: How high is the percentage of L1 speakers of German to construct an *agentless* sentence when describing an accidental event like the Spanish *se*-construction?

To test the subconscious syntax in spontaneous situations such as accidents, an off-line quasi-experiment in the form of a pre-study will be designed to gather qualitative data from descriptions by the participants (Eifler & Leitgöb, 2019). In this experiment, 63 German L1 speakers and as a control group, 81 English L1 speakers will watch a muted video that displays an accident and then describe what they saw in a few written sentences. The data will be analyzed qualitatively via a content analysis by Mayring (2007) with the programme MAXQDA. The results should show that around 80% of the German participants tend to follow the Spanish grammar pattern in forming *agentless* sentences with a patient. The results from the control group should confirm the findings from Fausey and Boroditsky (2011). This example of construal in syntax construction shows an important influence of learned grammar due to cultural and pragmatic background.

Keywords: cognitive linguistics, eye-witness memory, construal, cognitive grammar, semantic role

References

- Ansorge, U., & Leder, H. (2011). *Wahrnehmung und Aufmerksamkeit*. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Auer, P. (Ed.). (2013). *Sprachwissenschaft: Grammatik—Interaktion—Kognition*. Stuttgart: J.B. Metzler.
- Biber, D., & Quirk, R. (Eds.). (2012). *Longman grammar of spoken and written English* (10. impression). Harlow: Longman.
- Chung, T. (1995). A Semantic condition on English middles: A causative approach. *Korean Journal of Linguistics*, 20(4), 271–288.
- Eifler, S., & Leitgöb, H. (2019). Experiment. In N. Baur & J. Blasius (Eds.), *Handbuch Methoden der empirischen Sozialforschung* (pp. 203–218). Wiesbaden: Springer Fachmedien Wiesbaden.
- Fausey, C. M., & Boroditsky, L. (2011). Who dunnit? Cross-linguistic differences in eye-witness memory. *Psychonomic Bulletin & Review*, 18(1), 150–157.
- Hammarström, H., Forkel, R., Haspelmath, M., & Bank, S. (2021). *glottolog/glottolog: Glottolog database 4.5* (v4.5) [Data set]. Zenodo.
- Kemmer, S. (1993). *The Middle Voice*. Amsterdam & Philadelphia: John Benjamins.
- Langacker, R. W. (2015). 6. Construal. In E. Dabrowska & D. Divjak (Eds.), *Handbook of Cognitive Linguistics* (pp. 120–142). Berlin/Boston: De Gruyter Mouton.
- Marín Arrese, J. I. (2010). Construal and the use of impersonalisation strategies in English and Spanish in an FLL context. In M. Pütz & L. Sicola (Eds.), *Cognitive processing in second language acquisition: Inside the learner's mind*. Amsterdam: Benjamins.
- Mayring, P. (2007). *Qualitative Inhaltsanalyse: Grundlagen und Techniken*. Weinheim: Beltz.
- Myers, D. G., Grosser, C., Wahl, S., & Hoppe-Graff, S. (2005). *Psychologie*. Heidelberg: Springer.
- Shaw, J., & Porter, S. (2015). Constructing Rich False Memories of Committing Crime. *Psychological Science*, 26(3), 291–301.
- Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. Cambridge, Massachusetts: Harvard University Press.

Learning metaphors at B2 level: Analysis of discourse in textbooks aimed at EFL learners

Marta Martín Gilete
Universidad de Extremadura
mmgilete@unex.es

Drawing on metaphor as a key indicator of L2 learners' proficiency in discourse, Littlemore et al.'s (2014) study of metaphor use by EFL learners in their writing has provided a wealth of detail about how and why learners, who have successfully completed Cambridge ESOL examinations, produce metaphor in English across CEFR levels. Particularly interesting is these researchers' observation that there are significant qualitative changes at B2 level (FCE), as students require the ability to express their thoughts with sophisticated functions, entailing a greater use of open-class metaphors in comparison with close-class metaphors. As Littlemore et al. (2014, p. 143) conclude, learners at B2 level use metaphor at an increased rate but "lack the support to do so convincingly". Yet where L2 students can find that support remains an open question hitherto in the context of EFL instruction. The analysis of the input to which L2 learners are exposed may provide some initial ideas about how to start addressing this issue.

This paper examines one source of metaphor input for FCE Spanish learners of English, namely, the textbook used in class. This source of input is very important for these particular students. Both teachers and learners lean on the textbooks specially designed for examination training because of the goal-oriented nature of FCE preparation. More specifically, I focus on the extent to which the amount (i.e., metaphoric density measured in the above-mentioned source of metaphor input) and type (open- vs. close-class metaphors) of metaphorical language that L2 learners are exposed to may provide some support to EFL students for learning metaphor at B2 level.

The presentation will report on the use of open-class metaphors in one such textbook – Brook-Hart (2014) – in order to gain some insights into the type of metaphors learners are exposed to. As Littlemore et al. (2014) acknowledge, topic affects the type and number of metaphors used in discourse, which is why they focused on one broad topic. This study similarly limits itself to a single topic – careers and aspirations – in a unit entitled "Dreams of the stars" (Brook-Hart, 2014, pp. 90–99). Application of the metaphor identification procedures described in Praggeljaz Group (2007) to these texts reveals a surprisingly high density of open-class metaphors. These range from 13.9% to 16.4% across three different types of activities. I will focus specifically on the high frequency lexical items (metaphorical and non-metaphorical) which appear in these texts, and which are likely to be those best remembered and subsequently used by EFL learners.

The density of MRWs versus non-MRWs reveals the specific metaphorical language that these material designers consider that L2 learners will need in order to speak or write about this topic in English. The results will be discussed in relation to Littlemore et al.'s (2014) remarks on the need for EFL learners to be supported in their use of metaphor, as well as with some of the findings in Semino's (2008) work on metaphor density in English discourse generally.

Keywords: support, metaphoric language, textbooks, B2 level, Cambridge ESOL examinations.

References

Brook-Hart, G. (2014). *Complete first for Spanish speakers student's book with answers*. Cambridge: Cambridge University Press.

- Littlemore, J., Krennmayr, T., Turner, J., & Turner, S. (2014). An investigation into metaphor use at different levels of second language. *Applied Linguistics*, 35(2), 117–144.
- Pragglejaz Group. (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*, 22, 1–39.
- Semino, E. (2008). *Metaphor in discourse*. Cambridge: Cambridge University Press.

¡Tócate las narices! Un análisis cognitivo de metáforas táctiles y su aplicación en el aula de ELE

Beatriz Martín Gascón

Universidad de Córdoba

z82magab@uco.es

La motivación de las metáforas conceptuales surge de nuestra experiencia corporal, perceptual y cultural con nuestro entorno. A través de la interconexión entre dos dominios experienciales (i.e., de sus semejanzas o correspondencias estructurales), el hablante de una lengua relaciona ambos dominios, uno más concreto, por lo general, y otro más abstracto, y verbaliza su pensamiento basándose en dicha interacción. Así, el lenguaje se convierte en una herramienta fundamental que permite conectar el cuerpo y la mente, aunándolos como una única entidad (Littlemore, 2009).

A este respecto, la conceptualización y la expresión de las emociones ocupan un papel fundamental en la cognición, ya que los procesos afectivos y cognitivos interactúan y se ven afectados los unos por los otros (Panksepp et al., 2017; Taub et al., 2019). Estas pertenecen a un dominio abstracto cuya expresión se ha caracterizado durante décadas por la falta de estructura. Sin embargo, gracias a la contribución de la Lingüística Cognitiva, y más concretamente de la Teoría Conceptual de la Metáfora, se ha observado cómo la estructura semántica de una amplia lista de emociones en lenguas indoeuropeas y no indoeuropeas es sistemática y motivada. Entre los estudios que así lo demuestran, se puede destacar, por ejemplo, el análisis sobre la ira en una variedad de lenguas, como el inglés (Lakoff & Kövecses, 1987), el español e inglés (Barcelona & Soriano, 2004), el chino (King, 1989), el húngaro (Bokor, 1997) o el japonés (Matsuki, 1995); así como otras emociones como el miedo y la alegría en inglés (Kövecses, 1991), el amor en español e inglés (Barcelona, 1992) o la tristeza (Barcelona, 1986), entre otros. Las emociones, definidas como un conjunto de cambios cognitivos, fisiológicos y motores derivados de la valoración (consciente o no) de un estímulo en un contexto determinado, son experiencias racionales y sistemáticas comunes a todo ser humano que se corporizan en el hablante, así como en sus experiencias fisiológicas y sociales previas. Esto es, la manera en que sentimos y nos emocionamos se conceptualiza a través de los efectos sensoriales y motores experimentados.

En línea con lo expuesto, el presente estudio se centra en analizar desde una perspectiva cognitiva un total de 23 construcciones frecuentes en español con el verbo táctil “tocar”, así como sus equivalentes en inglés, en relación con emociones positivas y negativas (p. ej., “tocar fondo”, “tocar el cielo”, “tocar(se) las narices”). Para ello, empezamos revisando el estado de la cuestión, examinando estudios previos sobre la base conceptual de las metáforas de la percepción (p. ej., Geeraerts & Cuyckens, 2007; Ibarretxe-Antuñano, 2002; 2008; MacArthur, Krennmayr & Littlemore, 2015; Sweetser, 1990), así como su relación con la expresión de la emoción (Ibarretxe-Antuñano, 1999; Sweetser, 1990; Kurath, 1921). Seguidamente, examinamos el *Plan Curricular del Instituto Cervantes* (Instituto Cervantes, 2006), documento de referencia y útil herramienta para diseñadores de currículo, examinadores y profesores de ELE. Partiendo del análisis de verbos de percepción de Ibarretxe-Antuñano (2013), se determina la inclusión en el *Plan* de construcciones de percepción potencialmente metafóricas y se limita la investigación al sentido del tacto. A estas, se incorporan ejemplos auténticos tras explorar expresiones con el verbo “tocar” en el Corpus del Español (Davies, 2002). Los equivalentes ingleses se recogen de diferentes fuentes para su triangulación (diccionarios online, el Thesaurus de metáforas tradicionales en inglés de Wilkinson (2013), el diccionario de metáforas de Sommer y Weiss (2001), cuatro informantes: dos americanos,

un británico y un australiano, y dos expertos. A partir del análisis metafórico (y metonímico) de las construcciones perceptuales meta, elaboramos una taxonomía conceptual basada en las proyecciones conceptuales metafóricas y metonímicas subyacentes. Los resultados corroboran la hipótesis de que las extensiones conceptuales de los verbos de percepción táctil son un fenómeno intercultural.

A raíz de estos, implementamos un estudio de aula *quasi*-experimental (dos grupos experimentales: cognitivo y tradicional, y un grupo control; evaluación a partir de pretest, posttest, posttest retrasado) con estudiantes de ELE nativos ingleses de nivel intermedio en la Universidad de Columbia. El estudio se encuentra todavía en fase de recogida de datos, pero se espera que los resultados contribuyan a potenciar la importancia de la experiencia corporal, la percepción y la metáfora como mecanismos efectivos en la enseñanza de construcciones de expresión de emoción en el aula de ELE.

Keywords: Metáfora Conceptual, *Tocar*, Corporeización, Emoción, Enseñanza de ELE

References

- Barcelona, A. (1986). On the concept of depression in American English: A cognitive approach. *Revista Canaria de Estudios Ingleses*, 12, 7-35.
- Barcelona, A. (1992). El lenguaje del amor romántico en inglés y en español. *Atlantis*, 14(1-2), 5-27.
- Barcelona, A., & Soriano, C. (2004). Metaphorical conceptualization in English and Spanish. *European Journal of English Studies*, 8(3), 295-307.
- Bokor, Z. (1997). Body-based constructionism in the conceptualization of anger (C.L.E.A.R. Series, No. 17). Budapest: Department of English, Hamburg University and the Department of American Studies, ELTE.
- Davies, M. (2002). *Corpus del Español: 100 million words, 1200s-1900s*.
- Geeraerts, D., & Cuyckens, H. (Eds.). (2007). *The Oxford handbook of cognitive linguistics*. Oxford University Press.
- Ibarretxe-Antuñano, I. (1999). *Polysemy and metaphor in perception verbs: A cross-linguistic study* (Phd Thesis). University of Edinburgh.
- Ibarretxe-Antuñano, I. (2002). Mind-as-body as a cross-linguistic conceptual metaphor. *Miscelánea. A Journal of English and American Studies*, 25(1), 93-119.
- Ibarretxe-Antuñano, I. (2008). Vision metaphors for the intellect: Are they really cross-linguistic? *Atlantis*, 15-33.
- Ibarretxe-Antuñano, I. (2013). The relationship between conceptual metaphor and culture. *Intercultural pragmatics*, 10(2), 315-339.
- Instituto Cervantes. (2006). *Plan curricular del Instituto Cervantes: niveles de referencia para el español*. Instituto Cervantes.
- King, B. (1989). *The conceptual structure of emotional experience in Chinese*. (PhD Thesis). Ohio State university.
- Kövecses, Z. (1991). A linguist's quest for love. *Journal of Social and Personal Relationships*, 8(1), 77-97.
- Kurath, H. (1921). *The semantic sources of the words for the emotions in Sanskrit, Greek, Latin and the Germanic languages*. Menasha: George Banta Publishing.
- Lakoff, G., & Kövecses, Z. (1987). The cognitive model of anger inherent in American English. In D. Holland & N. Quinn (Eds.), *Cultural models in language and thought* (pp. 195 – 221). Cambridge: Cambridge University Press.
- Littlemore, J. (2009). *Applying cognitive linguistics to second language learning and teaching*. Springer.

- MacArthur, F., Krennmayr, T. & Littlemore, J. (2015). How basic is “UNDERSTANDING IS SEEING” when reasoning about knowledge? Assymetric uses of sight metaphors in office hours consultations in English as academic lingua franca. *Metaphor and Symbol*, 30(3), 184-217.
- Matsuki, K. (1995). Metaphors of anger in Japanese. In J. R. Taylor & R. E. MacLaury (Eds.), *Language and the cognitive construal of the world* (pp. 137 - 151). Berlin: Mouton de Gruyter.
- Panksepp J., Lane R., Solms M., Smith R. (2017). Reconciling cognitive and affective neuroscience perspectives on the brain basis of emotional experience. *Neurosci. Biobehav. Rev.* 76(Part B), 187–215.
- R.A.E. (1994). *Corpus de referencia del español actual (CREA)*. Real Academia Española.
- Sommer, E., & Weiss, D. (2001). *Metaphors dictionary*. Cambridge: Cambridge University Press.
- Sweetser, E. (1990). *From etymology to pragmatics: Metaphorical and cultural aspects of semantic structure* (vol. 54). Cambridge: Cambridge University Press.
- Taub, M., Azevedo, R., Rajendran, R., Cloude, E. B., Price, M., & Biswas, G. (2019). How are students’ emotions related to the accuracy of cognitive and metacognitive processes during learning with an intelligent tutoring system? *Learning and Instruction*, 72, 101200.
- Wilkinson, D. (2013). *Concise thesaurus of traditional English metaphors*. Londres: Routledge.

The subjectification of storyworld possible selves in Junot Díaz's *The Brief Wondrous Life of Oscar Wao*: Unreliable narration and evidential "seem"

María-Ángeles Martínez
Universidad de Alcalá de Henares
ma.martinezm@uah.es

Storyworld possible selves (Martínez, 2014; 2018) are mental constructs resulting from the conceptual integration, or blending (Fauconnier & Turner, 2002) of readers' mental representation of a narrative perspectivizer - narrator and/or focalizing character - and their mental representation of themselves, or self-concept. Narratives contain a variety of linguistic expressions that intervene in the objectification and subjectification (Langacker, 2008) of these hybrid conceptualizers, which provides evidence of their presence in readers' construal of storyworlds and of their crucial role in narrative engagement (Martínez, 2018). Among these are expressions of ambiguous, inclusive reference, such as the doubly-deictic "you", SENSERless transitivity processes, and indefinite pronominal reference, as well as interactional politeness phenomena. The latter include a broad range of expressions of modality and evidentiality whose role in narrative engagement deserves further attention. Accordingly, this study explores the role of evidential "seem" in the subjectification of storyworld possible selves in Junot Díaz's novel *The Brief Wondrous Life of Oscar Wao* (2007).

The presentation first reviews some of the main tenets in studies on narrative engagement. Then it provides a brief introduction to the concept of storyworld possible selves and to the linguistic mechanisms that intervene in their objectification and subjectification in narratives. The role of the evidential and epistemic marker "seem" in the subjectification of these hybrid mental constructs in Junot Díaz's novel *The Brief Wondrous Life of Oscar Wao* (2007; Pulitzer Prize, 2008) is subsequently discussed. The quantitative part of the analysis suggests that "seem" tends to occur in the novel without the explicit mention of the entity functioning as the source of the evidential inference. This, I will argue, creates a semantic gap to be readily occupied by readers in their storyworld possible self blends with the first person narrator and focalizer, the mysterious Yunior, a paradigmatic exemplar of unreliable narrator (Swier, 2013). This prompts a revision of the role of epistemic modality in linguistic objectification and subjectification (Langacker, 2008), as, in the case of "seem" as an index of epistemic uncertainty and storyworld possible selves projection, this modality type intervenes in linguistic subjectification. Additionally, the study touches upon narratorial unreliability and the semantic contributions of evidential "seem" to the construal of the narrator of *The Brief Wondrous Life of Oscar Wao* as an unreliable source of information, despite his efforts to seem otherwise. Finally, the findings confirm that narrative construal can be safely approached as an instance of intersubjective cognitive coordination (Verhagen, 2007) between fictional and real minds.

References

- Díaz, J. (2007). *The brief wondrous life of Oscar Wao*. New York: Penguin.
- Fauconnier, G., & Turner, M. (2002). *The way we think: Conceptual blending and the mind's hidden complexities*. New York: Basic Books.
- Langacker, R. W. (2008). *Cognitive grammar: A basic introduction*. Oxford: Oxford University Press.

- Martínez, M. A. (2014). Storyworld possible selves and the phenomenon of narrative immersion: Testing a new theoretical concept. *Narrative*, 22(1), 110-131.
- Martínez, M. A. (2018). *Storyworld possible selves*. Berlin: De Gruyter.
- Swier, P. L. (2013). Reimagining gendered identities in Laforet's *Nada* and Díaz's *The Brief Wondrous Life of Oscar Wao*. In P. L. Swier & J. Riordan-Goncalves (Eds.), *Dictatorships in the Hispanic world: Transatlantic and transnational perspectives* (pp. 161-184). Lanham, MA: Fairleigh Dickinson University Press.
- Verhagen, A. (2007). Construal and perspectivization. In D. Geeraerts and H. Cuyckens (Eds.), *The Oxford handbook of cognitive linguistics* (pp. 49-81). Oxford: Oxford University Press.

On intratypological variation in S-languages: Boundary crossing motion events in English and Czech

Michaela Martinková

Palacký University

michaela.martinkova@upol.cz

This presentation aims to contribute to the study of intratypological variation (e.g. Hijazo-Gascón & Ibarretxe-Antuñano, 2013) among S-languages (e.g. Filipović, 2013; Lewandowski, 2021). English is contrasted with Czech, a Slavic language that so far received little attention in the typological studies (Šlechta, [2021]; Martinková, [2018]; Schmiedtová, [2013]; Calle-Bocanegra, [2019]). In line with Lewandowski and Mateu (2020), it is hypothesized that the prefix-framed directed motion construction with *v-* [in] places stricter demands on the directionality of the verb than the nonprefix-framed construction with *in/to* (2020, p.17): as in other Slavic languages, prefixation is a matter of word-formation (Filipović, 2010, p.251). Results of two studies using a bidirectional parallel corpus of English-Czech, created within InterCorp (Čermák & Rosen, 2012), will be presented.

The first builds on the fact that though translators attempt to conform to the rhetorical style of the target language, when an S-language translation from a V-language is compared to a non-translated text in the same S-language, differences stand out (Cappelle, 2012). This study reveals such differences even for languages from the same group: there is a higher number of verb types among motion verbs with the satellite *v-* [in] in Czech translated from English (45 types) than in original Czech (33), and verbal lemmata overrepresented or only present in translations are high-manner verbs (including secondary imperfectives). Since the possible effects of corpus structure and Manner additions/explicitations are ruled out, it is argued that the higher lexical diversity and over-representation of high-manner verbs in the translations is due to the ease with which verbs enter the English nonprefix-framed construction in the original.

The other study compares the prefix-framed and nonprefix-framed constructions directly: all the Czech verbs in the prefix-framed construction with *v-* [in] and English verbs in the corresponding nonprefix-framed construction used to describe motion of concrete figures were compared. Preliminary results show a more restricted range of verbs in Czech (33 types) than in English (168 types): pure manner verbs are less frequent in Czech than in English, but are still found, even those that render ungrammatical results in Polish (*vтанčít* [in-dance]). Sound emission verbs are not attested in the Czech construction with *v-* [in], though with other prefixes or outside the construction they translate the English verbs. Path verbs, predicted to freely enter the prefix-framed pattern (Lewandowski & Mateu, 2020, p.17), are limited to the equivalent of *fall*, furthermore, *vpadnout* [enter suddenly, with force, lit. in-fall] is not compositional in meaning. An analysis of Czech translations of the English verbs reveals lower effects of morphological blocking (in the sense of Filipović, 2010) than in Serbo-Croatian. As prefix-satellites cannot be stacked, prefixes other than *v-* [in] are also found in the translations. A detailed analysis of the English and Czech data allows to make broader claims about Manner salience of the two languages and to ponder the position of Czech among Slavic languages.

Keywords: motion, intratypological variation, constructions, Czech, English.

References

- Calle Bocanegra R. (2019). Acquisition of deictic movement verbs by Czech learners of Spanish as a foreign language. *Language Design*, 21, 83-106.
- Cappelle, B. (2012). English is less rich in manner-of-motion verbs when translated from French. *Across Languages and Cultures*, 13, 173-195.
- Čermák, F. & Rosen, A. (2012). The case of InterCorp, a multilingual Parallel Corpus. *International Journal of Corpus Linguistics*, 17, 411-427.
- Filipović, L. (2010). The importance of being a prefix. Prefixal morphology and the lexicalization of motion events in Serbo-Croatian. In V. Hasko & R. Perelmutter (Eds.), *New approaches to Slavic verbs of motion* (pp. 247-266). Amsterdam: John Benjamins.
- Filipović, L. (2013). Typology as a continuum. Intratypological evidence from English and Serbo-Croatian. In J. Goschler & A. Stefanowitsch (Eds.), *Variation and change in the encoding of motion events* (pp. 17-38). Amsterdam: John Benjamins.
- Hijazo-Gascón, A., & Ibarretxe-Antuñano, I. (2013). Same family, different paths: Intratypological differences in three Romance languages. In J. Goschler & A. Stefanowitsch (Eds.), *Variation and change in the encoding of motion events* (pp. 39-54). Amsterdam: John Benjamins.
- Lewandowski, W. & Mateu, J. (2020). Motion events again: Delimiting constructional patterns. *Lingua*, 247(C), 1-25.
- Lewandowski, W. (2021). Variable motion event encoding within languages and language types: a usage-based perspective. *Language and Cognition*, 13, 34-65.
- Martinková, M. (2018). K tzv. sémantické typologii jazyků: Co česká slovesa pohybu mohou vypovídat o angličtině a španělštině. [Towards semantic typology: what Czech motion verbs tell about English and Spanish]. *Studie z aplikované lingvistiky*, 9, 37-53.
- Schmiedtová, B. (2013). Traces of L1 patterns in the event construal of Czech advanced speakers of L2 English and L2 German. *IRAL*, 51, 87-116.
- Šlechta, P. (2021). *Verbos de movimiento en checo y en español y su traducción [Verbs of motion in Czech and Spanish and their translation]*. Olomouc: Palacký University unpublished PhD dissertation.

¿De dónde proceden los significados de la preposición castellana *por*? Un estudio sobre la diacronía y polisemia de sus antecedentes PER y PRO

Susana Mendo Murillo
Universidad de Zaragoza
susanamendomurillo@gmail.com

El método de la ‘polisemia basada en principios’ (*principled polysemy*) de Tyler y Evans (2003) defiende que un buen candidato a significado relacional esquemático o básico de una preposición es su significado más antiguo del que se tienen testimonios. Sin embargo, no es fácil determinar cuál es o cuál de ellos, si existe más de uno, se debería tomar como básico. Esta dificultad es clara en el caso de la preposición *por*, altamente polisémica ya desde sus orígenes, porque recogió y sincretizó usos principalmente de las preposiciones latinas PER y PRO. Esta investigación explora precisamente los orígenes polisémicos de estas dos preposiciones para contestar a la siguiente pregunta: ¿hay una parte esquemática de significado que compartieron PER y PRO para poder confluir en el *por* del castellano antiguo? Para contestar a esta pregunta se presenta aquí, además de una revisión de numerosos trabajos en los que se ha estudiado la evolución de PER y PRO utilizando *corpora* de varias épocas del latín, un análisis semántico de ambas preposiciones en el *Itinerarium Egeriae*. Este texto se ha elegido porque falta aún un estudio pormenorizado de los usos de PER y PRO en el mismo; porque es un testimonio del latín tardío hispánico de registro informal y por último, al ser el diario de viaje de una peregrina, por estar intrínsecamente relacionado con los usos espaciales de las preposiciones, considerados básicos para su análisis semántico desde la mayor parte de las aproximaciones lingüísticas.

En primer lugar, se presentará una revisión crítica de los trabajos dedicados al estudio de la polisemia y evolución semántica de PER y PRO en latín y en el romance ibérico primitivo. Después, utilizando herramientas metodológicas de la gramática cognitiva tales como la distinción entre figura primaria (FP) y secundaria (FS) de Langacker (1987), los papeles semánticos de Luraghi (2010) y el concepto de dinámica de fuerzas de Talmy (2000), entre otras, se analizarán las 115 ocurrencias de PER y 16 ocurrencias de PRO del texto.

Los resultados indican que ambas preposiciones compartieron a lo largo de su evolución la expresión de varios significados: ambas expresaron ‘intercambio’ o ‘sustitución’ de algún tipo, ‘distribución’ o ‘proporción’ y se usaron indistintamente para expresar ‘invocación’ en latín arcaico y ‘causa’ no agentiva en varias etapas del latín, lo que es indicio de que los hablantes debieron percibir entre ambas algún tipo de nexo semántico esquemático estable. El resultado de la investigación apunta a que ese nexo debió tener que ver con el aspecto funcional de dinámica de fuerzas en la relación entre sus FP y FS. En ella, la interdependencia entre una acción y la entidad que la acoge, facilita o impulsa, recibiendo además sus efectos, puede haber sido clave en el sincretismo de PER y PRO y en la génesis de *por*, que ha mantenido los significados de ambas en el castellano moderno, como ulterior demostración del nexo semántico que compartieron.

References

- Langacker, R. W. (1987). *Foundations of cognitive grammar, Vol.1: theoretical prerequisites*. Stanford: Stanford University Press.
- Luraghi, S. (2010). Adverbial phrases. In P. Baldi & P. Cuzzolin (Eds.), *New perspectives on historical Latin syntax. Vol. 2.* (pp. 19–107). Berlin/New York: Mouton de Gruyter.

- Talmy, L. (2000). *Toward a Cognitive Semantics. Volume 1. Concept Structuring systems*. Cambridge, MA: MIT Press.
- Tyler, A., & Evans, V. (2003). *The semantics of English prepositions*. Cambridge: Cambridge University Press.

Changes in transitivity in African varieties of Portuguese: the case of dative passives in Mozambican Portuguese

Alice Mevis

Universidade Católica Portuguesa

alice.mevis@gmail.com

Portuguese is a language characterized by increasing degrees of pluricentricity, defined as a special case of intralinguistic variation strongly influenced by questions of (national) identity and power, and marked by asymmetry between different linguistic norms (Soares da Silva, 2018). While the two main national varieties, i.e., European (EP) and Brazilian (BP) Portuguese, have been extensively documented, emerging varieties, among which Mozambican Portuguese (MP), remain an underresearched area, for being relatively recent. In Mozambique, although the reference norm remains the exogenous EP variety, linguistic variation is registered at various levels, as well as the emergence of new constructions which have no counterpart in EP nor in BP. An area of great variation is that of argument structure, in particular in terms of patterns of transitivity and processes of transitivization (Gonçalves, 2010), and the expression of the indirect object (Brito, 2011). In MP, it even licenses the formation of dative passives (see examples below) – a construction that is precluded both in EP and BP – which alternate with standard passives (Nhatuve & Mavota, 2021). Following the approach adopted by Pijpops (2019) on constructional alternation, the research questions that guide our investigation are the following: (i) what enables the construction of dative passives in MP? (ii) which are the – cognitive, structural, pragmatic, and lectal – factors that govern the alternation? (iii) at which level – construction or verb’s lexical semantics – can this alternation best be analysed?

- (1) *Todas as federações [de desporto] foram dadas um tempo para fazer um estudo de condições existentes.* (CP)

‘All the sport federations were given some time to carry out a study of existing conditions.’

(EP: “A todas as federações [de desporto] foi dado um tempo para fazer um estudo de condições existentes.” ‘To all the sport federations was given some time ...’)

- (2) *Os adolescentes de hoje em dia, já não respeitam os mais velhos. Quando são ditos que não podem frequentar as discotecas, fingem que aceitam a ordem, mas depois, quando os pais vão dormir, fogem pela janela.* (CP)

‘Teenagers today do not show due respect to the eldest anymore. When they are told that they cannot go to nightclubs, they pretend to agree to it, but then, when their parents are asleep, they make off through the window’ .

(EP: “Quando lhes é dito que não podem frequentar as discotecas” ‘When it is said to them that they cannot go to nightclubs ...’).

This research is based on the *Corpus do Português* (CP) (Davies, 2016), which gathers approximately 5 million tokens from Mozambican websites and blogs, as well as on smaller corpora of both oral and written data (the *Corpus Moçambique* and the *Corpus de estudantes universitários* respectively). This usage-based investigation is further embedded within the theoretical framework of Cognitive Grammar (Langacker, 1991; 2008) and adopts a prototype-based approach to transitivity (Hopper & Thompson, 1980; Taylor, 1995), in which transitivity is a gradual and multifactorial notion. The data, consisting of approximately 600 occurrences of both dative and standard passives, is thus annotated according to semantic, syntactic, pragmatic and lectal factors. It will be shown

that, beyond the influence of social variables such as register and level of education, which play a role in the alternation, cognitive-semantic and pragmatic-discursive factors also play an important part. A process of dative topicalization can be observed, which correlates with a greater degree of focal prominence of the corresponding participant. The event is thus conceptualized with more salience ascribed to the dative as the *trajector* of the event. This conceptual and discursive promotion of the dative participant is facilitated by the hybrid conceptual nature of the indirect object, which situates itself between the semantic roles of Agent and Patient, and is typically described as an “active Experiencer in the target domain” (Langacker, 1991, p.327). Other relevant cognitive factors are the agentivity and/or affectedness scale of the dative Subject, and force dynamics. Special attention is also dedicated to the reconceptualization of the event in the active voice in terms of increasing degrees of transitivity. The fact that these structures are found in varying degrees in both oral and written language seems to indicate that the new construction is gaining ground, which points towards an ongoing process of constructionalization (Traugott & Trousdale, 2013). As for the origins of this phenomenon, the formation of dative passives seems to result from the changes in the argument structure of verbs, particularly towards transitivity, that occurred in MP (Gonçalves, 2010) and from language contact with Bantu languages (Álvarez López et al., 2018).

Keywords: transitivity, dative passives, Mozambican Portuguese, Cognitive Grammar, constructionalization.

References

- Álvarez López, L., Gonçalves, P., & Avelar, J. (Eds.). (2018). *The Portuguese Language Continuum in Africa and Brazil*. Amsterdam: John Benjamins.
- Brito, A.M. (2011). Mudança e variação em Português: a expressão do objeto indireto. *Cadernos de Literatura Comparada*, 24/25, 27-47.
- Corpus de estudantes universitários* (2008-2009): Beira, Nampula, Quelimane.
https://www.catedraportugues.uem.mz/storage/app/media/disco/base_dados_versao_digitalada.html
- Corpus Moçambique* (2016). Rio de Janeiro: Faculdade de Letras-UFRJ.
www.corporaport.letras.ufrj.br
- Davies, M. (2016-). *Corpus do Português: Web/Dialects*. One billion words; 4 countries.
<http://www.corpusdoportugues.org/web-dial/>.
- Gonçalves, P. (2010). *A génese do português de Moçambique*. Lisboa: Imprensa Nacional – Casa da Moeda.
- Hopper, P. J., & Thompson, S. A. (1980). Transitivity in grammar and discourse. *Language* 56(2), 251–299.
- Langacker, R.W. (1991). *Foundations of Cognitive Grammar, Vol. 2*. Stanford University Press.
- Langacker, R.W. (2008). *Cognitive Grammar: A basic introduction*. Oxford: Oxford University Press.
- Nhatuve, D., & Mavota, L. I. (2021). Passivas eventivas no Português de Moçambique. *Porto Das Letras*, 7(1), 221–243.
- Pijpops, D. (2019). *Where, how and why does argument structure vary? A usage-based investigation into the Dutch transitive-prepositional alternation*. PhD thesis. University of Leuven.
- Soares da Silva, A. (2018). O português no mundo e a sua estandardização: entre a realidade de uma língua pluricêntrica e o desejo de uma língua internacional. In

- H. Barroso (ed.), *O Português na Casa do Mundo, Hoje*, (pp. 111-132). Braga: Centro de Estudos Humanísticos da Universidade do Minho.
- Taylor, J. R. (1995). *Linguistic categorization: Prototypes in linguistic theory*. 2nd ed. Oxford: Clarendon Press.
- Traugott, E. C., & Trousdale, G. (2013). *Constructionalization and constructional changes*. Oxford: Oxford University Press.

Blurred lines or Word Crimes? Frame shifting and the play element in the opus of Weird Al Yankovic

Goran Milić¹, Dubravka Vidaković Erdeljić²

J.J. Strossmayer University of Osijek

gmilic@ffos.hr¹, dvidakovic@ffos.hr²

The paper starts from novel suggestions in figurative language research, which, unlike the conceptual metaphor theory and other approaches, shift attention to the element of language play as an important motivating factor in (figurative) language use. The latter is defined as involving "both exploitation and distortion of every feature of language, including phonology, lexis and grammar" (Ritchie & Dyhouse, 2008, p.91). The element of play is seen as inverting the usual relationship of language and reality (cf. Cook, 2000). The elements of puns, rhyme and rhythm require that words be chosen not so much for their meaning, as for their formal qualities. The latter "empty metaphors" (Ritchie & Dyhouse, 2008) may be related to intended meanings, but also independent from them and driven primarily by their playfulness and the sense of pleasure it brings to the interlocutors.

The paper suggests that such approach is particularly well-suited for analysis of comedy and satire, seen as countercultures with specific social goals (cf. McKeague, 2018), crucially involving humor and irony. The latter, previously suggested to rely on cognitive mechanisms such as frame shifting (Coulson, 2001), depend on a subversive relation between the initial and alternative frames, which adds to both cognitive and social meaning.

The mechanisms, effects and functions characterizing the play approach to figurative language are tested by analysing the opus of "Weird Al" Yankovic, a performer renowned for his parodies of popular songs, consisting of the original song's music, with a separate, often unrelated set of amusing lyrics. The titles of 66 song parodies from 14 albums are compared to the originals, and their text (and available videos) subjected to linguistic and content analysis to test a number of hypotheses suggested by Ritchie and Dyhouse (2008) on the nature and role of language play in (figurative) language. Different types of word play utilized by Yankovic in his song titles (e.g. content manipulation often dependent on rhyme (Like a Surgeon vs. Like a Virgin, Living on the Edge vs. Living in the Fridge, Another One Rides the Bus vs. Another One Bites the Dust, My Bologna vs. My Sharona) or meter are argued to help induce a frame shift vouching for the comedic effect of the songs. The "empty metaphors" created in this way not only hint at the new, often completely incongruent frame, further developed through the song lyrics which are made to fit the melody (cf. Fat vs. Bad), rhyming and the meter pattern of the original, but are hypothesized to perform a number of extra functions. The latter are suggested to include "cementing amicable relationships", i.e. serving group cohesion between the fans (and the artist), which in turn derives from pattern completion as a test of skills, both driven and resulting from the pleasure the audience gets from participating in "getting" the (intertextual) reference. The latter is also argued to have a doubly subversive effect with respect to accepted social norms and expectations (Ritchie, 2005), as evident from Yankovic's preferred themes, viz. advocating non-conformity and mocking the elite (McKeague, 2018).

References

Cook, G. (2000). *Language play, language learning*. Oxford, UK: Oxford University Press.

- Coulson, S. (2001). *Semantic leaps: Frame-shifting and conceptual blending in meaning construction*. Cambridge, England: Cambridge University Press.
- McKeague, M. (2018). The accordion is mightier than the sword: analysing the comedy music counterculture expressed through the works of 'Weird Al' Yankovic. *Comedy Studies*, 9(2), 138-149.
- Ritchie, D. L., & Dyhouse, V. (2008). Hair of the frog and other empty metaphors: The play element in figurative language. *Metaphor and Symbol*, 23(2), 85-107.

Approaches to Formulaic Language in English Language Teaching: The case of multi-word verbs

Elaine Millar

Universidad de Cantabria

millare@unican.es

Academic interest in formulaic language has grown significantly over recent years yet, for a number of reasons, the implementation of research findings and recommendations from this field in language teaching can prove complicated (Meunier, 2012). Multi-word verbs (MWV) are a salient and problematic linguistic phenomena which exist on a formulaic-grammatical cline. They are pervasive in L1 English (Liu, 2011) but unpopular among many L2 learners. Ostensibly, their semantic and syntactic complexities make them difficult to acquire (Armstrong, 2004). However, insights from corpora (Garnier & Schmitt, 2015) and cognitive linguistics (Boers, 2011; Lakoff & Johnson, 2003; Rudzka-Ostyn, 2003) indicate that MWVs are systematic, and that an increased awareness of their underlying logic may facilitate teaching and learning. Textbooks play a key role in the development of foreign language pedagogy and, as Alcaraz-Mármol states, there is now “no excuse but to design good quality teaching materials” (2011, p. 11). This paper aims to critically analyse the selection and pedagogical presentation of MWVs in a sample of adult learner textbooks from a range of international English language teaching publishers, so as to gain insight into the current status of formulaic language in language teaching and explore potential avenues for improvement via cognitive linguistic inspired methodologies.

First, we contextualise the study by establishing the pivotal role textbooks play in instructed language acquisition contexts and providing an overview of MWVs in applied linguistic research. Then, we describe the research and present preliminary results. The study’s focus is both quantitative and qualitative, embracing methods from similar research, including Alejo-Gonzalez, Piquier-Píriz and Reveriego-Sierra (2010), and Meunier and Gouverneur (2007). To carry out the analysis, a corpus was built of reading and listening texts in the sample using the software package #LancsBox and data on activities dedicated to MWV instruction were recorded. Item load and distribution in the sample are contrasted against largescale corpus data, opportunities for incidental and explicit MWV learning are assessed, and pedagogical claims made by the publishers are compared with realities found in the sample. Analysis of the activities evaluates MWV selection and organisation, metalanguage, activity type, and visual stimuli to determine the extent to which explicit learning is supported. Based on research to date, we expect to find a significant degree of variability in the MWV content in the textbooks, and argue that the practical implications of this should be researched further.

References

- Alcaraz-Mármol, G. (2011). Vocabulary Input in EFL Materials: two EFL coursebooks used in Spanish schools. *Revista Española de Lingüística Aplicada RESLA*, 24(9), 9–28.
- Alejo-González, R., Piquier-Píriz, A., & Reveriego-Sierra, G. (2010). Phrasal Verbs in EFL course books. In F. Boers, A. De Rycker, & S. De Knop (Eds.), *Fostering Language Teaching Efficiency through Cognitive Linguistics* (Vol. 17, pp. 59–78). De Gruyter Mouton.
<https://doi.org/https://doi.org/10.1515/9783110245837.59>
- Armstrong, K. (2004). Sexing up the dossier: A semantic analysis of phrasal verbs for language teachers. *Language Awareness*, 13(4), 213–224.

<https://doi.org/10.1080/09658410408668808>

- Boers, F. (2011). Cognitive semantic ways of teaching figurative phrases: An assessment. *Review of Cognitive Linguistics*, 9(1), 227-61.
- Garnier, M., & Schmitt, N. (2015). The PHaVE List: A Pedagogical List of Phrasal Verbs and their Most Frequent Meaning Senses. *Language Teaching Research*, 19(6), 645–666. <https://doi.org/10.1177/1362168814559798>
- Lakoff, G., & Johnson, M. (2003). *Metaphors we live by*. *Journal of Philosophy*. University of Chicago Press.
- Liu, D. (2011). The Most Frequently Used English Phrasal Verbs in American and British English: A Multicorpus Examination. *TESOL Quarterly*. Teachers of English to Speakers of Other Languages, Inc. (TESOL).
- Meunier, F. (2012). Formulaic Language and Language Teaching. *Annual Review of Applied Linguistics*, 32, 111–129. <https://doi.org/10.1017/S0267190512000128>
- Meunier, F., & Gouverneur, C. (2007). The treatment of phraseology in ELT textbooks. In Corpora in the foreign language classroom. In E. Hidalgo, L. Quereda, & J. Santana (Eds.), *Corpora in the foreign language classroom: Selected papers from the Sixth International Conference on Teaching and Language Corpora (TaLC 6)*. University of Granada, Spain, 4-7 July, 2004 BRILL. (pp. 119–139). Brill Rodopi.
- Rudzka-Ostyn, B. (2003). *Word power: phrasal verbs and compounds: a cognitive approach*. Mouton de Gruyter.

Non-arbitrariness in phonaesthemes: A cross-linguistic study

José A. Mompeán¹, Amandine Fregier², Javier Valenzuela³

Universidad de Murcia

mompean@um.es¹, amandineodettepaule.fregier@um.es², jvalen@um.es³

This study (Mompean, Fregier, & Valenzuela, 2020) aims to find out whether speakers of different language backgrounds (English, French, Spanish, and Macedonian) are sensitive to semantic associations ('fluid' and 'forcible contact') attached respectively to two purported phonaesthemes (/fl-/ and /tr-/). Participants completed a task in which they had to match phonaestheme-related definitions with either of two non-words (one phonaestheme-bearing and the other containing a distractor). The results obtained indicate that participants significantly chose non-words beginning with /tr-/ when the definition activated a meaning related to forcible contact, and non-words starting with /fl-/ when the definitions made reference to fluids in the four languages. The results point to the existence of non-arbitrary sound-meaning relations. A corpus-driven study of frequencies of lemmas and word tokens starting with the purported phonaesthemes also sheds light on the possible origin of the phonaesthemic associations, suggesting that both iconicity and systematicity motivate such associations. The results obtained are interpreted in the context of a functional, usage-based model of language, which can accommodate the existence of iconic tendencies with the role of learning and linguistic experience in language.

References

Mompean, J. A., Fregier, A., & Valenzuela, J. (2020). Iconicity and systematicity in phonaesthemes: A cross-linguistic study. *Cognitive Linguistics*, 31(3), 515–548.

How do vector space models deal with homonymy and polysemy?

Mariana Montes¹, Dirk Geeraerts²

Katholieke Universiteit Leuven

mariana.montes@kuleuven.be¹, dirk.geeraerts@arts.kuleuven.be²

The present study is part of a larger research project with the goal of developing tools for large-scale corpus-based semantic analyses. One such tool involves representing semantic structure with vector space models (VSMs), a computational tool that currently requires a deeper understanding of its inner workings and how its results relate to cognitive theories of meaning.

VSMs represent words as vectors of co-occurrence frequencies in a multidimensional space (Lenci, 2018; Turney & Pantel, 2010). They can be generated at both type- and token-level (De Pascale, 2019; Heylen et al., 2015). At type level, two words are represented as more similar if they tend to co-occur with the same features (e.g. context words). At the token level, two occurrences are more similar if the words in their contexts tend to co-occur with the same features.

As a distributional method, it builds on the context of a lexical item to describe it and compare it to others, which raises our main research question: how is that context defined, and how does it vary for different semantic phenomena, where the various context words play different roles? Although token-based VSMs are increasingly used in corpus-based cognitive semantics (e.g. Hilpert & Correia Saavedra, 2017), we believe it is insufficiently appreciated how alternative parameter settings relate to alternative results. Accordingly, we investigate how models based on different parameter settings deal with a range of semantic issues, such as, in this presentation, granularity of meaning.

A set of 7 polysemous homonyms in Dutch was selected to test how the distance between homonymous usages of a lexical item is represented in relation to polysemous usages within the same homonym. Ideally, tokens of homonyms will be far away from each other in the vector space and form distinct groups, while the sense distinctions within a homonym will be harder to pull apart. For example, literal and metaphorical senses of the noun *blik* ‘look, stare’ should be closer to each other than to instances of *blik* ‘tin’, which should also exhibit a more compact structure than the more polysemous homonym.

The models were built from a 520MW corpus of contemporary Dutch and Flemish newspapers and by varying parameters such as window size, part-of-speech and frequency thresholds in the selection of features. The resulting VSMs were evaluated through visual analytics: although multidimensional, they can be reduced to 2D and represented in scatterplots where more similar tokens appear closer to each other. For this case study, these were also color-coded with manual sense tags. This allows us to compare how they were grouped by human annotators and by the computational models in a way that is consistent with the cognitive approach to meaning and categorization.

One of the main results of this research is that the parameter settings that model homonymy or polysemy in one lemma may not work in another lemma. In fact, the models return collocational patterns with different strengths, and only to the degree that senses or homonyms match those patterns can the models approximate the human annotation.

References

De Pascale, S. (2019). *Token-based vector space models as semantic control in lexical lectometry* [PhD Dissertation]. KU Leuven.

- Heylen, K., Wielfaert, T., Speelman, D., & Geeraerts, D. (2015). Monitoring polysemy: Word space models as a tool for large-scale lexical semantic analysis. *Lingua*, 157, 153–172.
- Hilpert, M., & Correia Saavedra, D. (2017). Using token-based semantic vector spaces for corpus-linguistic analyses: From practical applications to tests of theoretical claims. *Corpus Linguistics and Linguistic Theory*, 16(2).
- Lenci, A. (2018). Distributional models of word meaning. *Annual Review of Linguistics*, 4(1), 151–171.
- Turney, P. D., & Pantel, P. (2010). From frequency to meaning: Vector space models of semantics. *Journal of Artificial Intelligence Research*, 37, 141-188.

Systematic metaphors in Norwegian doctoral dissertation acknowledgements

Susan Nacey

Inland Norway University of Applied Science

susan.nacey@inn.no

This paper investigates patterns of systematic metaphors used to characterize various aspects of the Norwegian doctoral education period, based on analysis of a corpus of dissertation acknowledgements (DAs). The primary research question addressed here asks which metaphors doctoral students in Norway use to describe their educational experience. The DAs were collected from all doctoral dissertations produced between 2014-2019 from four programs at a small Norwegian university. Between them, these programs cover widely varying academic disciplines. The corpus contains nearly 27,000 words in 49 dissertation acknowledgements, 24 written in English and 25 in Norwegian.

Dissertation acknowledgements “act as a means of demonstrating academic credibility, recognizing debts, and achieving a sense of closure at the end of a long and demanding research process” (Hyland, 2003, p. 243). While their main purpose is ostensibly to express gratitude to individuals and institutions, acknowledgements also provide insight into the persona of the writers, allowing them space for reflection and expression of personal and professional identity.

This study is grounded in the Conceptual Metaphor Theory. By this view, metaphor is a frequently used as a resource by which we discuss abstract, complex ideas in terms of more concrete entities, whereby certain real or perceived qualities from a (typically concrete) 'source' domain are mapped onto a (typically abstract) 'target' domain (see e.g. Lakoff & Johnson, 1980). Put simply, metaphor represents a way in which we talk about one thing in terms of another. Cognitive linguists would add that metaphors also represent ways that we actually conceive of the world around us. Metaphors facilitate communication, as they "can be used to persuade, reason, evaluate, explain, theorize, offer new conceptualization of reality and so on" (Semino, 2008, p. 31).

This study adheres to a discourse dynamics approach to metaphor identification and analysis, (Cameron, 2010; Cameron, Low & Maslen, 2010; Cameron & Maslen, 2010a). This process involves a three-step procedure, consisting of 1) identifying linguistic metaphors (so-called 'metaphor vehicles', 2) sorting the identified vehicles into vehicle groups, and 2) linking the vehicle groups with their topics. As a whole, the discourse dynamics approach allows for the identification of sets of related linguistic metaphors employed by different people about the same topics (that is, 'systematic metaphors'; see Cameron & Maslen, 2010b), as well as metaphors that are less commonly employed about these topics (e.g. 'one-shot' metaphors). Given the nature of the data in question, fairly equally divided between Norwegian and English discourse, the analysis has the potential for revealing cross-linguistic similarities and differences.

An overview of the systematic metaphorical patterns in DAs is intended to provide empirical evidence concerning how such students view the doctoral education process in general, as well as the assistance they receive along the way. Furthermore, this investigation may also provide insight into alternative ways in which they could think about these issues—that is, the metaphors uncovered could be used as the starting point for discussing hitherto implicit attitudes, addressing and possibly reframing potentially problematic conceptualizations.

References

- Cameron, L. (2010). The discourse dynamics framework of metaphor. In L. Cameron & R. Maslen (Eds.), *Metaphor analysis: Research practice in applied linguistics, social sciences and the humanities* (pp. 77-94). London: Equinox.
- Cameron, L., Low, G., & Maslen, R. (2010). Finding systematicity in metaphor use. In L. Cameron & R. Maslen (Eds.), *Metaphor analysis : research practice in applied linguistics, social sciences and the humanities* (pp. 116-146). London: Equinox.
- Cameron, L., & Maslen, R. (2010a). Identifying metaphors in discourse data. In L. Cameron & R. Maslen (Eds.), *Metaphor analysis: Research practice in applied linguistics, social sciences and the humanities* (pp. 97-115). London: Equinox.
- Cameron, L., & Maslen, R. (2010b). *Metaphor analysis: Research practice in applied linguistics, social sciences and the humanities*. London: Equinox.
- Hyland, K. (2003). Dissertation acknowledgements: The anatomy of a Cinderella genre. *Written Communication*, 20(3), 242-268.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago, IL: University of Chicago Press.
- Semino, E. (2008). *Metaphor in discourse*. Cambridge: Cambridge University Press.

Lexical representation of relational categories expressing spatial enactive meanings

Ignasi Navarro i Ferrando

Universitat Jaume I

navarro@uji.es

Lexical functional models (Pustejovsky, 1995; Van Valin, 2005; Mairal & Ruiz de Mendoza, 2008; Ruiz de Mendoza, 2013) posit different levels of representation for various types of lexical information. Thus, Argument Structure shows the information on constructional functionality, Event Structure represents information related to event types, Inheritance Structure represents relations between lexical units in the lexicon, and Qualia Structure defines attributes of substantive categories. In this respect, Pustejovsky proposes a grid of qualia (constitutive, formal, telic, agentive) for the semantic configuration of nouns and adjectives, which show semantic constraints giving structure to our knowledge of lexical substantive categories and may alter their denotation (Pustejovsky, 1995, pp.86-87).

We explore the lexical representation of some English spatial prepositions according to the dimensions mentioned above, within the Lexical Constructional Model (Ruiz de Mendoza, 2013; Ruiz de Mendoza & Mairal, 2007; 2008). We suggest that the lexical representation of a spatial preposition allows for semantic information on argument structure, in the fashion of trajector and landmark construal (Langacker, 2008), plus information on the kind of situational type, as either state or position (Dik, 1997), as well as information on inheritance structure on the basis of spatial primitives (Wierzbicka, 1996). As for qualia, however, it seems controversial to affirm that the semantic constraints defined in nouns and adjectives represent the relational image-schematic configurations of prepositional predicates. Instead, drawing from the Cognitive Linguistics tradition in prepositional semantics (Deane, 2005; Rice, 1996; Talmy, 1983; Vandeloise, 1991; 1994; 2005; etc.), we claim that a spatial predicate expresses not only the mere location of a trajector with respect to a landmark (location space) but also some enactive embodied dimensions (Varela et al., 2016) like topological perception together with a particular orientation compatible with sensory-motor patterns (dynamics), which in turn allow for some kind of purposive behaviour (enactive function). We illustrate these semantic parameters in the semantic decomposition of several prepositions using Lexical Templates which allow for subsumption into constructional templates (Ruiz de Mendoza, 2013; Ruiz de Mendoza & Mairal, 2007; 2008; Mairal & Ruiz de Mendoza, 2008).

Keywords: Lexical Constructional Model, lexical representation, polysemy, prepositions.

References

- Deane, P. D. (2005). Multimodal spatial representation: On the semantic unity of over. In Beate Hampe (Ed.), *From Perception to Meaning. Image Schemas in Cognitive Linguistics*, (pp. 235–284). Berlin: De Gruyter Mouton.
- Dik, S. C. (1997). *The theory of Functional Grammar: The structure of the clause*. Berlin: De Gruyter Mouton.
- Langacker, R. W. (2008). *Cognitive Grammar. An introduction*. Oxford, UK: O. U. P.

- Mairal, R., & Ruiz de Mendoza, F. J. (2008). New challenges for lexical representation within the Lexical-Constructional Model. *Revista Canaria de Estudios Ingleses*, 57, 137–158.
- Pustejovsky, J. (1995). *The generative lexicon*. M.I.T. Press.
- Rice, S. (1996). Prepositional prototypes. In M. Pütz and R. Dirven (Eds.), *The construal of space in language and thought* (pp. 135–165). Berlin: Mouton de Gruyter.
- Ruiz de Mendoza Ibáñez, F. J. (2013). Meaning construction, meaning interpretation and formal expression in the Lexical Constructional Model. In B. Nolan and E. Diedrichsen (Eds.), *Linking constructions into Functional Linguistics: The role of constructions in RRG Grammars*. (pp. 231–270). Amsterdam / Philadelphia: John Benjamins.
- Ruiz de Mendoza, F. J., & Mairal, R. (2007). Levels of semantic representation: where lexicon and grammar meet. *Interlingüística*, 17, 26–47.
- Ruiz de Mendoza, F. J. & Mairal, R. (2008). Levels of description and constraining factors in meaning construction: An introduction to the Lexical Constructional Model. *Folia Linguistica*, 42(2), 355–400.
- Talmy, L. (1983). *How language structures space*. In H. Pick & L. Acredolo (Eds.), *Spatial orientation: Theory, research and application*. (pp. 225–282). New York: Plenum Press.
- Vandeloise, C. (1991). *Spatial prepositions: A case study from French*. Chicago: Chicago University Press.
- Vandeloise, C. (1994). Methodology and analyses of the preposition. *Cognitive Linguistics*, 5(2), 157–184.
- Vandeloise, C. (2005). Force and function in the acquisition of the preposition *in*. In *Functional Features in Language and Space*, ed. Laura Carson and Emile van der Zee, (pp. 219–231). Oxford: O. U. P.
- Van Valin, R. D. Jr. (2005). *The Syntax-Semantics-Pragmatics interface: An introduction to Role and Reference Grammar*. Cambridge, UK: C. U. P.
- Varela, F., Thomson, E., & Rosch, E. (2016). *The embodied mind Cognitive Science and Human Experience*. The M.I.T. Press: Cambridge, Massachusetts/London, England.
- Wierzbicka, A. (1996). *Semantics: Primes and universals*. Oxford: O. U. P.

Deliberate metaphor as an ostensive interactional metadiscourse strategy in guided meditation¹

Ignasi Navarro-Ferrando¹, Antonio-José Silvestre-López²

Universitat Jaume I

navarro@uji.es¹, asilvest@uji.es²

In origin, metadiscourse was conceived of as reaction against a purely ideational view of language to focus on the interactional (interpersonal) dimension of communication, what Sinclair (1981) called the ‘interactive plane’. As Hyland (2000; 2004; 2010) points out, the interactive perspective focuses on the coherence of interpersonal resources used to organise discourse. Academic discourse has been analysed in recent decades in search of metadiscursive mechanisms. Nevertheless, many genres in our culture remain unexplored for metadiscourse strategies, like oral or informal genres. One of these genres is guided meditation (GM), which can be characterised as an oral genre in which a speaker addresses a numerous, sometimes private, audience for religious practice, well-being, health care, or even psychotherapy.

This contribution analyses a corpus of GM sessions from the compassion family, concretely, from the Loving-kindness, Compassion, and Tonglen types (Matko & Seldmeier, 2019) in lay and religious (Buddhist) environments. In GM, speakers (both lay instructors and religious masters) use metaphorical expressions as markers of ostensive shifts from one stage to the next, following the textual structure of particular meditation types. We have searched for explicit signals marking metaphors that guide the meditation practice. The deliberate Metaphor Identification Procedure (Reijniere et al., 2018) is applied to identify this type of metaphor as it is used for metadiscursive marking. Each subgenre is compared as for the functions of the signalled metaphors used with the purpose of guiding the meditative practice and regulating the interlocutors’ behaviour (Ruiz de Mendoza & Galera, 2020). The results show that metaphor signalling plays an ostensive communicative function (Steen, 2014) in organising the text contents as well as in serving the purpose of both maintaining the audience’s attention and guiding their comprehension of the mental processes they are involved in during meditative practice. The conclusions point at a view of metaphor as an ostensive metadiscursive mechanism as a clue factor in lay as well as religious meditation discourse.

Keywords: Interactional metadiscourse, deliberate metaphor, guided meditation, non-denotational meaning, discourse strategies.

References

- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*, London: Longman.
- Hyland, K. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*, 25(2), 156-177.
- Hyland, K. (2010). Metadiscourse: mapping interactions in academic writing. *Nordic Journal of English Studies*, 9(2), 125-143.
- Matko K & Sedlmeier P (2019). What Is meditation? Proposing an empirically derived classification system. *Frontiers in Psychology*, 10, 2276.

¹ Research funded by UJI-B2018-59, GV/2019/101 and Spanish Ministry of Science and Innovation, project n. PID2020-118349GB-I00.

- Reijnierse, W.G., Burgers, Ch., Krennmayr, T., Steen, G.J. (2018.) DMIP: A method for Identifying potentially deliberate metaphor in language use. *Corpus Pragmatics*, 2, 129-147.
- Ruiz de Mendoza Ibáñez, F. J., & Galera Masegosa, A. (2020). The metonymic exploitation of descriptive, attitudinal, and regulatory scenarios in meaning making. In A. Baicchi (Ed.), *Figurative meaning construction in thought and language* (pp. 283–308). Amsterdam & Philadelphia: John Benjamins.
- Sinclair, J. (1981). Planes of discourse. In S. Rizvi (Ed.), *The two-fold voice: Essays in honour of Ramesh Mohan* (pp. 70-89). Salzberg: Salzberg University Press.
- Steen, G.J. (2014). Deliberate metaphor affords conscious metaphorical cognition. *Cognitive Semiotics*, 5(1-2), 179-197.

Is sweetness always good? A study of SWEET idioms in English and Romanian

Mariana Neagu

Universitatea Dunarea de Jos Galati

mcndiana@yahoo.com

Starting from the general idea that understanding metaphors and idioms can provide insights into cultures and contribute to improved cross-cultural communication, the present paper investigates SWEET idioms in English and Romanian. It identifies which of the possible combinations of metaphorical concepts and metaphorical expressions can be found in the two languages. The patterns that are usually discussed in the literature on metaphor translation from the perspective of cognitive linguistics (Kövecses, 2005; Al-Hasnawi, 2007) are the following:

- (1) metaphors with similar mapping conditions and similar lexicalization: e.g. R. *a fi numai zahăr și miere* (lit. be all sugar and honey), E. *be all sweetness*.
- (2) metaphors with similar mapping conditions but different lexicalization: R. *a face ochi dulci cuiva* (lit. make sweet eyes to someone), E. *make sheep eyes to someone*.
- (3) metaphors with different mapping conditions and different lexicalization: R. *a fi un om de zahăr* (lit. be a sugar man) E. *be very kind*

Taking a bottom-up approach we have looked at 40 SWEET idioms in English and Romanian and observed that, in both languages, instantiations of the basic metaphorical concept SWEETNESS IS GOOD are higher in number than SWEETNESS IS BAD. The analysis will bring evidence for the idea that two languages can have the same metaphor but select different source domain elements to express different aspects of the target domain as in pattern (2) R. *a face ochi dulci cuiva* (lit. make sweet eyes to someone) and E. *make sheep eyes to someone* or R. *vorba dulce mult aduce* (lit. sweet words bring more) and E. *soft fire makes sweet malt*).

Besides, we will discuss cases when the linguistic realization contains much imagery in one language but lacks this kind of motivation in the other language: R. *Îl cam duce cu zăhărelul - îi promite că se mărită cu el, dar tot amână nunta* (lit. She leads him by the sugar lump, - she promises she will marry him but plays for time and keeps delaying it).

In order to highlight the differences rather than similarities between SWEET idioms in English and Romanian we also discuss the origin of some lexical implementations and the presence and/or absence of emotive, attitudinal meaning that can contribute to the understanding of translation problems regarding idiomaticity: *a spune cuiva ceva de dulce* (lit. tell something sweet to someone, E. *to scold someone*).

Keywords: basic metaphorical concept, lexical implementation, source domain, target domain, idiom.

References

- Al-Hasnawi, A. (2007). A cognitive approach to translating metaphors. *Translation Journal*, 11(3).
- Kövecses, Z. (2005). *Metaphor in culture. Universality and variation*. Cambridge: Cambridge University Press.

Lights, Camera, Metonymy! How a figurative mechanism transformed the art of sci-fi cinema

Ilhana Nowak

Independent Scholar. Bosnia and Herzegovina

ilhana.nowak@gmail.com

Following the steady rise of academic interest in non-exclusively-verbal metonymy (Forceville, 2009; Mittelberg & Waugh, 2009; Littlemore, 2015; Pérez-Sobrino, 2017), this paper concerns instances of metonymy as one of the main mechanisms of meaning conveyance in science-fiction cinematography. In particular, *2001: A Space Odyssey* (1968), *Blade Runner* (1982), *Interstellar* (2014), and *Blade Runner 2049* (2017) will be used as examples of highly regarded sci-fi cinematic products that contain some of the most visionary and exploratory ideas of the human condition and the quest for meaning, and the creator-spectator meaning transferral using metonymic means.

It was Jakobson (2008) who first paved the way to the perception of meaning in cinema through the figurative lens: the metonymic nature of films, he observed, mirrors in the placement and changes of angles, perspective and focus of film shots. Subsequent research by Forceville (2009) and Littlemore (2015) build upon these initial observations and point to the significance of the form in which the cinematic metonymy is presented. In addition, the thematic dimension of the works is also approached: for example, the usage of objects for emotional, material and other states of being, and their salient properties that transcend celluloid limitations and often become symbols in the modern science-fiction and mainstream cultural vernacular. Some of these objects/symbols include the close-ups of the eye in both *Blade Runners*, as a specific type of framing of the human body and „meaning concentration“; the camera lens with a red dot depicting artificial intelligence as PART FOR THE WHOLE metonymy in *2001: A Space Odyssey*; and the hand watch as a specific instance of OBJECT FOR USER metonymy in *Interstellar*.

By using Forceville's set of characteristics that constitute a multimodal metonymy as the foundation of the analysis, this paper will attempt to show how meaning making employs metonymy through form and content as two complementary elements of the analyzed films. The importance of contextual knowledge is emphasized: taking into account the issue of multimodality of cinematic metonymy, the paper also touches upon the necessity of viewing the metonymic target in multimodal realms as a complex concept, which enables the presentation of cinematic metonymy in two modes (e.g. image and sound), itself made possible by the notion of subdomains within a single domain matrix (Croft, 2006; Brdar & Brdar-Szabó, 2011). Therefore, understanding the specific context (i.e. the intended source-target connection) is crucial for the creation of the metonymic construal, and often aptly provided by connected film sequences, as well as the film in its totality. In this regard, the provided examples offer complex constructions of this trope in their thematic examination of the human identity and its ever-changing surroundings.

References

- Brdar-Szabó, R., & Brdar, M. (2011). What do metonymic chains reveal about the nature of metonymy? In R. Benczes, A. Barcelona & F. J. Ruiz de Mendoza Ibáñez (Eds.), *Defining metonymy in cognitive linguistics: Towards a consensus view* (pp. 217-248). Amsterdam: John Benjamins.
- Bukatman, S. (1997). *Blade Runner*. London: British Film Institute.

- Croft, W. (2006). The role of domains in the interpretation of metaphors and metonymies. In D. Geeraerts (Ed.), *Cognitive Linguistics: Basic Readings* (pp. 269-302). Berlin: Mouton de Gruyter.
- Forceville, C. (2009). Metonymy in visual and audiovisual discourse. In E. Ventola & A. J. Moya Guijarro (Eds.), *The world told and the world shown: issues in multisemiotics* (pp. 56-74). Basingstoke: Palgrave MacMillan.
- Jakobson, R. (2008). *O jeziku*. Zagreb: Disput.
- Littlemore, J. (2015). *Metonymy: Hidden shortcuts in language, thought and communication*. Cambridge: Cambridge University Press.
- Mittelberg, I., & Waugh, L. R. (2009). Metonymy first, metaphor second: A cognitive-semiotic approach to multimodal figures of thought in co-speech gesture. In C. C. Forceville & E. Urios-Aparisi (Eds.), *Multimodal metaphor* (pp. 329-356). Berlin: Mouton de Gruyter.
- Pérez-Sobrino, P. (2017). *Multimodal metaphor and metonymy in advertising*. Amsterdam: John Benjamins.

Gestural alignment in simultaneous interpreting: Evidence from training sessions at the European Court of Justice

Inés Olza

CEMID/ICS. University of Navarra

iolzamor@unav.es

Background, objectives and research questions

This paper aims to offer empirical evidence on the role and multimodal display of cognitive alignment in simultaneous interpreting. The various resources with which speakers align with their interlocutors in interaction are topical objects of research in Cognitive Science, Psycholinguistics and Behavioral Studies, where alignment is taken under the scope of high-scale cognitive mechanisms that regulate human interaction (Fusaroli & Tylén, 2016; Rasenberg, Özyürek & Dingemanse, 2020). Until now, this body of research has focused mainly on: (1) verbal forms of aligned behavior, with still limited attention paid to the multimodal channelings of alignment (gestures, prosody) (Kimbara, 2006; Bergmann & Kopp, 2012; Olza, 2022); (2) regular forms of interpersonal dialogue, with scarce attention to other forms of collaborative linguistic activity where the speaker's behavior crucially relies on another individual's communicative action, as is the case of simultaneous interpreting.

In parallel, the architecture of cognitive abilities that intervene in simultaneous interpreting remains largely unexplored, and the place of gesture in interpreters' practice has been neglected until very recently (Zagar Galvão, 2009; 2020; Iriskhanova, 2020). Against this general background, this paper presents an experimental case-study that addresses the following research questions:

- Do simultaneous interpreters gesturally align with the speaker? If so, what are the best methods to detect and measure this aligned behavior?
- What does all this tell us about the cognitive processes involved in simultaneous interpretation?

Data

A 30-minute training session for novice legal interpreters at the European Court of Justice (Interpretation Directorate) was recorded. This consisted of a live interpreting exercise carried out in a real courtroom, where the speaker (male) stood in the main of orator's position (central front) and the trainees occupied individual booths in both sides of the room from where they could actually see the speaker.

Methodology

A mixed-method approach will be used to analyze data. Four 2-minute excerpts of the recording will be randomly selected to carry out the analysis.

(1) The gestural behavior of the speaker will be annotated using a basic binary code for the presence or absence of gesture along with transcribed speech units. The resulting description of the speaker's gestural performance will be taken as a baseline for the analysis of the interpreters' bodily behavior. (2) The interpreters' gestural behavior will be annotated using the same binary code. (3) Statistical analyses will be run to define the degree of convergence between the speaker's and the interpreters' gestural behavior. (4) A qualitative in-depth analysis will be developed on 5 speech sequences where a relevant gesture is performed by the speaker and the interpreters.

Expected results

The quantitative analysis of the interpreters' behavior will provide a general picture of the degree of gestural alignment they exhibit towards the speaker. Taking at least two

different interpreters in consideration will help to overcome possible single-case tendencies.

The qualitative approach to particular instances of gestural alignment between the speaker and the interpreters will allow to draw provisional conclusions on how different variables (content-related and individual ones) may affect gestural alignment.

Keywords: gesture; alignment; simultaneous interpreting; cognitive load; multimodal data.

References

- Bergmann, K., & Kopp, S. (2012). Gestural alignment in natural dialogue. In N. Mayake, D. Peebles & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 1326-1331). Austin: Cognitive Science Society.
- Fusaroli, R., & Tylén, K. (2016). Investigating conversational dynamics: Interactive alignment, interpersonal synergy, and collective task performance. *Cognitive Science*, 40(1), 145-171. <https://doi.org/10.1111/cogs.12251>
- Iriskhanova, O. (2020). Co-Speech gestures in professional contexts: A multimodal analysis of simultaneous interpretation. IMCC seminar talk, University of Oxford, November 2020.
- Kimbara, I. (2006). On gestural mimicry. *Gesture*, 6, 36-61. <https://doi.org/10.1075/gest.6.1.03kim>
- Olza, I. (2022). Patrones multimodales de (des)alineación conversacional. In S. Pons Bordería, V. Pérez Béjar & M. Méndez Orense (Eds.), *Perspectivas integradas para el análisis de la oralidad* (pp. 131-155). Sevilla: Editorial de la Universidad de Sevilla.
- Rasenberg, M., Özyürek, A., & Dingemanse, M. (2020). Alignment in multimodal interaction: An integrative framework. *Cognitive Science*, 44, e12911. <https://doi.org/10.1111/cogs.12911>
- Zagar Galvão, E. (2009). Speech and gesture in the booth: A descriptive approach to multimodality in simultaneous interpreting. In D. de Crom (Ed.): *Translation and the (Trans)Formation of Identities. Selected Papers of the CETRA Research Seminar in Translation Studies 2008*. <https://www.arts.kuleuven.be/cetra/papers>
- Zagar Galvão, E. (2020). Gesture functions and gestural style in simultaneous interpreting. In H. Salaets & G. Brône (Eds.): *Linking up with Video. Perspectives on Interpreting practice and research* (pp. 151-179). Amsterdam/Philadelphia: John Benjamins.

A cognitive-linguistic approach to hyperbolic mitigators and blockers

Carla Ovejas Ramírez

Universidad de La Rioja

carla.ovejas@unirioja.es

Little attention has been paid to hyperbole within the framework of Cognitive Linguistics if compared to other figures of thought such as metaphor or metonymy (Lakoff & Johnson, 1980; Barcelona, 2000; Panther & Thornburg, 2003; Kövecses, 2005; Ruiz de Mendoza, 2011; Bierwiczzonek, 2013). Hyperbole is understood in this proposal as a cross-domain mapping between two conceptual domains, a source domain (or magnified scenario) and a target domain (or observable scenario) (Ruiz de Mendoza, 2014; Peña & Ruiz de Mendoza, 2017). Research on hyperbole has focused on extreme case formulations, linguistic items which can trigger hyperbolic interpretations (Pomerantz, 1986), and on softeners, expressions which mitigate the hyperbolic load of utterances (Edwards, 2000). This proposal provides a fine-grained study of linguistic cues used for mitigating or even blocking a potential hyperbolic interpretation such as *one of the*, *sure*, *but if*, *deem*, or *considering*. Our corpus consists of 200 examples including the hyperbole marker *of all time* retrieved from Google searches and from the Corpus of Contemporary American English. The analysis of our corpus reveals that not all occurrences of the phrase *of all time* give rise to a hyperbolic interpretation. We have identified four mechanisms that can mitigate or cancel out a hyperbolic reading: (1) The setting up of domains of reference, which involves objectifying mechanisms which make reference to lists, rankings, and scales. A crucial aspect in our analysis is to determine the domain of reference of each utterance. Changing it might involve creating, mitigating, or cancelling out hyperbolic interpretations. For instance, *They are the most successful models of all time* is an overstatement that results from the joint interaction of the superlative form and the domain of reference indicator *of all time*. By contrast, *The following is our list of the most successful models of all time* restricts the domain of reference of the previous example and reduces or even blocks the hyperbolic load of the expression. (2) Eroding the emotional or attitudinal component of the potential hyperbole. For example, the use of the partitive *one of* in *John is one of the most intelligent students of all time* places limitations on the universality of the phrase ‘of all time’ and the potential hyperbolic interpretation of the expression is eroded. (3) Affecting the epistemic modality assessment of the utterance. This is related to the doubtfulness with which a speaker produces an utterance, as in *John might be the most intelligent student of all time*. And (4) making use of evidentiality markers such as *to my mind*, *according to*, or *sure*, as in *According to Jane, John is the most intelligent student of all time*.

Keywords: hyperbole; hyperbolic markers; mitigators; blockers.

References

- Barcelona, A. (Ed.). (2000). *Metaphor and metonymy at the crossroads. A cognitive perspective*. New York, Mouton de Gruyter.
- Bierwiczzonek, B. (2013). *Metonymy in language, thought, and brain*. London & Oakville: Equinox.
- Edwards, D. (2000). Extreme case formulations: Softeners, investment, and doing nonliteral. *Research on Language and Social Interaction*, 33(4), 347-373.
- Kövecses, Z. (2005). *Metaphors in culture: Universality and variation*. Cambridge: Cambridge University Press.

- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Peña, S., & Ruiz de Mendoza, F.J. (2017). Construing and constructing hyperbole. In A. Athanasiadou (Ed.), *Studies in figurative thought and language* (pp. 42–73). Amsterdam: John Benjamins.
- Panther, K.U., & Thornburg, L. (Eds.). (2003). *Metonymy and pragmatic inferencing*. Amsterdam/Philadelphia: John Benjamins.
- Ruiz de Mendoza, F.J. (2011). Metonymy and cognitive operations. In R. Benczes, A. Barcelona & F.J. Ruiz de Mendoza (Eds.), *Defining metonymy in cognitive linguistics. Towards a consensus view* (pp. 103–123). Amsterdam & Philadelphia: John Benjamins.
- Ruiz de Mendoza, F.J. (2014). Mapping concepts. Understanding figurative thought from a cognitive-linguistic perspective. *Revista Española de Lingüística Aplicada*, 27(1), 187–207.

Linguistic and visual metonymies in animal cartoons

Klaus-Uwe Panther¹, Linda L. Thornburg²

University of Hamburg¹, Independent Scholar²

klauspanther@aol.com¹, lindalthornburg@aol.com²

Cultural (or folk) models of animals play an important role in the conceptualization of human behavior and character traits. Folk models provide frames or scenarios that are figuratively exploited to describe humans – in both laudatory and derogatory ways – that appeal to emotions and express evaluations. Hence, animal terms may be used to characterize humans offensively e.g. *male chauvinist pig* (see Hughes, 2006), but also endearingly as in *honeybunny* or *kitten*, and as praiseworthy e.g. *Tiger Mom*. Especially in the United States, the names of sports teams such as *Chicago Bulls* (basketball), *St. Louis Cardinals* (baseball), *Florida Panthers* (hockey), and *St. Louis Rams* (American football) have incorporated animal terms to evoke athletic skills of the teams in question. Grammatically, animal folk models are reflected in e.g. particle verbs patterns such as *rat out*, *beaver away*, and *clam up* (Panther & Thornburg, 2012) and binominal constructions such as *a rat of a boyfriend*, *a bear of a man*, and *a shark of a lawyer* (Foolen, 2004; Panther, 2014). The analysis of such lexico-grammatical patterns requires a rich apparatus of conceptual tools.

In this talk we build on previous work to focus on not only linguistic texts but also pictorial representations in (humorous) cartoon drawings, paying particular attention to the use/interaction of figuration across the two modalities (see also Panther, 2005). In addition to animal folk models, our explanatory framework includes metaphorical mappings and metonymic and other types of pragmatic inference. Although the cartoons depict animals, the images are meant to characterize not merely the animals themselves but to serve as VEHICLES, i.e. conceptually speaking, SOURCE domains to shed light on humans and their behavior (TARGET) in metaphorical and/or metonymic terms. We find that animals commonly associated with negative folk models (e.g. rats, cockroaches) appear in cartoon drawings in ways that trigger empathetic and sympathetic feelings for these creatures in the mind of the beholder. This creative and innovative aspect of humorous animal cartoon drawings contrasts with more conventional lexico-grammatical patterns found in natural languages (examples above). Such patterns tend to reflect conservative worldviews and outdated biological models of animals, that is, they are an instance of cultural lag.

References

- Foolen, A. (2004). Expressive binomial NPs in Germanic and Romance languages. In: G. Radden & K-U. Panther (Eds.) *Studies in linguistic motivation* (pp. 75–100). Berlin & New: Mouton de Gruyter.
- Hughes, G. (2006). *An encyclopedia of swearing: The social history of oaths, profanity, foul language, and ethnic slurs in the English-speaking world*. Armonk, NY & London: M. E. Sharpe.
- Panther, K-U. (2005). Metonymy inside and outside language. In A. Makkai, W. J. Sullivan & A. R. Lommel (Eds.), *LACUS Forum XXXI: Interconnections* (pp. 15–32). Houston, TX: The Linguistic Association of Canada and the United States.
- Panther, K-U. (2014). Metaphor and metonymy shaping grammar: The role of animal terms in expressive morphology and syntax. In G. Drożdż & A. Łyda (Eds.) *Extension and its limits* (pp. 10–38). Newcastle upon Tyne: Cambridge Scholars.
- Panther, K-U. & Thornburg, L. L. (2012). Conceptualizing humans as animals in English verb particle constructions. *Language Value*, 4(1), 63–83.

Gestualidad y eventos de movimiento: cómo distribuimos la información entre las palabras y los gestos en español

Laura Peiró-Márquez
Universidad de Zaragoza
laurapeimar@unizar.es

La gestualidad tiene un papel fundamental en el estudio de la comunicación y la cognición humanas, pues los gestos, producidos de forma inconsciente, pueden revelar que procesamos más información de la que expresamos oralmente (Kita & Özyürek, 2003; Özyürek & Woll, 2019). Esta perspectiva multimodal se ha aplicado a la expresión del movimiento, tradicionalmente abordada solo en la modalidad hablada, sobre todo a partir de la tipología de patrones de Talmy (1991) y la hipótesis del pensar para hablar de Slobin (1996). La investigación multimodal ha puesto en entredicho algunos presupuestos, como que los hablantes de lenguas de marco verbal (como el español) apenas prestan atención a la Manera de movimiento: sus gestos demuestran que sí procesan esta información, dado que tienden a producir gestos de Manera aunque no la verbalicen (McNeill, 2000). Los gestos icónicos que co-ocurren con el discurso oral aportan información complementaria y reflejan sus características lingüísticas (Özyürek et al., 2008), pero todavía no se ha analizado en detalle cómo se distribuye la información.

El objetivo de esta charla es ampliar el estudio de la expresión gestual del movimiento más allá de la mera codificación de los componentes de Camino y Manera, abordando para ello tres aspectos poco explorados: (i) la cantidad de información aportada en cada modalidad; (ii) la distribución y segmentación de estos componentes en las dos modalidades; (iii) el grado de congruencia semántica entre lo expresado en el habla y en la gestualidad. Más concretamente, este estudio se centra en hablantes de español europeo y se pregunta (i) si la gestualidad aporta una cantidad de información de Camino y Manera significativa respecto al habla; (ii) si la estrategia de distribución de estos componentes en la gestualidad depende de las estructuras empleadas en el habla (p. ej. se utiliza un gesto y un verbo para cada componente, como en ‘subir rodando’); (iii) si la información codificada en un gesto es congruente con la codificada en la palabra con la que co-ocurre, y, en su caso, si el grado de congruencia semántica depende del componente codificado.

Para responder a estas preguntas, se ha seguido el procedimiento de Özyürek et al. (2008) para elicitar, a partir de los estímulos de *Tomato Man* (Özyürek et al., 2001), las narraciones de doce hablantes adultos nativos de español. Se ha utilizado la herramienta ELAN (Lausberg & Sloetjes, 2009) para codificar 178 grabaciones en total.

Los resultados, obtenidos a partir de un análisis cuantitativo de los datos, verifican las hipótesis de partida, y muestran que: (i) la cantidad de información de Manera aportada en la gestualidad es mayor que en el habla, lo que no ocurre con el componente de Camino; (ii) al utilizarse construcciones múltiples en el habla, hay una tendencia a codificar el Camino y la Manera en gestos separados, aunque es habitual que al menos uno de los gestos contenga información de estos componentes; los hablantes que utilizan construcciones simples parecen preferir gestos combinados; (iii) el grado de congruencia semántica varía según el componente lexicalizado en el verbo.

Keywords: gestualidad, eventos de movimiento, congruencia semántica, multimodalidad, español

References

- ELAN (Versión 5.9) [Programa informático] (2020). Nimega: Instituto Max Planck de Psicolingüística, The Language Archive. <http://archive.mpi.nl/tla/elan>
- Kita, S., & Özyürek, A. (2003). What does cross-linguistic variation in semantic coordination of speech and gesture reveal?: Evidence for an interface representation of spatial thinking and speaking. *Journal of Memory and Language*, 48(1), 16–32.
- Lausberg, H., & Sloetjes, H. (2009). Coding gestural behavior the NEUROGES-ELAN system. *Behavior Research Methods, Instruments, & Computers*, 41(3), 841–849.
- McNeill, D. (2000). Analogic/analytic representations and cross-linguistic differences in thinking for speaking. *Cognitive Linguistics*, 11(1/2), 43–60.
- Özyürek, A., & Woll, B. (2019). Language in the visual modality: Co-speech gesture and sign language. In P. Hagoort (Ed.), *Human language from genes and brains to behavior* (pp. 67-83). Cambridge, MA: MIT Press.
- Özyürek, A., Kita, A., & Allen, S. (2001). Tomato Man movies: Stimulus kit designed to elicit manner, path and causal constructions in motion events with regard to speech and gestures [Videos]. Nimega: Instituto Max Planck de Psicolingüística, Language and Cognition Group.
- Özyürek, A., Kita, S., Allen, S., Brown, A., Furman, R., & Ishizuka, T. (2008). Development of Cross-Linguistic Variation in Speech and Gesture: Motion Events in English and Turkish. *Developmental psychology*, 44(4), 1040–1054.
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. Gumperz & S. Levinson (Eds.), *Rethinking Linguistic Relativity. Studies in the Social and Cultural Foundations of Language* (pp. 70-96). Cambridge: Cambridge University Press.
- Talmy, L. (1991). Path to realization: A typology of event conflation. *Proceedings of the Seventeenth Annual Meeting of the Berkeley Linguistics Society*, 17, 480–519.

The constructional import of overstated and understated expressions

M^a Sandra Peña Cervel

Universidad de La Rioja

sandra.pena@unirioja.es

The classification of hyperbole has been one of the main concerns of research on this figure since late antiquity. The notions of coding and inferencing play a major role either implicitly or explicitly in such taxonomies (Brdar, 2004; Claridge, 2011). In this connection, a broad two-fold distinction has been posited between constructional and inferential hyperbole (Peña & Ruiz de Mendoza, 2017). While both of them arise from contextual incongruity, constructionally-cued hyperbole is additionally characterized by being triggered by specific syntactic patterns like the extreme case formulations put forward by Pomerantz (1986) (e.g. high numbers such as billions). This proposal is consistent with the latest developments in research on hyperbole, especially within the framework of Cognitive Linguistics. We endorse Ruiz de Mendoza's (2014) claim that hyperbole is a cross-domain mapping in which a fictitious scenario and a real-world situation are set up. The imaginary scenario helps us come to terms with the observable event. The magnified representation of reality is to be scaled down by the addressee. By contrast, in understatement, the situation portrayed in the counterfactual scenario is scaled up by the addressee. Hyperbolic constructions have been found to be implicational in nature since they constitute attitudinal scenarios that convey the speaker's emotional reaction to a given state of affairs. We argue that a more fine-nuanced distinction can be drawn between hyperbolic constructions consisting of fixed elements (e.g. scaled-up gradable concepts like endless in *This road is endless*) and hyperbolic patterns including both fixed and variable items (e.g. 'X IS AS/SO adjective AS Y', as in *He really is as big as a house*). This proposal explores hyperbolic constructions of both kinds in terms of four related parameters: the degree of likelihood of the fictitious scenario, the degree of incongruity between the imaginary and real-world scenarios, the degree of hyperbolic load of the expression, and the degree of emotional impact on the addressee. By way of illustration, compare (i) *This road is endless* and (ii) *This suitcase weighs a ton*. The implausible fictitious scenario of a never-ending road correlates with a high degree of incongruity between the imaginary and the real-world scenarios, with a high degree of hyperbolic load of the expression, and with a great emotional impact on the potential addressee. In (i), the hyperbolic load, the degree of discrepancy between the unlikely scenario and the observable event and the degree of emotional impact on the addressee are higher than in (ii), which depicts a hardly conceivable but not wholly unlikely situation. We also examine the constructional import of other figures related to hyperbole, mainly meiosis (an extreme form of understatement, as in *He killed my parents. Nothing serious!*, where the importance of a murder is belittled), which can be both constructional and inferential, and litotes (a form of understatement built on the basis of the negation of an axiologically negative characterization, as in *He is not a bad student*, which implies that in fact the student is not good at all), which is always constructionally cued.

References

- Brdar, M. (2004). How pure is the pure hyperbole? The role of metonymic mappings in the construction of some hyperbolic effects. In D. Kučanda, M. Brdar & B. Berić (Eds.), *Teaching English for Life*. Studies to Honour Prof. Elvira Petrović on the Occasion of Her 70th Birthday, (pp. 373-385). Osijek: Filozofski fakultet.
- Claridge, C. (2011). *Hyperbole in English. A corpus-based study of exaggeration*. Cambridge: Cambridge University Press.

- Peña, M.S., & Ruiz de Mendoza, F.J. (2017). Construing and constructing hyperbole. In A. Athanasiadou (Ed.), *Studies in figurative thought and language* (pp. 41-73). Amsterdam/Philadelphia: John Benjamins.
- Pomerantz, A. (1986). Extreme case formulations: A way of legitimizing claims. *Human Studies*, 9(2-3), 219-229.
- Ruiz de Mendoza, F.J. (2014). Mapping concepts. Understanding figurative thought from a cognitive-linguistic perspective. *Revista Española de Lingüística Aplicada*, 27(1), 187-207.

La metonimia como mecanismo de generación de efectos hiperbólicos

M^a Sandra Peña Cervel¹, Carla Ovejas Ramírez²

Universidad de La Rioja

sandra.pena@unirioja.es¹, carla.ovejas@unirioja.es²

Uno de los principales intereses en relación con el estudio de la hipérbole es su interacción con otras figuras de pensamiento. Entre dichas formas de lenguaje figurado destacan la metáfora, el símil (Deamer et al., 2010) y la ironía (Gibbs, 2000; Filippova & Astington, 2010; Dynel 2016, 2017). Sin embargo, en las dos últimas décadas, dentro del marco de la Lingüística Cognitiva, la metonimia se ha perfilado como otra forma de lenguaje figurado capaz de generar efectos hiperbólicos (Brdar-Szabó & Brdar, 2010; Herrero, 2018; Peña, 2019). Esta propuesta proporciona evidencia adicional sobre el poder estructurador de la metonimia en la construcción de la hipérbole a través de una construcción del español peninsular: ‘X ES TODO/A Y’, donde X es una persona e Y una parte del cuerpo. Con tal fin, hemos extraído 500 ejemplos del *Corpus del Español* y de *Google* (especialmente *Google Books*). Se pueden distinguir en este sentido varias subconstrucciones:

- (i) Casos de doble reducción metonímica como *ser todo/a oído/s* (prestar gran atención a lo que alguien dice) o *ser todo/a cerebro* (ser una persona dotada de una gran inteligencia), que hacen alusión a una característica no física prominente de una persona. Por ejemplo, en *No se dejen engañar por sus pintas de Barbie de carne y hueso. Debajo de las extensiones, es todo cerebro*, existe una doble operación de reducción metonímica por la cual una mujer se identifica con una parte destacada de su cuerpo, su cerebro, que a su vez proporciona acceso conceptual a un subdominio del mismo, la inteligencia.
- (ii) Casos susceptibles de ser interpretados según contexto en términos de una sola reducción metonímica - en los que se pone de relieve una cualidad física notoria de una persona - o de doble reducción metonímica - en los que se llama la atención sobre una cualidad no física de alguien. Tal es el caso de expresiones como *ser todo/a ojos* (tener ojos muy grandes o prestar mucha atención) o *ser todo/a cabeza* (tener la cabeza demasiado grande o tener gran inteligencia o racionalidad). En *Son dos mujeres opuestas, una es todo cabeza y la otra es un animal salvaje*, una mujer queda reducida metonímicamente a su cabeza, parte del cuerpo que se usa para seleccionar un subdominio de la misma, su gran capacidad racional. Sin embargo, en *Se está quedando como un Chupa Chups naranja, es todo cabeza y cuerpecito* el hablante se refiere metonímicamente a una persona por medio de una de las partes de su cuerpo que es extraordinariamente grande, su cabeza.
- (iii) Casos en los que por medio de una operación de reducción de dominios se hace hincapié en un atributo físico, como *ser todo/a músculo/s* (tener muchos músculos por hacer mucho ejercicio) o *ser todo/a huesos* (estar muy delgado/a). En *Es todo músculo y fibra para delirio de las féminas*, un hombre se define metonímicamente como una parte que sobresale de su anatomía, sus músculos.

En resumen, analizaremos en detalle desde el punto de vista de la Lingüística Cognitiva (Ruiz de Mendoza 2014, Peña & Ruiz de Mendoza 2017) este tipo de ejemplos en los que la metonimia genera efectos hiperbólicos al maximizar un atributo físico o no físico por medio de la mención de una parte del cuerpo.

Palabras clave: metonimia, reducción de dominios, construcción, hipérbole

Referencias

- Brdar-Szabó, R., & Brdar, M. (2010). Mummy, I love you like a thousand ladybirds. In A. Burkhard & B. Nerlich (Eds.), *Tropical Truths. The epistemology of metaphor and other tropes* (pp. 383-427). Berlin & Nueva York: Walter de Gruyter.
- Deamer, F., Pouscoulous, N., & Breheny, R. (2010). A contrastive look at metaphor and hyperbole. *UCL Working Papers in Linguistics*, 22, 1-15.
- Dynel, M. (2016). Two layers of overt untruthfulness. When irony meets metaphor, hyperbole or meiosis. *Pragmatics & Cognition*, 23(2), 259-283.
- Gibbs, R. W. (2000). Irony in talk among friends. *Metaphor and Symbol*, 15(1-2), 5-27.
- Herrero, J. (2018). Exaggerating and mitigating through metonymy: The case of situational and CAUSE FOR EFFECT/EFFECT FOR CAUSE metonymies. *Language & Communication*, 62, 51-65.
- Peña, M. S. (2019). How do hyperbolic effects emerge? In A. C. Pelosi & M.F. Fontenelle Carneiro (Eds.), *Linguagem e pensamento: Pesquisas, reflexões e práticas* (pp. 155-176). São Luís: EDUFMA.
- Peña, M. S. & Ruiz de Mendoza, F. J. (2017). Construing and constructing hyperbole. In A. Athanasiadou (Ed.), *Studies in figurative thought and language* (pp. 41-73). Amsterdam & Philadelphia: John Benjamins.
- Ruiz de Mendoza, F. J. (2014). Mapping concepts. Understanding figurative thought from a cognitive-linguistic perspective. *Revista Española de Lingüística Aplicada*, 27(1), 187-207.

Cognitive Linguistics-oriented teaching activities in real L2 classrooms: Design, implementation and assessment

Ana María Piquer Píriz¹, Irene Castellano Risco², Marta Martín Gilete³

Universidad de Extremadura

anapiriz@unex.es¹, ircastellano@unex.es², mmgilete@unex.es³

One of the fields in which the applications of some of the main theoretical tenets of Cognitive Linguistics (CL) has been more fruitful is L2 instruction (see MacArthur, 2017; Piquer-Píriz & Alejo-González, 2020; Castellano-Risco & Piquer-Píriz, 2020). In particular, the idea of motivation as opposed to linguistic arbitrariness (Radden & Panther, 2004) entails a whole new approach to lexis that has given rise to the well-known construct of semantic networks (Lakoff, 1987; Langacker, 1990). The implications of this idea for L2 teaching offer an appealing alternative to the blind memorization of vocabulary lists. Specifically, the pedagogical potential of enhancing motivated polysemy in the L2 classroom to facilitate vocabulary acquisition has attracted a great deal of attention. A significant number of research studies have dealt with both the design of CL-oriented activities for teaching L2 vocabulary and their actual classroom implementation and assessment (see Boers, 2011; 2013; Martín-Gilete, 2017). Despite the important findings that these studies reveal, some methodological flaws have been also pointed out, mainly related to their experimental designs (e.g. lack of precise pre-test and (delayed) post-test measures or non-comparable teaching interventions in the control and experimental groups), as identified in Boers (2013) that also argues for the need of more fine-tuned longitudinal studies and for the desirability of distributed learning in the teaching interventions. In our view, involving L2 teachers in the process is also essential if CL-oriented proposals aim to realistically reach the L2 classroom. This presentation will report the preliminary results of a project that has been designed bearing in mind all these caveats. First, some CL-oriented teaching activities for enhancing the underlying motivation and working with some of the figurative extensions of the particles IN/OUT and UP/DOWN were designed and revised by a group of five researchers and four secondary school teachers, based on the syllabus, textbooks and some of materials normally used in their classes. The teachers received a four-hour training course on the applications of CL to L2 instruction. After the training, they implemented the activities during three months with their groups of students in two state schools (N=58) and a private language centre (N=19). A control group belonging to a different secondary school (N=26) also took part in the project. In the pre-test phase, four different tests were completed by the students (all native speakers of Spanish) to measure their vocabulary knowledge in English. They consisted in two validated, standard vocabulary tests (VLT 2K and Lex30) and two other tests created ad hoc to measure the learners' previous knowledge of the particles and their awareness of polysemy. Different versions of the same tests were employed in the post-test phase that was conducted four months after the pre-testing.

Our preliminary results show that the CL-oriented activities were attractive to L2 students and that teachers valued them very positively, too. However, it was also found that factors such as the timing for implementation, student ratios or length of activities are also important for a successful implementation of this kind of activities.

References

Boers, F. (2011). Cognitive semantic ways of teaching figurative phrases: an assessment. *Review of Cognitive Linguistics*, 9, 227-261.

- Boers, F. (2013). Cognitive Linguistic approaches to teaching vocabulary: Assessment and integration. *Language Teaching*, 46(2), 208-224.
- Castellano-Risco, I., & Piquer-Píriz, A.M. (2020). Measuring secondary-school 12 learners vocabulary knowledge: Metaphorical competence as part of general lexical competence. In A.M. Piquer-Píriz & R. Alejo González (Eds.), *Metaphor in Foreign Language Instruction* (pp. 199-218). Berlin/Boston: Mouton de Gruyter.
- Lakoff, G. (1987). Image metaphors. *Metaphor and Symbol*, 2(3), 219–222.
- Langacker, R.W. (1990). *Concept, image and symbol: the cognitive basis of grammar*. Berlin & New York: Mouton de Gruyter.
- MacArthur, F. (2017). Using metaphor in the teaching of second/foreign languages. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook of metaphor and language* (pp. 413–425). London & New York: Routledge.
- Martín-Gilete, M. (2017). *Metaphor in English as a foreign language: A critical review of research* (Unpublished master's thesis). Universidad de Extremadura.
- Piquer-Píriz, A.M., & Alejo-González, R. (Eds.). (2020). *Metaphor in Foreign Language Instruction*. Berlin/Boston: Mouton de Gruyter.
- Radden, G., & Panther, K.-U. (2004). *Studies in linguistic motivation*. New York: Mouton de Gruyter.

Image schemas in the Spanish press discourse on the ‘Refugee Crisis’

M^a Dolores Porto-Requejo

Universida Alcalá de Henares

mdolores.porto@uah.es

Anti-immigration discourse has been a highly prolific field of research within Critical Discourse Analysis (Bañón Hernández, 2002; De Fina, 2003; Santa Ana, 2007; Van Dijk, 2000; Wodak & Van Dijk, 2000; Zapata-Barrero, 2009; etc.) and, considering recent population displacements and how they are affecting both national and international political decisions, the issue is also the focus of some of the most recent research on discourse and metaphor within the broader Socio-Cognitive and Critical framework (Charteris Black, 2006; Hart, 2011; 2014; Kopytowska & Chilton, 2018; Viola & Musolff, 2019). Within this line of research, the present paper examines the water metaphors used by Spanish press in the conceptualization of Syrian refugees during the so-called “refugee crisis” in 2015 and 2016. More specifically, the study analyses the image schemas underlying those metaphors in two mainstream newspapers with opposed ideologies, El País (centre-left wing) and ABC (right wing). Image schemas, i.e. cognitive structures for understanding and reasoning that derive from common physical interactions with the environment (Johnson, 1987; Sharifian, 2015; Talmy, 1988; 2000), have revealed in this study as powerful ideologically covert strategies that create a specific conceptualization of immigrants as a dangerous threat.

First, a corpus of over 1,400 samples of WATER IN MOTION metaphors was collected and studied qualitatively and quantitatively in relation with their immediate context. Second, 300 occurrences of the metaphor MIGRANTS ARE A FLOW, the most frequent pattern of occurrence, were further analysed qualitatively, 150 from each newspaper, in order to identify the underlying image schemas. The results show that, despite the apparent neutrality of the FLOW metaphor, the image schemas of FORCE, PATH, CONTAINER and quantity (up/down) are highly pervasive, a fact which unveils the underlying conceptualization of the refugees as a threatening mass of water that must be controlled or contained, rather than a real humanitarian emergency or people in need as overtly stated in the media discourse. Even though both newspapers, no matter their ideological bias, seem to conceptualize migrants’ displacement in similar ways, some differences have been found in frequency and perspective.

Thus, this research pushes the field of anti-immigration discourse forward by offering (i) a corpus-based, quantitative analysis of the water metaphors and the different image schemas underlying the FLOW metaphor used in newspapers; (ii) a comprehensive, qualitative analysis of all the image schemas identified in the data (FORCE, PATH, UP-DOWN, CONTAINER and BALANCE), and (iii) a study based both on the right and left-wing press, the latter intuitively considered to have a more pro-immigration orientation. In short, by analysing anti-refugee discourse, both qualitatively and quantitatively, this study throws light on the fruitfulness of integrating socio-cognitive models of language and (critical) discourse analysis, as well as on the persuasive force of image schemas as very subtle and powerful ideological weapons.

References

- Bañón Hernández, A. M. (2002). *Discurso e inmigración. Propuestas para el análisis de un debate social*. Murcia: Universidad de Murcia.
- Charteris Black, J. (2006). Britain as a container: Immigration metaphors in the 2005 election campaign. *Discourse & Society*, 17(5), 563-581.

- De Fina, A. (2003). *Identity in narrative: An analysis of immigrant discourse*. Amsterdam: John Benjamins.
- Hart, C. (2011). Force-interactive patterns in immigration discourse: A Cognitive Linguistic approach to CDA. *Discourse & Society*, 22(3), 269-286.
- Hart, C. (2014). *Discourse, Grammar and Ideology: Functional and Cognitive Perspectives*. London: Bloomsbury.
- Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. Chicago: University of Chicago Press.
- Kopytowska, M., & Chilton, P. (2018). "Rivers of blood": Migration, fear and threat construction. *Lodz Papers in Pragmatics*, 14(1), 133-161.
- Santa Ana, O. (2007). *Brown tide rising: Metaphors of latinos in contemporary American public discourse*. Austin: University of Texas Press.
- Sharifian, F. (Ed). (2015). *The Routledge handbook of language and culture*. London: Routledge.
- Talmy, L. (1988). Force dynamics in language and cognition. *Cognitive Science*, 12, 49-100.
- Talmy, L. (2000). *Toward a Cognitive Semantics. Concept structuring systems*. Cambridge, MA: MIT Press.
- Van Dijk, T. (2000). Ideologies, racism, discourse. Debates on immigration and ethnic issues. In J. Wal & M. Verkuyten (Eds.), *Comparative Perspectives on Racism*. (pp. 91-116). Farnham, U.K.: Ashgate Publishing.
- Viola, L., & Musolf, A. (2019). *Migration and media. Discourses about identities in crisis*. Amsterdam: John Benjamins.
- Wodak, R., & van Dijk, T. (Eds.). (2000). *Racism at the top. Parliamentary discourses on ethnic issues in six European states*. Klagenfurt: Drava Verlag
- Zapata-Barrero, R. (2009). *Fundamentos de los discursos políticos en torno a la inmigración*. Madrid: Trotta.

Multimodality in memes

Inés L. Rodríguez García

Universidad de La Rioja

ines-leticia.rodriguez@alum.unirioja.es

In recent years, the imminent phenomenon of memes has spread throughout the whole world turning them into an indispensable aspect in online communication. Memes are context-dependent, so they are culturally rooted and echo the linguistic and paralinguistic conventions of a society. Memes do not only provide a comical perspective, but also a source of up-dated information, a view shared by Shifman (2013), Van Dijk (1997) or Van Leeuwen (2007). Their popularity stems from the bidirectional relationship maintained between their linguistic component and their visual support. Thus, the central thesis of this paper is to study the interaction between the linguistic component and the visual support of memes. To this end, we draw on pioneering works from the framework of Multimodality (Attardo et al., 2003; O'Halloran, 2012; García, 2020; Ross & Rivers, 2017; Van Dijk, 1980). Furthermore, we have made use of some of the analytical tools of Cognitive Linguistics (Lakoff, 1987; Peña, 2003, 2008; Rosales Sequeiros, 2011; Ruiz de Mendoza, 2014; Ruiz de Mendoza & Galera, 2012; Ruiz de Mendoza, 2017; Ruiz de Mendoza & Lozano-Palacio 2021; Raymond & Gibbs, 2021). The study of figures of speech such as metaphor, irony, hyperbole and metonymy, defined from the point of view of Cognitive Linguistics, have been our main concern. Before carrying out the analysis, a corpus of 200 memes was compiled from a renowned political magazine *The Private Eye Magazine*. We cover a time span from 2011 to 2021, which provides the corpus with the latest events in the socio-political frame of reference. Once the corpus was built, it was confirmed that the linguistic component and the visual aid interact fruitfully and we made special emphasis on the ironic and hyperbolic component; however, metaphor especially and metonymy proved to be key to the production and understanding of several memes in our corpus, both in isolation or in combination with other figures of speech such as irony and/or hyperbole. It is important to notice, however, that it is sometimes difficult to agree on the intended message of memes since different addressees might interpret them differently.

References

- Attardo, S., Eisterhold, J., Hay, J., & Poggi, I. (2003). Multimodal Markers of Irony and Sarcasm. *Journal of Humor Research*, 16(2), 243-260. DOI: 10.1515/humr.2003.012
- García, A. (2020). Memes y políticas de identidad. El poder de la risa en la cultura digital. *Arte y políticas de identidad, Universidad de Murcia*, 23, 144-162.
- O'Halloran, K. L. (2012). Análisis del discurso multimodal. *Revista latino-americana de estudios del discurso. ALED*. 12(1) 75-97 DOI: <http://dx.doi.org/10.35956/v.12.n1.2012>
- Lakoff, G. (1987). *Women, fire and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press
- Peña, S. (2003). *Topology and cognition: What image-schemas reveal about the metaphorical language of emotions*. Munich: Lincom Europa.
- Peña, S. (2008). Dependency systems for image-schematic patterns in a usage-based approach to language. *Journal of Pragmatics*, 40(6), 1041–1066. DOI: 10.1016/j.pragma.2008.03.001
- Rosales Sequeiros, X. (2011) Irony, relevance and pragmatic interpretation in Spanish. *Language sciences*, 33(3) 369 – 385 DOI 10.1016/j.langsci.2010.11.003

- Raymond, W., & Gibbs, Jr. (2021). "Holy Cow, My Irony Detector Just Exploded!" Calling Out Irony during the Coronavirus Pandemic.
- Ross, A., & Rivers, D. (2017). Digital cultures of political participation: Internet memes and the discursive delegitimization of the 2016 U.S Presidential candidates. *Discourse Context Media*, 16, 1–11. DOI: 10.1016/j.dcm.2017.01.001
- Ruiz de Mendoza, F. J., & Galera, A. (2012). Modelos cognitivos, operaciones cognitivas y usos figurados del lenguaje. *Forma y función*, 25(2), 11-38
- Ruiz de Mendoza, F. J. (2014) Mapping concepts: Understanding figurative thought from a cognitive-linguistic perspective. *Revista Española de lingüística aplicada*, 27(1), 187-207. DOI: 10.1075/resla.27.1.08rui
- Ruiz de Mendoza, F.J., & Lozano-Palacio, I. (2021). On verbal and situational irony. Towards a unified approach. In Augusto Soares da Silva (Ed.), *Figurative Language – Intersubjectivity and Usage* (pp. 213–240). Amsterdam: John Benjamins.
- Ruiz de Mendoza, F.J. (2017). Understanding figures of speech. Dependency relations and organizational patterns. *Language and Communication*, 71, 16-38.
- Shifman, L. (2013). Memes in a digital world: reconciling with a conceptual troublemaker. *Journal of Computer-Mediated communication*, 18, 382-377. <http://dx.doi.org/10.1111/jcc4.12013>.
- Van Dijk, Teun A. (1980). Macrostructures: An Interdisciplinary Study of Global Structures in Discourse, Interaction, and Cognition (pp. 242-264). Oxon: Routledge.
- Van Dijk, T.A. (1997). *Discourse as social interaction*. Sage, Thousand Oaks, CA.
- Van Leeuwen, T. (2007). Legitimation in discourse and communication. *Discourse Commun.* 1(1), 91–112. <http://dx.doi.org/10.1177/1750481307071986>.

Metaphor grounding in election campaign letters

Ana Roldán-Riejos¹, Víctor Ellis²

Universidad Politécnica de Madrid¹, Universidad Complutense de Madrid²

ana.roldan.riejos@upm.es¹, viellis@ucm.es²

In democracies, political organisations have the legal right to send free election campaign letters to potential electors. Candidates can make use of this type of mailing to reach target audience as part of their political campaign. The method consists of sending addressed letters to individual electors, or unaddressed mail to postal addresses (one per political party). Despite their direct impact, election campaign letters have hardly attracted any attention from political or from discourse studies research. This work aims to fill this gap by analysing five election campaign letters issued by five major Spanish political parties: PSOE, PP, Vox, Podemos and Ciudadanos for 10th November 2019 Spanish general elections. We basically focus on three aspects:

1) The letters' discourse by exploring metaphorical mappings construed from embodied image schemas of (i) path: source-path-target (ii) force and (iii) the interaction of both schemas and others (causal, part/whole).

2) The use of colour, pictures, font type and size in the letters.

3) The analysis of the specific layout, which seems to shape a distinctive political communication genre with specific moves, slogans and related pragmatic elements such as register use and syntactical and phraseological patterns.

The study is conducted by drawing on cognitive metaphor analysis, particularly the analysis of force and path image schemas structuring metaphorical mappings such as PURPOSES ARE PHYSICAL GOALS (Johnson, 1987; 2005; Grady, 2005) and by exploring metaphors' critical and rhetorical framing aspects (Charteris-Black, 2009; Musolff, 2006; Semino et al., 2018). Thus, the path image schema ground metaphorical mappings referred to political goals, exemplified in:

(1) "Necesitamos tu apoyo para avanzar" (We need your support to advance) (PSOE).

(2) "Sacaremos a España adelante" (We will carry Spain forward) (PP).

(3) "Tenemos que ir más allá" (We have to go beyond) (Vox).

(4) "Sigamos empujando el futuro" (Let's go on pushing the future) (Unidas Podemos).

(5) "Pongamos España en marcha" (Let's set Spain in motion) (Ciudadanos).

Likewise, bodily-grounded force image schemas occur in:

(6) "Un gobierno que se enfrente a grandes retos" (A government facing big challenges) (PSOE).

(7) "Un equipo de personas que se enfrentó a dos graves crisis" (A team of people that faced two big crises) (PP).

(8) "Vamos a combatir la inmigración ilegal" (We are going to combat illegal immigration) (Vox).

(9) "Volviendo a pelear" (Fighting again) (Unidas Podemos).

(10) "Vamos a limpiar la política de corrupción y enchufados" (We are going to clean politics from corruption and favourites) (Ciudadanos).

On the other hand, in terms of genre shaping, we have identified four main rhetorical moves that serve to constrain discourse and style in these letters:

-Salutation

-Contextual background and problem identification

-Listing difficulties/remedial actions/vote appeal

-Closing section/ link to party's political slogan

We conclude that the intertwining cognitive, semiotic, and pragmatic elements found in these letters serve the purpose to reflect the ideologies reproduced in each political programme. They are also intended to persuade voters by attempting to frame political messages and narratives in a credible and convincing way.

References

- Charteris-Black J. (2009). Metaphor and Political Communication. In A. Musolff & J. Zinken (Eds.), *Metaphor and discourse* (pp. 97- 115). London: Palgrave Macmillan.
- Grady, J.E. (2005). Image schemas and perception: Refining a definition. In B. Hampe & J.E. Grady (Eds.), *From perception to meaning: Image schemas in Cognitive Linguistics* (pp. 35-56). Berlin: Mouton de Gruyter.
- Johnson, M. (1987). *The body in the mind: The bodily basis of meaning, Imagination, and reason*. Chicago: The University of Chicago Press.
- Johnson, M. (2005). The philosophical significance of image schemas. In B. Hampe & J.E. Grady (Eds.), *From perception to meaning: Image schemas in Cognitive Linguistics* (pp.15-34). Berlin: Mouton de Gruyter.
- Musolff, A. (2006). Metaphor scenarios in public discourse. *Metaphor and Symbol*, 2(1), 23-38.
- Semino, E., Demjén S., & Demmen, J. (2018). An integrated approach to metaphor and framing in cognition, discourse, and practice, with an application to metaphors for cancer. *Applied Linguistics*, 39(5), 625–645.

Recontextualizing multimodal metaphors in new feminist discourses

Manuela Romano

Universidad Autónoma de Madrid

manuela.romano@uam.es

New feminist movements raising in Spain in the last years not only reflect social changes taking place within Spanish society, but also the emergence of new forms of protest and discourses. These new discourses show a changeover of women from passive ‘victims’ to active, ‘outraged’ citizens (Gil, 2011; Montesano & Morales-López, 2015; Arruzza et al., 2019; Requena, 2020), and also how new feminist identities are being built within very specific communicative and socio-cultural interactions (Bucholtz & Hall, 2005; De Fina et al., 2006; Stamou, 2018; Romano, 2021) as they contribute to the transformation of society through the construction of new social structures (Wodak et al., 2009).

Within this line of research, the paper studies the main discursive strategies used in the creation of slogans in the last (8M) feminist protests taking place in Spain on March 8th (2018-2020). The analysis of 100 banners reveals a large variety of linguistic and multimodal devices that interact with specific communicative and socio-cultural factors resulting in the production of highly novel texts. Among these strategies, *recontextualization* (Linell, 2002; Semino et al., 2013) and *multimodal metaphor* (Forceville, 2009; Forceville & Uirós-Aparisi, 2009) have proved to be some of the most powerful devices for social action (Romano, 2013; Pujante & Morales-López, 2013; Morales-López, 2016; Porto & Romano, 2019). The study thus follows recent research on *metaphorical creativity* within Socio-Cognitive models of discourse (Cameron & Deignan, 2006; Kövecses, 2015; 2020; Musolff, 2015; Romano & Porto, 2018; Steen, 2014), as well as recent Critical approaches to discourse and metaphor (Charteris-Black, 2005; 2013; Hart, 2014; 2017; Soares da Silva et al., 2017; Romano, 2021).

The study shows how political slogans are paradigmatic examples of discursive creativity as well as powerful rhetorical tools built from protestors’ common urge to express feelings of outrage against general social injustice, as well as from their need to persuade interlocutors to join their protests and movements. Political slogans, in addition, need to be catchy, easy to remember and to enable quick access to shared socio-cultural knowledge in order to compress the maximum information with the least cognitive effort. The interaction of modes, verbal and pictorial in the main, also play a crucial role in the creation and spread of the new messages and identities, helping to engage interlocutors by appealing to shared emotional and cultural frames that are highly entrenched in the community.

In short, the 8M feminist slogans are prototypical examples of socio-culturally conditioned and cognitively situated metaphors (Kövecses, 2015; 2020); metaphors that arise for a specific sociohistorical and cultural context, as well as for very specific evaluative and persuasive needs of a community.

Keywords: recontextualization, multimodal metaphor, feminist slogans

References

- Arruzza, C., Battacharya, T., & Fraser, N. (2019). *Feminismo para el 99%. Un manifiesto*. Ciudad de Buenos Aires, Argentina: Rara Avis.
- Bucholtz, M. & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4-5), 585-614.
- Cameron, L., & Deignan, A. (2006). The emergence of metaphor in discourse. *Applied Linguistics*, 27(4), 671-690.

- Charteris-Black J. (2013). *Analysing political speeches: Rhetoric, discourse and metaphor*. Basingstoke/New York: Palgrave Macmillan.
- Charteris-Black, J. (2005). *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Basingstoke: Palgrave Macmillan.
- De Fina, A., Schiffrin, D., & Bamberg, M. (Eds.) (2006). *Discourse and identity*. Cambridge: Cambridge University Press.
- Forceville, C. (2009). The role of non-verbal sound and music in multimodal metaphor. In C. Forceville & E. Urios-Aparisi (Eds.), *Multimodal Metaphor* (pp. 383-400). Berlin: Mouton de Gruyter.
- Forceville C., & Uriós-Aparisi, E. (Eds). (2009). *Multimodal Metaphor*. Berlin/New York: Mouton de Gruyter.
- Gil, S. (2011). *Nuevos feminismos. Sentidos comunes en la dispersion. Una historia de trayectorias y rupturas en el Estado español*. Madrid: Traficantes de Sueños.
- Hart, C. (2014). *Discourse, grammar and ideology: Functional and cognitive perspectives*. London: Bloomsbury.
- Hart, C. (2017). Metaphor and intertextuality in media framings of the (1984–1985) British Miners’ Strike: A multimodal analysis. *Discourse & Communication*, 11(1), 3-30.
- Kövecses, Z. (2015). *Where metaphors come from: Reconsidering context in metaphor*. USA: Oxford University Press.
- Kövecses, Z. (2020). *Extended Conceptual Metaphor Theory*. Cambridge University Press, Cambridge/New York.
- Linell, P. (2002). Perspectives, implicitness and recontextualization. In C. Friedrich Graumann & W. Kallmeyer (Eds.), *Perspective and perspectivation in discourse* (pp. 41-57). Amsterdam: John Benjamins.
- Montesano M., N., & Morales-López, E. (2015). Multimodal narrative as an instrument for social change: Reinventing democracy in Spain – The case of 15 M. *Critical approaches to discourse analysis across disciplines*, 7(2).
- Morales López, E. (2016). Metáforas para el cambio social. *Discurso y Sociedad*, 10, 781-807.
- Musolff, A. (2015). Metaphor interpretation and cultural linguistics. *Language and Semiotic Studies*, 1(3), 35-51.
- Porto, M. D., & Romano, M. (2019). Transmodality in metaphors: TIDES in Spanish social protest movements. In: I. Navarro Ferrando (Ed.), *Current approaches to metaphor analysis in discourse* (pp. 321-345). Berlin: De Gruyter Mouton.
- Pujante, D., & Morales-López, E. (2013). Discurso (discurso político), constructivismo y retórica: los eslóganes del 15-M. *Language, Discourse, & Society*, 2(2), 32-59.
- Requena, A. (2020). *Feminismo vibrante: Si no hay placer no es nuestra revolución*. Madrid: Roca Editorial.
- Romano, M. (2013). Situated-‘instant’ metaphors: Creativity in Spanish 15M slogans. *Metaphor and the Social World*, 3(2), 240-259.
- Romano, M. (2021). Creating new discourses for new feminisms: A critical socio-cognitive approach. *Language & Communication*, 78, 88-99.
- Romano, M., & Porto, M. D. (2018). ‘The tide, change, nobody can stop it’: Metaphor for social action. *Discourse & Society*, 29(6), 655-673.
- Semino, E., Deignan, A., & Littlemore, J. (2013). Metaphor, genre, and recontextualization. *Metaphor and Symbol*, 28(1), 41-59.

- Soares da Silva, A., Cuenca, M. J., & Romano, M. (2017). The conceptualisation of austerity in the Portuguese, Spanish and Irish Press. In F. Sharifian (Ed.), *Advances in Cultural Linguistics* (pp. 345-368). Singapore: Springer.
- Stamou, A. G. (2018). Studying the interactional construction of identities in critical discourse studies: A proposed analytical framework. *Discourse & Society*, 29(5), 568-589.
- Wodak, R., de Cillia, R., Reisigl, M., Liebhart, K., Hirsch, A., Mitten, R., & Unger, J. W. (2009). *The discursive construction of national identity*. Edinburgh University Press.

Looking into phrasal verbs from a Cognitive Linguistics perspective:

The case of *off*

Andreea Rosca

University of Valencia

andreea.rosca@uv.es

Phrasal verbs represent a challenging area for many English language learners who tend to avoid them in their discourse (Liao & Fukuya, 2004; Alejo, 2010a). Alejo (2010b) also found that even more advanced learners of English lack knowledge of the different senses of phrasal verbs, being more likely to use their prototypical meanings instead of the metaphorical ones. These problems call for explicit instruction on the part of the teachers to raise learners' awareness of the systematicity of phrasal verbs and to help them explore their more figurative meanings.

The purpose of this piece of research is threefold. First, it aims to determine the usefulness of phrasal verbs for English language learners on the basis of their productivity. Given the overwhelming number of phrasal verbs, this study focuses on phrasal verbs formed by one of the most frequent particles in English, namely *off* (cf. Sinclair, 1989; Biber et al., 1999). Second, this study offers a comparative exploration of the most common phrasal verbs with the particle *off* in spoken American and British English across the subgenre of television crime dramas. The choice of the genre is motivated by the need to fill the gaps related to phrasal verbs about police investigative work (Rosca, 2021, p.4). For our purposes, we compiled two corpora composed of spoken dialogues extracted from the transcripts of two TV sitcoms: *New Tricks* for British English, and *Castle* for American English. The third goal of this research is to examine the role that English particles play in helping us arrive at the interpretation of phrasal verbs. This will be done by drawing from the expertise of the field of Cognitive Linguistics (CL). Although more traditional perspectives regard the meanings of phrasal verbs as arbitrary and unpredictable (Fraser, 1976), CL has shown that these meanings stem from the particles themselves. Particles are systematically organized in radial networks with a prototypical meaning in the center and less prototypical meanings located towards the periphery (cf. Lindner, 1981; Lakoff, 1987; Rudzka-Ostyn, 2003). While the central meanings encode a spatial scene, the peripheral meanings, which are mostly figurative, are extended from the central ones based on experiential correlations (Tyler & Evans, 2003). For the classification of meanings, we relied mostly on Rudzka-Ostyn's (2003) cognitive motivations for particles as her approach blends verbal explanations with visual imagery. Moreover, descriptions will be complemented through the addition of cognitive notions proposed by Langacker (1987; 2008), such as *landmark* (LM), *trajector* (TR), *construal* and *profile*.

Regarding phrasal verbs containing the particle *off*, we encountered a total of 144 and 246 tokens in *New Tricks* and *Castle*, respectively. Overall, four semantic clusters were identified: (i) spatial separation of a TR from a LM (*back off*), (ii) loss of contact between a TR and a LM (*close off*), (iii) interruption of flow/supply (LM, *cut off*), (iv) motion of a TR away from its former condition (LM, *get off*).

Keywords: Cognitive Linguistics, phrasal verbs, TV series, varieties of English

References

Alejo González, R. (2010a). Making sense of phrasal verbs: A cognitive linguistic account of L2 learning. In J. Littlemore & C. Juchem-Grundmann (Eds.), *Applied*

- Cognitive Linguistics in Second Language Learning and Teaching. AILA Review*, 23, 50-71. Amsterdam: John Benjamins.
- Alejo González, R. (2010b). L2 Spanish acquisition of English phrasal verbs: A cognitive linguistic analysis of L1 influence. In M. C. Campoy, B. Bellés-Fortuño & M. L. Gea-Valor (Eds.), *Corpus-based approaches to English Language Teaching* (pp. 149-166). London: Continuum.
- Biber, D. et al., (1999). *Longman grammar of spoken and written English*. London: Longman.
- Fraser, B. (1976). *The verb-particle combination in English*. New York: Academic Press.
- Lakoff, G. (1987). *Women, fire and dangerous things: What Categories Reveal about the Mind*. Chicago & London: The University of Chicago Press.
- Langacker, R. (1987). *Foundations of Cognitive Grammar: Vol. 1: Theory*. Stanford: Stanford University Press.
- Langacker, R. (2008). *Cognitive Grammar: A basic introduction*. Oxford: Oxford University Press.
- Liao, Y., & Fukuya, Y. (2004). Avoidance of phrasal verbs: The case of Chinese learners of English. *Language Learning*, 54(2), 193-226.
- Lindner, S. (1981). *A lexico-semantic analysis of English verb particle constructions with OUT and UP*. Ph.D. diss. San Diego: University of California.
- Rosca, A. (2021). *Phrasal verbs through the lens of Cognitive Linguistics: A study of adverbial particles in British and American varieties through TV crime series*. Valencia: PUV.
- Rudzka-Ostyn, B. (2003). *Word power: Phrasal verbs and compounds*. The Hague: Mouton de Gruyter.
- Sinclair, J. (Ed.). (1989). *Collins Cobuild Dictionary of Phrasal Verb*. London: Collins Publishers.
- Tyler, A. & Evans, V. (2003). *The semantics of English prepositions: Spatial scenes, embodied meaning and cognition*. Cambridge: Cambridge University Press.

From completion to surprise: The rise and development of Spanish [*acabar* + GERUND]

Mario Serrano-Losada
Universidad Complutense de Madrid
mario.serrano@ucm.es

Over the course of history, the Spanish language has witnessed the emergence of a considerable number of mirative strategies, i.e., constructions used to express surprise and related meanings. Such strategies include the use of disjuncts like *sorprendentemente* ('surprisingly') and *finalmente* ('finally'), certain non-canonical use of tenses such as the mirative future (Rivero, 2014) or even grammaticalized constructions like *resultar ser* ('turn out to be'). The verbal periphrasis [*acabar* GER] ('end up -ing'), illustrated in (1), is an instance of such mirative strategies in contemporary Spanish:

- (1) Sin embargo, la experiencia dice que así es como suelen hacerse las listas negras que un mal día [...] alguien **acaba utilizando** para cometer una barbaridad. (CORPES, 2016)

The present paper investigates the emergence and development of this construction. Alongside its completive/conclusive meaning, [*acabar* GER] has been frequently described as a periphrasis that introduces "unexpected information" and "counterexpectation" (Olbertz, 1998, p. 424; GD § 52.1.6.1), both mirative senses. Even though this periphrasis has been considered a recent development in the literature (Olbertz, 1998, p.276), the corpus data points to an earlier genesis of this construction, which seems to have first emerged during the seventeenth and eighteenth centuries. The construction, however, did not become entrenched until the twentieth century, when it underwent a considerable increase in frequency.

The evidence suggests that periphrastic [*acabar* GER] can be traced back to examples which feature combinations of lexical, intransitive instances of *acabar* followed by gerundial adjuncts, like (2), in which *acabo comunicándote* expresses a literal meaning (someone finishes something in a specific way). In (3), which illustrates the incipient grammaticalized construction, *acaban granjeándose* does not necessarily refer to the actual end of an event: its interpretation is ambiguous. Thus, it can be interpreted as a verb periphrasis expressing counter-expectation and unexpectedness: despite his affectation, the author's kindness wins him the respect of his readership.

- (2) Y así **acabo comunicándote** aquella paz que tú á los que tus inmortales cláusulas con su repugnancia tarda comunicas (CORDE, 1540)
- (3) Los principales defectos de este escritor son: en el estilo sublime, un entusiasmo forzado; en el patético, una como melindrosa y femenil ternura. [...] Mas en medio de esta misma afectación se descubre un fondo de candor y bondad, un amor a la virtud y a las gracias de la naturaleza campestre, que **acaban granjeándose** la estimación del lector. (CORDE, 1823)

Mirative meaning seems to have grammaticalized from an erstwhile culminative or resultative meaning. The cognitive mechanisms leading to such development (completion/end result > surprise) are not uncommon and are in fact attested cross-linguistically (e.g., English *end up*; Dutch *uiteindelijk* 'finally, in the end'). Data for the present paper has been drawn mostly from CORDE and CORPES.

References

GD = Bosque, I., & Demonte, V. (1999). *Gramática descriptiva de la lengua española*. Madrid: Espasa.

Olbertz, H. (1998). *Verbal periphrases in a Functional Grammar of Spanish*. Berlin: De Gruyter.

Rivero, M. L. (2014). Spanish inferential and mirative futures and conditionals: An evidential gradable modal proposal. *Lingua*, 151, 197–215.

Sources

CORPES = Real Academia Española. *Corpus del Español del Siglo XXI*.
<http://web.frl.es/CORPES/>.

CORDE = Real Academia Española. *Corpus Diacrónico del Español*.
<http://corpus.rae.es/cordenet.html>.

The embodiment effect of Chinese monosyllabic action verbs in metaphoric comprehension: Concreteness effect from ERP

Cao Shuo¹, Zhang Shurong²

Dalian University of Technology

caoshuo@dlut.edu.cn¹, sherry_zhang@mail.dlut.edu.cn²

Research Purpose: The sensory-motor activation in language comprehension has been testified in literal materials across languages. Neuroimaging methods have been adopted to investigate the sensory-motor activation in the comprehension of action verbs in Western languages. However, the timing of sensory-motor activation during the comprehension of monosyllabic action verbs used in a metaphorical condition in Chinese is not well understood. Thus, this paper aims to explore the embodiment effect of monosyllabic action verbs in Chinese in the metaphoric comprehension. **Methodology:** In the present ERP (Event Related Potential) study, participants are instructed to read and judge if sentences are meaningful that contain monosyllabic Chinese verbs in metaphoric (医生杀菌, doctors kill bacteria), literal-concrete (屠夫杀猪, butchers kill pigs), and literal-abstract (医生消菌, doctors eliminate bacteria) conditions.

Expected Results: Due to the lack of clear ERP components of sensory-motor recruitment, it is hypothesized for an concreteness N400, that is, concrete words(屠夫杀猪, butchers kill pigs) will elicit larger N400 than abstract words (医生消菌, doctors eliminate bacteria). Specifically, during 200-400ms, the literal concreteness effect, obtained by subtracting the abstract from the concrete, will be revealed as an N400, frontally and centrally distributed. During 200-500ms, verbs in the metaphoric condition will elicit a larger N400 than that in the abstract condition widespread across the scalp. Another metaphoric effect, obtained in the metaphor-concrete contrast, will be revealed as an N400 posteriorly distributed without verbs concreteness effect. The frontal and central results suggest the sensory motor recruitment in comprehending Chinese action verbs.

Preliminary Discussion: These results support the embodiment effect of monosyllabic action verbs in Chinese. Furthermore, Chinese is physically different from Western languages in that the characters are more similar to the images to some extent, so it is possible that the processing will begin earlier than that in Western languages.

Event-Based Time: What can anthropological linguistic research tell us about the cultural evolution of concepts of time?

Vera da Silva Sinha¹, Chris Sinha^{2,3}

University of York¹, Hunan University², University of East Anglia³
vera.sinha@gmail.com¹, christopher.sinha@gmail.com²

The study of ancient cosmologies often addresses the question of what archaeological investigations tell us about the evolution of concepts of time. Ancient artefacts, from Inca quipu to Stonehenge and the pyramids of Egypt, prompt fascinating speculation about the cultural evolution of calendric systems, and their use in measuring time and predicting astronomical events. However, we have compelling evidence that numerically based metric time (“calendar time” and “clock time”) is not universal in extant human cultures. We report on our research on four Amazonian languages and cultures in which temporal landmarks and intervals are exclusively event-based. The languages are Amondawa (Tupian) (Sinha et al., 2016), Huni Kuĩ (Panoan), Kamaiura and Awety (Tupian) (Silva Sinha, 2019a; 2019b).

We employed in this research a multi-methodological qualitative approach, using ethnographic observation, structured elicitation tasks and interview. Our data comprise lexical and phrasal expressions for time intervals in three domains for each of the four languages: seasons, times of day and night, and human life stages. We present evidence of the employment of event-based time concepts, and of cognitive artefacts for event-based time reckoning, in everyday life. Event-based time concepts, we hypothesize, are universal in human cultures, and almost certainly antedate the emergence of non-universal metric time systems. The invention of metric time brings with it changes in language and cognition, most importantly, the construction of a mental timeline and the spatialization of time in conceptual metaphors (Sinha, 2014; Sinha & Bernárdez, 2015). In the languages and cultures we studied, metaphors for time are not derived by mapping from the spatial domain, but by mapping from the domain of embodied perception and cognition. We conclude by suggesting that events, and event structure, are the fundamental building blocks of human conceptualization (Sinha & Gärdenfors, 2014). We highlight the ontological primacy accorded to objects in Western philosophies, and suggest that research into cultural variations in temporal concepts needs to take into account possible differences in cultural ontologies (fundamental world views).

Keywords: event-based time, metric time, amazonian languages, cultural evolution, world views

References

- Silva Sinha, V. da (2019a) Event-based time in three indigenous Amazonian and Xinguan cultures of Brazil. *Frontiers in Psychology* (Section Cultural Psychology)10, 454-1-21. doi: 10.3389/fpsyg.2019.00454
- Silva Sinha, V. da (2019b) Time and happening. What is event-based time? TEDx talk, TEDxVienna <https://www.youtube.com/watch?v=EWCGeHhxBh0>
<https://www.tedxvienna.at/abouttime/>
- Sinha, C. (2014) Is space-time mapping universal? Time for a cultural turn. In Filipović, L. and Pütz, M. (Eds.) *Multilingual cognition and language use: Processing and typological perspectives. Human Cognitive Processing Series, 36* (pp. 183-201). Amsterdam: John Benjamins.
- Sinha, C., Silva Sinha, V. da, Zinken, J., & Sampaio, W. (2016). When time is not space: The social and linguistic construction of time intervals and temporal event

- relations in an Amazonian culture. In B. Lewandowska-Tomaszczyk, (Ed.) *Conceptualizations of time. Human Cognitive Processing Series 52* (pp. 151-186). Amsterdam, John Benjamins.
- Sinha, C., & Bernárdez, E. (2015) Metaphors, maps and fusions: Space, time and space-time. In Sharifian, F. (Ed.) *The Routledge handbook of language and culture* (pp. 309-324). New York: Routledge.
- Sinha, C., & Gärdenfors, P. (2014) Time, space and events in language and cognition: a comparative view. *Annals of the New York Academy of Sciences*, 1326, 72-81. doi: 10.1111/nyas.12491

How to be maximally impersonal? The case of the impersonal null *se* construction in Brazilian Portuguese

Augusto Soares da Silva¹, Susana Afonso²
*Universidade Católica Portuguesa*¹, *University of Exeter*²
assilva@ucp.pt¹, s.p.c.afonso@exeter.ac.uk²

Se constructions have a counterpart in Portuguese that is formally characterized by the deletion of the clitic *se*, and that is most frequently used in the informal register. Null *se* constructions in Brazilian Portuguese (BP) are usually interpreted as the result of an ongoing general tendency in BP towards the morphological loss of clitics (e.g. Galves, 2001; Cyrino, 2007). The tendency is to avoid weak pronouns, replacing them by strong pronouns or to omit them altogether (Cyrino, Duarte & Kato, 2000). Other studies (e.g. Nunes, 1991; Duarte, 2002) have also pointed out that the clitic *se* is frequently absent in passive and impersonal *se* constructions.

This presentation will focus on impersonal null *se* constructions in BP, that were extracted from three Brazilian informal sub-corpora: (i) C-Oral-Brasil (263,000 words); (ii) Museu da Pessoa (BP: 1,182,544 words); and (iii) Fóruns (BP: 263,772 words) manually compiled from internet Brazilian and Portuguese message boards. Examples of impersonal null *se* constructions are:

(1) *Eu era pequena lá, mas a gente lembra muito porque Ø fazia festa junina*
'I was young then, but we remember very well because St John's eve was/used to be celebrated (Museu da Pessoa)

(2) *Namorar um bipolar Ø precisa ter compaixão, paciência e saber separar a pessoa da doença.* (Fóruns)
'To date a bipolar, one needs to have compassion, patience and know how to separate the person from the condition.'

(3) *e o pior é que eu gostaria de estar com ele...ai! como Ø faz?* (Fóruns)
'And the worst thing is that I would like to be his girlfriend....Oh god! How can this be done/How can *one* do it?'

(4) *eu acho que a fé era muita também. Ø melhorava na hora* (C-Oral)
'I think faith was abundant as well. One would get better instantly'

We argue that the preference for the null clitic construction is related to an already generic context which is marked linguistically in the following ways: use of the Present or Imperfect tense in the majority of the cases and the correlation between aspect and tense (e.g. accomplishments or achievements which are habits occur in the majority of the cases with the imperfect) (1), the presence of infinitives and nominalizations (2), procedural actions/instructions (3), and the presence of generic and bare nouns as well as non-specific referents (4) in the co-text. The null impersonal construction puts forward a generic and autonomous construal of the event, by profiling the impersonalization of the energy source and of the agentive process (null impersonal). In Langacker's terms (1987, 1991), the event is conceptualized as non-energetic and absolute, not because there is no energy involved in the event, but because the energy chain, particularly the energy source, is not profiled. The maximal degree of impersonalization of the agentive subject enables its ergativization and, as a consequence, the end result becomes profiled.

References

- Cyrino, S. (2007). Construções com SE e promoção de argumento no português brasileiro: Uma investigação diacrônica. *Revista da ABRALIN*, 6(2), 85-116.
- Cyrino, S., Duarte, M.E., & Kato, M. (2000). Visible subjects and invisible clitics in Brazilian Portuguese. In M. Kato & E. Negrão (Eds.), *Brazilian Portuguese and the null subject parameter* (pp. 55-104). Frankfurt: Vervuert-Iberoamericana.
- Duarte, M.E. (2002). Construções com se passivador e indeterminador em anúncios do séc. XIX. In M. Alkmin (Ed.), *Para a história do Português Brasileiro, Vol. III* (pp. 155-176). Campinas: UNICAMP.
- Galves, Ch. (2001). *Ensaio sobre as gramáticas do Português*. Campinas: UNICAMP.
- Langacker, R. W. (1987). *Foundations of Cognitive Grammar, Vol. 1: Theoretical prerequisites*. Stanford: Stanford University Press.
- Langacker, R. W. (1991). *Foundations of Cognitive Grammar, Vol. 2: Descriptive application*. Stanford: Stanford University Press.
- Nunes, J. (1991). Se passivador e se indeterminador: o percurso diacrônico no português brasileiro. *Cadernos de Estudos Lingüísticos*, 20, 33-58.

Embodied language comprehension can affect moral decision-making: A preliminary study

Pablo Solana Romero¹, Ángel Ayala², Alessia Beracci³, Omar Escámez Moreno⁴

Universidad de Granada

pablosolana@correo.ugr.es¹, aayala@correo.ugr.es², alessiaberacci@ugr.es³,
omarescamez@ugr.es⁴

Previous works suggest that the abstraction level at which we conceptualize the content of a moral dilemma is crucial for understanding our moral decisions (e.g., Amit & Greene, 2012). Based on the embodiment thesis that language comprehension requires the recruitment of sensorimotor processes (e.g., Meteyard et al., 2012), the aim of the present study is to assess whether interfering with the motor system activation can affect moral decision-making, possibly by inducing a more concrete mental simulation of the situation described by the moral dilemma. In a first experiment, participants ($N=70$) decided whether they either would kill an innocent in order to save the life of several others or they would refuse to act, thus letting die a group of people but avoiding the commission of a moral transgression. Harmful actions either involved the hands (e.g., “push”) or the feet (e.g., “step on”). While reading the dilemma, the participants performed a motor interference task consisting on moving repeatedly their hands or their feet (Shebani & Pulvermüller, 2013). The results showed a significant interaction between the effector implicated in the dilemma and the effector used in the motor task: people moving their hands refused to act more often in hand dilemmas than in foot dilemmas, while people that moved their feet refused to act more in foot than in hand dilemmas. Next, we carried out a preregistered, well-powered ($N=120$), direct replication of this last study. Analyses revealed the same pattern of results nominally, but not statistically. However, pooling both experiments together, Bayesian statistics showed that the evidence supports the existence of the effect more strongly than its absence. These results offer preliminary evidence on the causal role of the motor system in moral cognition, opening a novel path for future embodiment research.

Keywords: embodied cognition, moral decision-making, language comprehension, motor system, construal level.

References

- Amit, E., & Greene, J. D. (2012). You see, the ends don't justify the means: Visual imagery and moral judgment. *Psychological Science*, *23*(8), 861-868.
- Meteyard, L., Rodríguez-Cuadrado, S., Bahrami, B., & Vigliocco, G. (2012). Coming of age: A review of embodiment and the neuroscience of semantics. *Cortex*, *48*(7), 788-804.
- Shebani, Z., & Pulvermüller, F. (2013). Moving the hands and feet specifically impairs working memory for arm-and leg-related action words. *Cortex*, *49*(1), 222-231.

Is the motor cortex functionally involved in the comprehension of action language? A *p*-curve analysis of neurostimulation studies

Pablo Solana Romero¹, Laura Miccoli², Julio Santiago de Torres³

Universidad de Granada

pablosolana@correo.ugr.es¹, lauramiccoli@ugr.es² santiago@ugr.es³

According to the embodied cognition view, retrieving the meaning of action-related language requires the participation of sensorimotor processes (e.g., Meteyard et al., 2012). In consequence, an increasing number of studies have tried to test this idea by disrupting motor brain areas through neurostimulation techniques (i.e., TMS and tDCS) during the comprehension of action language (e.g., Willems et al., 2011). The aim of the present study was to evaluate, for the first time, the evidential value of this body of research. We first identified all the published studies suited for our purpose ($N=43$). The majority of them report significant effects that support the grounding of action language in the motor system. Then, we meta-analyzed them by means of a novel tool called *p*-curve analysis (Simonsohn et al., 2014). Contrary to the impression from the literature, our results suggest that the published studies so far do not yet allow to establish if they explore real effects beyond reasonable doubt. We also found that these studies are quite underpowered (estimated underlying power < 30%), which suggests that a large percentage of these findings are in fact false-positive results. In addition, we discuss the possible prevalence of other problematic aspects such as publication biases and misreporting. In sum, our study suggests that the findings derived from neurostimulation studies of embodied semantics are not as reliable as it would be desirable, which is in line with recent investigations that lay bare the fragility of embodiment effects (e.g., Morey et al., 2021). Implementing practices like preregistration, direct replication and, crucially, the use of well-powered designs will be particularly important for future research on this topic.

Keywords: embodied cognition, semantics, motor system, neurostimulation, meta-analysis.

References

- Meteyard, L., Rodríguez-Cuadrado, S., Bahrami, B., & Vigliocco, G. (2012). Coming of age: A review of embodiment and the neuroscience of semantics. *Cortex*, 48(7), 788-804.
- Morey, R. D., Kaschak, M. P., Díez-Álamo, A. M., Glenberg, A. M., Zwaan, R. A., Lakens, D., ... & Ziv-Crispel, N. (2021). A pre-registered, multi-lab non-replication of the action-sentence compatibility effect (ACE). *Psychonomic Bulletin & Review*. Online first article.
- Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). *P*-curve: a key to the file-drawer. *Journal of Experimental Psychology: General*, 143(2), 534.
- Willems, R. M., Labruna, L., D'Esposito, M., Ivry, R., & Casasanto, D. (2011). A functional role for the motor system in language understanding: evidence from theta-burst transcranial magnetic stimulation. *Psychological Science*, 22(7), 849-854.

Metaphorical framing influences collaboration decisions

Cristina Soriano¹, Benoit Bediou², David Sander³

University of Geneva

cristina.soriano@unige.ch¹, benoit.bediou@unige.ch², david.sander@unige.ch³

Do metaphors influence collaboration decisions? In an experimental study using the economic game Prisoner's Dilemma (PD), we show that metaphors influence the decisions people make regarding cooperation. This is so because metaphors provide a world-view that can be more or less positive. According to Conceptual Metaphor Theory, abstract and complex conceptual domains are represented via metaphor in terms of more concrete, sensory-motor experiences. Conflict negotiation is one such domain. Something abstract like a negotiation process can be metaphorically represented as a BATTLE (e.g., *attacking one's interests, defending one's position*), as a collaborative CONSTRUCTION (e.g., *prepare the ground for the negotiation, lay the foundations for an agreement*) or as a PATH to a destination (*move forward in the negotiation, be back to square one*) (cf. Smith, 2005; 2009). These metaphors provide a negative, positive or neutral light on negotiations (cf. Min, 2005; Hocker & Wilmot, 1993), by presenting them, respectively, as competitions against an opponent, collaborations with a partner, or a journey of open-ended destination. In our experimental setting, participants (N 48) played a trust game (PD) with an anonymous co-player (in reality a computer). A few descriptive details were provided about the co-player, including whether he/she saw negotiations as a BATTLE, a CONSTRUCTION or a PATH. Participants had to make economic decisions that resulted in them earning or losing real money. In making these decisions, they had to choose whether to trust (cooperate) or not trust (defect) their co-player. Based on their first unbiased response, participants were also classified as natural-tendency cooperators or defectors. On average, if participants played with a person who saw negotiations as a BATTLE, they cooperated less than if the co-player saw negotiations as a CONSTRUCTION or as a PATH. However, not everybody was affected in the same way. The BATTLE metaphor had a detrimental effect (i.e. primed less cooperation) on participants with a natural tendency to cooperate. By contrast, the CONSTRUCTION metaphor had a beneficial effect (primed more cooperation) among those with a natural tendency to defect. These results have potential implications for the way negotiations are framed and talked about, and stress the importance of different personality types.

References

- Hocker, J. L., & Wilmot, W. W. (1993). *Interpersonal conflict* (4th ed.). Madison: Brown & Benchmark Publishers.
- Smith, T. (2005). Metaphors for navigating negotiations. *Negotiation Journal*, 21(3), 343–364.
- Smith, T. (2009). When experts educate, what do their metaphors say? Complex metaphor structure in the professional conflict resolution literature. *Iberica*, 17, 175–196.
- Min, X. (2005). *Metaphors. Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: July 2005 <http://www.beyondintractability.org/essay/metaphors>.

“En su alma había una tormenta de emociones”, interpretando y produciendo metáforas en español LE/L2

Laura Suárez

Universidad de Zaragoza

laura.suarez.campos@gmail.com

Gran parte del discurso comúnmente utilizado para expresar emociones es metafórico (Kövecses, 2000), por lo que, para poder expresar emociones con precisión en la L2 es necesario un buen dominio de las metáforas y metonimias convencionales en esta lengua. Sin embargo, el aprendizaje del lenguaje figurativo presenta una dificultad potencial para los aprendices, ya que las expresiones, resultantes de las metáforas y metonimias conceptuales, también codifican diferencias culturales (Ogarkova & Soriano, 2018).

Expresar emociones y estados de ánimo en L2 es además una necesidad primordial para los aprendices de todos los niveles de dominio, aunque la enseñanza de la metáfora y la metonimia queda todavía en muchos casos restringida a los niveles superiores. Por tanto, es importante explorar la producción y la comprensión del lenguaje no literal de los aprendices de L2, de todos los niveles, con el objetivo de adecuar una enseñanza que desarrolle la conciencia metafórica y la creatividad de los aprendices (Littlemore, 2017; Low, 2019).

El estudio que aquí se presenta se centra en la producción y comprensión de metáforas y metonimias conceptuales para describir la IRA en español L2 por aprendices búlgaros de distintos niveles de competencia. El objetivo es analizar el uso del lenguaje metafórico de los participantes, y determinar en qué medida el conocimiento de la L2 y la cultura de la L1 pueden afectar el procesamiento metafórico en español L2.

Los datos de producción escrita, tanto en L1 como en tres niveles de L2 (A2, B1 y B2), se recogieron utilizando la tarea “El fin de semana de Laura” (Gómez-Vicente, 2019). Los datos de comprensión se recopilaban mediante un cuestionario en el que los participantes, de niveles A1 a C2, debían identificar la emoción que correspondía con cada una de las expresiones metafóricas y metonímicas presentadas en español L2, las cuales en algunos casos diferían conceptual o lingüísticamente de sus equivalentes en su L1.

Los resultados desvelan que el lenguaje metafórico se usa con más frecuencia que el lenguaje literal, tanto en producciones escritas en L1 como en L2, para expresar emociones como la IRA. Aunque el uso de la metáfora y la metonimia en la L1 es mayor y más variado que en la L2, se observa más creatividad en las expresiones de los niveles inferiores de L2 (A2 y B1). Las mayores diferencias en el uso del lenguaje metafórico no se dan tampoco entre los diferentes niveles de L2, sino entre los individuos dentro de cada grupo. Por otro lado, los resultados de comprensión no presentan grandes diferencias individuales, sino que la correcta interpretación de los distintos tipos de expresiones, dependió de las diferencias o similitudes que estas presentaban con elementos y conceptos existentes en la L1.

Este estudio evidencia que los aprendices de español L2 son capaces de comprender y utilizar la metáfora y la metonimia, incluso en los niveles iniciales. También muestra cómo los participantes se apoyan en la co-ocurrencia como recurso para inferir el significado metafórico y metonímico de las expresiones en la L2, y finalmente, cómo la metáfora y la metonimia sirven como estrategia de comunicación.

References

Gómez-Vicente, L. (2019). La expresión de las emociones en la enseñanza del español LE/L2. In I. Ibarretxe-Antuñano, T. Cadierno & A. Castañeda Castro

- (Eds.). *Lingüística cognitiva y el español LE/L2* (pp. 340-370). Londres: Routledge.
- Kövecses Z. (2000). *Metaphor and emotion. Language, culture and body in human feeling*. Cambridge: Cambridge University Press.
- Littlemore, J. (2017). Metaphor use in educational contexts: Functions and variations. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook of metaphor and language* (pp. 340-370). Londres: Routledge.
- Low, G. (2019). Taking stock after three decades: “On teaching metaphor” revisited. In A.M. Piquer-Píriz & R. Alejo-González (Eds.), *Metaphor in Foreign Language Instruction* (pp. 37-56). Berlin & Boston: Walter de Gruyter.
- Ogarkova, A. & Soriano, C. (2018). Metaphorical and literal profiling in the study of emotions. *Metaphor and Symbo*, 33(1), 19-35.

A comparative analysis of the Affected Dative Construction in Southern American English vs. Spanish

Ismael Teomiro-García

Universidad Nacional de Educación a Distancia

iteomiro@flog.uned.es

Some kinds of affectation are encoded by means of datives across languages (Bosse, Bruening & Yamada, 2012; Cuervo, 2003; Pylkkänen, 2008, among others). While Standard English allows datives only with ditransitive verbs like *give*, Southern American English (SAmE) allows unselected datives with a great variety of verbs, which we will call affected dative constructions and are shown in (1)-(3) below (Hutchinson & Armstrong, 2014; Nagle & Sanders, 2003; Webelhuth & Dannenberg, 2006; Wolfram & Christian, 1976; Wood & Zanuttini, 2018):

- (1) I had me a man in summer time. (Joni Mitchel, “Urge for Going”)
- (2) And now I’ve married me a pretty little wife. (“Rake and Rambling Boy”)
- (3) Now I lay me down to sleep. (Horn, 2008)

Datives in (1)-(3) above do not introduce any event participant but denote not-at-issue meaning related to affectation: either that the accusative argument matters to the dative one (MATTER-TO) or that this is somehow satisfied through the event (SATISFY-THROUGH; Hutchinson & Armstrong, 2014). One striking syntactic property of this construction is the fact that the subject must be compulsory bound by the subject, violating Chomsky’s (1981) Principle B.

Spanish allows affected dative constructions too in order to express affectation (Cuervo, 2003), as shown in (4)-(6) below. However, unlike in SamE, in Spanish the subject can never be bound by the subject. The dative triggers either a SATISFY-THROUGH relation between the event and the dative that is similar to the meaning that Pylkkänen (2008) argues for high applicatives (Cuervo, 2003), or a possession relation between the dative and the subject. This last reading cannot be triggered in SamE.

- (6) Me le dieron una bofetada al niño.
CL1SG CL3SG gave a slap to the child.
‘They gave a slap to the child (and this affects me somehow / it’s my child).’

- (6) Este niño no se me sabe la lección.
This child not SE CL1SG knows the lesson.
‘This child does not know the lesson (and this affects me somehow).’

- (6) Por estas tonterías se te va a ir la inquilina.
For this nonsense SE CL2SG go to go the tenant.
‘The tenant is going to leave due to this nonsense (and this affects you / it is your tenant ≈ you are the owner of the apartment).’

Although the dative in SamE is semantically related to the object (the MATTER-TO relation is established with the object instead of the subject), they are subject oriented as they have to be compulsory bound by the subject. The case of Spanish is the opposite: the dative cannot be subject-oriented as it can never be bound by the subject, but it can be semantically related to the subject by means of a possession relation. The hypothesis that will be put forward in this work states that both types of datives are pronouns introduced in different structural positions in SamE and Spanish. The variable semantics answers to a whole-part high level metonymy (Ruiz de Mendoza Ibáñez &

Peña Cervel, 2008) by virtue of which the whole event can be interpreted as any of its components (agent, theme, effects, etc.).

References

- Bosse, S., Bruening, B., & Yamada, M. (2012). Affected experiencers. *Natural Language and Linguistic Theory*, 30(4), 1185–230.
- Chomsky, N. (1981). *Lectures on government and binding*. Dordrecht: Foris.
- Cuervo, M.C. (2003). *Datives at large*. Doctoral dissertation. MIT.
- Horn, L. R. (2008). “I love me some him”: The landscape of non-argument datives. In O. Bonami & P. Cabredo Hofherr (Eds.), *Empirical issues in syntax and semantics 7* (pp. 169-192).
- Hutchinson, C., & Armstrong, G. (2014). The Syntax and Semantics of Personal Datives in Appalachian English. In R. Zanuttini & L.R. Horn (Eds.), *Micro-syntactic variation in North American English*, (pp. 178-214). New York: Oxford University Press.
- Nagle, S.J., & Sanders, L. (Eds.). (2003). *English in the Southern United States*. Cambridge: Cambridge University Press.
- Pylkkänen, L. (2008). *Introducing Arguments*. Cambridge: MIT Press.
- Ruiz de Mendoza Ibáñez, F. J., & Peña Cervel, M. S. (2008). Grammatical metonymy within the ‘action’ frame in English and Spanish. In M.D.A. Gómez González, J.L. Mackenzie, & I. M. González Álvarez (Eds.), *Studies in Functional and Structural Linguistics: Current trends in Contrastive Linguistics* (pp. 251-280). Amsterdam: John Benjamins.
- Webelhuth, G., & C. Dannenberg. (2006). Southern American Personal Datives: The Theoretical Significance of Syntactic Variation. *American Speech*, 81, 31–55.
- Wolfram, W., & Christian. D. (1976). *Appalachian Speech*. Arlington VA: Center for Applied Linguistics.
- Wood, J., & Zanuttini, R. (2018). Datives, Data and Dialect Syntax in American English. *Glossa: A Journal of General Linguistics*, 3(1), 1–22.

A corpus study of metaphors and metonymies in Greek: The domain of the human body

Paraskevi Thomou¹, Marilena Koutoulaki²

University of Crete

vthomou@edc.uoc.gr¹, mkoutoul@gmail.com²

A corpus search (Hellenic National Corpus) was carried out for fourteen (14) parts of the human body: ema (blood), kefali (head), xeri (hand), poði (foot), karðja (heart), stomaxi (stomach), miti (nose), ðaxtilo (finger), γlosa (tongue), ðondja (teeth), lemos (neck,) mati (eye), mjalo (mind), afti (ear). The examples (20.000 in number) returned from the corpus search were manually examined. The examination of the examples has shown that in more than half of the examples the body part term is used figuratively and there is a strong tendency towards the development of semi-fixed expressions when words are used non-literally (Deignan & Potter, 2004). In the next step of the investigation, the examples with the non-literal senses of the items were identified and studied in more detail: 530 semi-fixed or fixed expressions were recorded out of the corpus examples.

In this presentation we will discuss the metonymies, the metaphors and the metaphor-metonymy interaction patterns as realized in Greek semi-fixed expressions with a body part term. Metaphor-metonymy interaction patterns in Greek language data have been already discussed in the work of Theodoropoulou (2012), Athanasiadou (2014) and Thomou (2016). In the present study, we will show that all the body part terms are used metonymically. Furthermore, each body part has developed more than one metonymic senses, for example, poði (foot) for motion, foot for standing, etc.:

(1) Evale ftera sta poðja tis (she put wings on her feet= she run very quickly) na sosi tin kori tis (in order to save her daughter)

(2) Meta apo tosa vasana (after so much suffering) akoma mas kratun ta poðja mas (our feet are still holding us=we still have inner strength)

As far as metonymic senses are concerned, the study has shown the development of chained metonymies, metonymies that involve multiple conceptual shifts (Hilpert, 2007). For example, afti (ear) for hearing and hearing for attention:

(3) Afto pu xriazete ine na aniksun ta aftja tus (what is needed is that they open their ears=in order to hear, to pay attention)

Additionally, the examination of the data has shown that all body parts contribute to a large number of conceptualizations related to the EMOTION domain. For example:

(4) I tenia su payoni to ema (the movie is freezing your blood=makes you feel fear)

(5) Milise ekso apo ta ðondja (he spoke out of teeth=with brevity)

Moreover, many body parts function as a container realizing in that way many CONTAINER image schema metaphors (Kövecses, 2010). Emotions are events or states that happen inside the human body as a container. Apart from the body, afti (ear), mati (eye), stomaxi (stomach), kefali (head), mjalo (mind), miti (nose), stoma (mouth) function as containers revealing in that way universal as well as culture-based metaphors (Marmaridou, 2010).

(6) Enioθα afto to varos sto stomaxi (I was feeling this weight into my stomach=feeling sad)

References

Athanasiadou, A. (2014). Metaphors and metonymies for the (conceptualization and expression of the) state of no emotion in English and Greek. *Revista Española de Lingüística Aplicada*, 27(1), 1-22.

- Deignan, A., & Potter, L. (2004). A corpus study of metaphors and metonyms in English and Italian. *Journal of Pragmatics*, 36, 1231-1252.
- Hilpert, M. (2007). Chained metonymies in lexicon and grammar. A cross – linguistic perspective on body part terms. In G. Radden, K-M. Köpcke, Berg, T. & Siemund, P. (Eds), *Aspects of meaning construction*, (pp. 77-98). Amsterdam: John Benjamins.
- Kövecses, Z. (2010). *Metaphor: A practical introduction*. Oxford: Oxford University Press.
- Marmaridou, S. (2010). Cognitive, cultural, and constructional motivations of polysemy and semantic change: The case of the Greek ψυχή. *Pragmatics and Cognition* 18(1), 68-110.
- Theodoropoulou, M. (2012). Metaphor-metonymies of joy and happiness in Greek. *Review of Cognitive Linguistics*, 10(1), 156-183.
- Thomou, P. (2016). Metaphor and metonymy interaction patterns in Modern Greek. *Cognitive Linguistic Studies*, 3(2), 300-316.

Embodiment effect on the comprehension of Mandarin manual action language in L2: An ERP Study

Anqi Zang¹, Huili Wang², Hanning Guo³, Yan Wang⁴, Enrique García-Marco⁵

*Universidad de La Laguna*¹⁵, *Dalian University of Technology*²³, *Dongbei University of Finance and Economics*⁴, *Universidad Nacional de Educación a Distancia (UNED)*⁵
alu0101305493@ull.edu.es¹, huiliw@dlut.edu.cn² hanning.guo@dlut.edu.cn³,
wangyan2240@163.com⁴, egarciam.psicologia@gmail.com⁵

Research Question: In this current EEG study, we ponder this proposal by investigating whether this embodiment effects remains in the comprehension of L2 manual language or, on the contrary, comprehending L2 manual language will induce weak embodiment effect.

Methodology: Embodiment theories propose that the comprehension of language involves sensory-motor simulation in the brain. Based on the embodiment theory, previous researches performed in monolinguals indicated that it is more difficult to understand performing two manual actions simultaneously (motor incompatibility) compared to performing the two manual actions sequentially (motor compatibility). This attributed to the fact that embodied constraints exists in sensory-motor knowledge and affects the comprehension of action language in monolinguals (Santana & de Vega, 2013; Wang et al., 2019).

We explored the electrophysiological activity while 20 Japanese (9)/Korean (11) Chinese learners read Mandarin sentences that involved two motor actions simultaneously compared to sentences that involved two motor actions sequentially, both could be plausible (congruent condition) or impossible or unnaturalistic (incongruent condition). A 2 Temporal construction (parallel construction structure/ sequential construction structure) × 2 condition (incongruent/ congruent) experimental design was run. 140 Mandarin sentences describing two actions were manipulated in a simple within participants design involving two temporal constructions: the parallel construction structure 一边... 一边... ('yibian...yibian...'/'while... while') referring to simultaneous actions, and the sequential construction structure 先... 然后... ('xian...ranhou...'/'firstly... then...') applied to mark the sequential order of the actions. Also they have to do a sensibility judgement.

Data and Results: Our behavioral results suggest it is more difficult to understand performing two manual actions in parallel compared to performing the two manual actions sequentially as it was stated in previous experiments (Santana & de Vega, 2013). In addition, the parallel condition was more sensitive to an incongruent condition than the sequential condition.

For the ERPs results, we found a N400 component in the fronto-central region associated to Parallel incongruent compared with Parallel congruent condition. This effect is compatible with embodiment constraints for L2 comprehenders. The results showed in the late time window, the parallel structure induced more positive effects than the sequential structure. The late positivity effect is considered to be a symbol of reprocessing the sentence as a whole and monitoring process. A possible explanation may ascribe to comprehending L2 needs a long cognitive and processing period. Based on the results, we propose that there are embodiment effects on the comprehension of L2 manual language. However, the increased N400 for Parallel Incongruent than Sequential Congruent is not replicated, which attributes to the fact that L2 comprehenders do not

activate embodiment effect to the same extent as L1 comprehenders. Our conclusion will be further confirmed by comparing with a L1 control group and a source location analysis.

References

- Santana, E. J., & De Vega, M. (2013). An ERP study of motor compatibility effects in action language. *Brain Research, 1526*, 71–83.
<https://doi.org/10.1016/j.brainres.2013.06.020>
- Wang, H., Li, J., Wang, X., Jiang, M., Cong, F., & de Vega, M. (2019). Embodiment effect on the comprehension of Mandarin manual action language: An ERP Study. *Journal of Psycholinguistic Research, 48*(3), 713–728.
<https://doi.org/10.1007/s10936-018-09627-6>

Who is the TRAVELLER through time? A contrastive study on the conceptualization of 'old age' in English and Mandarin Chinese

Taochen Zhou

University of East Anglia

taochen.zhou@uea.ac.uk

This paper deals with the conceptual views on 'old age' drawing on fixed phrases (e.g. *old trot*) or idioms (e.g. *over the hill*) collected from dictionaries in English (*OED* 2000) and Mandarin (*CCD* 2002). This facilitates a discussion on the cognitive experience of 'old age' in the two languages, specifically these questions: 1) To what degree are some idioms on the topic in question idiosyncratic to the language? In other words, do languages manifest unique conceptualizations? 2) What is the role of culture in the conceptualization?

Since "idiom is a near-universal of language" (Fernando & Flavell, 1981, p.85), by analyzing the idiomatic disparity between the two languages, this paper attempts to unpack the fundamental perceptions of the experience of old age in English and Chinese. The preliminary findings show:

- i. that the target concept, i.e. OLD AGE, is conceptualized in terms of source concepts including ANIMAL, BODY, PLANT, ACTION/FORCE, JOURNEY/SPACE.
- ii. that languages do manifest unique idiosyncrasies. For instance, these are unique conceptual metaphors under the JOURNEY mapping: in English: a) AGEING IS MOTION OF THE BODY; b) AGE IS A DAMAGING FORCE; c) OLD AGE IS THE DOWNSIDE OF THE PATH OF AGEING. in Chinese: a) AGE IS AN ENTITY INDEPENDENT FROM THE BODY; b) AGEING IS THE MOTION OF THE ENTITY AS WELL AS THE PERSON.

Applying a cognitive linguistics' perspective (Evans, 2009; Fauconnier, 1999; Johnson, 1987; Lakoff & Johnson, 1980/2003) and semantic analysis (Goddard, 1998) to the idioms and fixed phrases (Moon, 1998), conceptual metaphor and metonymy (Barcelona, 2003) are identified among the dictionary entries featuring 'old' in idiomatic compound words and fixed phrases Chinese – roughly 40 tokens are investigated in each language. The paper argues that the differences in the conceptualizations of old age between English and Chinese are perhaps rooted in the relationship between the body and age through lens of the relevant culture. The aim is to identify potential optimal cultural models of cognitive representations of old age as a background for analyzing present-day and more dynamic data in the future.

Keywords: Cognitive linguistics, old age, culture

References

- Barcelona, A. (Ed.) (2003). *Metaphor and metonymy at the crossroads: A cognitive perspective*.
- Evans, V. (2009). *How words mean: Lexical concepts, cognitive models and meaning construction*. Oxford: Oxford University Press.
- Fauconnier, G. (1999). Metonymy and conceptual integration. In K-U. Panther, G. Radden (Ed.), *Metonymy in language and thought* (pp. 77-). Amsterdam: John Benjamins.
- Fernando, C., & Flavell, R. (1981). *On idiom: Critical views and perspectives*. Exeter: University of Exeter.

- Goddard, C. (1998). *Semantic analysis: A practical introduction*. Oxford: Oxford University Press.
- Johnson, M. (1987). *The body in the mind. The bodily basis of meaning, imagination and reason*. Chicago: The University of Chicago Press.
- Lakoff, G., & Johnson, M. (1980/2003). *Metaphors we live by*. Chicago: University of Chicago.
- Moon, R. (1998). *Fixed expressions and idioms in English: a corpus-based approach*. Oxford : Clarendon
- Oxford English dictionary*. (2000). Oxford University Press.
- The Contemporary Chinese Dictionary* (2002) Beijing: Foreign Languages Teaching and Research Press

Poster presentations
Presentaciones de pósteres

¿Quién es el responsable? Un estudio psicolingüístico sobre la causalidad en euskera y en español

Andrea Ariño-Bizarro¹, María Louro-Mendiguren², Iraide Ibarretxe-Antuñano³

Universidad de Zaragoza

aribiz@unizar.es¹, maria.l.mendiguren@gmail.com², iraide@unizar.es³

Investigaciones previas sobre los eventos causales de movimiento en español y en euskera han mostrado que la intencionalidad, es decir, el grado de participación del agente en el evento causal, es un aspecto crucial en la caracterización, uso y conceptualización de los eventos causales (Ariño-Bizarro & Ibarretxe-Antuñano, 2020). Su importancia se muestra no solo en la riqueza y la variedad formal de las construcciones disponibles en ambas lenguas para codificar este concepto semántico (véase, la escala de intencionalidad de Ibarretxe-Antuñano, 2012), sino también en aspectos de manera en la que sus hablantes categorizan y recuerdan estos eventos (Filipović, 2013; Ibarretxe-Antuñano et al., 2016; Pascual et al., 2007).

Partiendo de estos estudios, este estudio parte de dos preguntas de investigación: (i) ¿qué estructuras utilizan los hablantes de español y los hablantes de euskera para codificar los eventos causales? Y (ii) ¿cómo categorizan la causalidad estos hablantes? Para dar respuesta a estas preguntas, se han diseñado, respectivamente, dos tareas psicolingüísticas: (i) una verbal de descripción multimodal de eventos causales y (ii) una no verbal de categorización en la que se solicita al participante que atribuya el grado de responsabilidad causal a los actores que participan del evento. Los datos provienen de 32 hablantes nativos de español europeo (Aragón) y de 22 hablantes nativos de euskera (Ondarroa) y han sido obtenidos a partir de 24 vídeos desarrollados en el proyecto CAL (SUNY-Buffalo).

Los resultados muestran que el español y el euskera cuentan con estructuras lingüísticas que codifican de un modo semejante la oposición semántica intencional vs. No-intencional (p. ej., esp. *Se le cayó* / eus. *Erori zitzaion* [caer AUX.3SG.DAT.3SG.ABS] vs. Esp. *Lo tiró* / eus. *Bota zuen* [tirar AUX.3SG.ERG.3SG.ABS]). Sin embargo, a pesar de este parecido formal, los hablantes de estas lenguas difieren significativamente en la conceptualización y categorización de los eventos causales. Nuestro estudio muestra que, cuando se tiene que asignar la responsabilidad del evento causal, los hablantes de español organizan estos eventos según el grado de intencionalidad de los actantes en el evento. Para los hablantes de euskera, en cambio, la intencionalidad no parece ser crucial; los eventos se caracterizan según el agente, es decir, quién realiza la acción principal sea o no la del evento causal y sin importar la intención de este. Estos resultados demuestran, por tanto, que los hablantes de estas dos lenguas, a pesar de contar con estructuras lingüísticas similares, categorizan el espacio conceptual de los eventos causales de forma distinta.

References

- Ariño-Bizarro, A., & Ibarretxe-Antuñano, I. (2020). La accidentalidad de los eventos causales desde la perspectiva de la tipología semántica [The accidentality of causal events from the perspective of semantic typology]. In F. López (Coord.), *La involuntariedad en español* [Involuntariness in Spanish] (pp. 33-54). Frankfurt: Peter Lang.
- Filipović, L. (2013). The role of language in legal contexts: a forensic cross-linguistic viewpoint. *Law and Language: Current Legal Issues*, 15(19), 328-343.

- Ibarretxe-Antuñano, I. (2012). Placement and removal events in Basque and Spanish. In A. Kopecka & B. Narasimham (Eds.), *The events of 'putting' and 'taking'. A cross-linguistic perspective* (pp. 123-143). Amsterdam: John Benjamins.
- Ibarretxe-Antuñano, I., Cadierno, T., & Hijazo-Gascón, A. (2016). The role of force dynamics and intentionality in the reconstruction of L2 verb meanings: A Danish-Spanish bidirectional study. *Review of Cognitive Linguistics*, 14(1), 136-160.
- Pascual, A., Etxebarria, I., & Pérez, V. (2017). Culpa y vergüenza: ¿los límites entre ambas son los mismos en castellano, en inglés y en euskera? *EduPsykhé*, 6(1), 3-20.

The Vertical Space-Time Association

Alessia Beracci¹, Vincenzo Natale², Marco Fabbri³

*Universidad de Granada*¹, *Univerisity of Bologna*², *University of Campania "Luigi Vanvitelli"*³

alessiaberacci@ugr.es¹, vincenzo.natale@unibo.it², marco.fabbri@unicampania.it³

The space-time interaction suggests a left-to-right directionality in the mind's representation of elapsing time. However, studies showing a possible vertical time representation are scarce and contradictory. In Experiment 1, 32 participants had to judge the duration (200, 300, 500 or 600 milliseconds) of the target stimulus that appeared at the top, centre, or bottom of the screen, compared to a reference stimulus (400 milliseconds) always appeared in the centre of the screen. In Experiment 2, 32 participants were administered with the same procedure, but the reference stimulus appeared at the top, centre, or bottom of the screen and the target stimulus was fixed in the centre location. In both experiments, a space-time interaction was found with an association between short durations and bottom response key as well as between long durations and top key. The evidence of a vertical mental time line was further confirmed by the in which a lower performance for durations close to that of reference stimulus was found. The results suggest a bottom-to-top mapping of time representation, more probably according to the metaphor "*more is up*".

Conceptualization of positive emotions: a comparative study of Italian, Spanish and Russian

Yuliya Chernik

Universidad de Girona

yuliya.chernik@gmail.com

Emotions are an inherent part of humans' life. Emotions as other objects or events in the world are categorized and labeled by individuals and these representations vary in different speech communities (Wierzbicka, 1999). The way people construe their emotions lexically depends on their native language and culture, at the same time emotion lexicon they use allows accessing their conceptualizations (Wierzbicka, 1999). Numerous studies demonstrate that emotion concepts not always coincide across languages or some languages could lack a word existing in other languages. However, there is little research on conceptualization of positive emotions by speakers of different languages.

The poster presents a study in progress that aims to investigate how people frame and process their emotions. The research seeks to examine and compare the way speakers of Italian, Spanish and Russian conceptualize, categorize and express their positive emotions.

According to Wierzbicka (1999) in the majority of languages there is a limited range of emotion terms that express "good events". In the present research we study the equivalents of joy, happiness, contented and excitement in Italian, Spanish and Russian. However, we take into account that in a lot of cases there is no referents coincidence between a word and its translation. We conduct interviews with monolinguals of Italian, Spanish and Russian in order to elicit the data for the analysis. The interviews consist of several tasks such as free generation of positive emotion words, labeling of facial expressions from photos, naming emotions from scenarios (Sauter, 2009; Levinson et al., 2007) together with questions clarifying the definition and use of positive emotion concepts.

The study presents preliminary results. It is expected to reveal more similarities in conceptualization of positive emotions between Spanish and Italian due to their linguistic proximity and more differences in encoding of emotions in cases of Russian and Spanish and Russian and Italian.

References

- Levinson, S. C., Senft, G., & Majid, A. (2007). Emotion categories in language and thought. In A. Majid (Ed.), *Field manual, Vol. 10* (pp. 46-52). Nijmegen: Max Planck Institute for Psycholinguistics.
- Sauter, D. (2009). *Emotion concepts*. In A. Majid (Ed.), *Field manual, Vol. 12* (pp. 20-30). Nijmegen: Max Planck Institute for Psycholinguistics.
- Wierzbicka, A. (1999). *Emotions across languages and cultures. Diversity and universals*. Cambridge: Cambridge University Press.

Conceptual metaphors in spiritual-but-not-religious meditation discourse

Antonio-José Silvestre-López
Universitat Jaume I
asilvest@uji.es

Meditation has spread beyond the frontiers of religion to go global in other areas of social practice, including secular and spiritual-but-not-religious contexts (Schedneck, 2013). Conceptual metaphor has been described as a powerful mechanism to facilitate the communication of first-person experiences connected to religious and lay contemplative practice, including meditation and enlightenment (Rajandran, 2017; Richardson & Mueller, 2019; Silvestre-López, 2016; 2019). However, linguistic studies on meditation discourse are still scarce, and the spiritual-but-not-religious perspective remains unexplored. This paper surveys the role of conceptual metaphor in framing knowledge about meditation in spiritual-but-not-religious meditation discourse through a bottom-up qualitative analysis of a corpus of talks about meditation (18,989 words) given by three highly-recognized spiritual teachers. The analysis follows DMIP (Reijnierse et al., 2018) as a method of metaphor identification, and Silvestre-López (2020) as a framework for Target and Source Domain classification. Results chart the topics that are addressed more frequently through metaphor in the corpus, describe the range of areas of experience used to characterise metaphorically the three most frequent target domains (THOUGHT, THE PRESENT MOMENT, MEDITATOR), and discuss fundamental differences in non-deliberate and deliberate conceptual metaphor use (Steen, 2015) with the help of a selection of examples from the corpus. The findings provide evidence of relevant metaphors used to model the experience and practice of meditation in spiritual-but-not-religious settings and how they are rendered in discourse. Comparisons with metaphorical models already identified in religious and secular discourse contexts are also established, with a special focus on the models that have been transferred, mainly through processes of recontextualization (Semino et al., 2013) from traditional religious meditation spheres to current contexts of social practice. The paper concludes with a series of considerations on how the approach presented here may be adapted to fit the conceptual metaphor researcher's needs in other discourse contexts, and how the outcome of such bottom-up analysis can be used to guide further top-down analyses exploiting larger-scale corpora. Research projects making this research possible: GV/2019/101, UJI-B2018-59.

Keywords: Conceptual metaphor, deliberate metaphor, meditation, discourse analysis, qualitative analysis

References

- Rajandran, K. (2017). From matter to spirit: metaphors of enlightenment in Bhagavad-gītā. *GEMA Online Journal of Language Studies*, 17(2), 163-176.
- Richardson, P., & Mueller, C. (2019). Moving yet being still: exploring source domain reversal and force in explanations of enlightenment. *Language and Cognition*, 11(2), 310-339.
- Reijnierse, W. G., Burgers, C., Krennmayr, T., & Steen, G. J. (2018). DMIP: A method for identifying potentially deliberate metaphor in language use. *Corpus Pragmatics*, 2(2), 129-147.
- Schedneck, B. (2013). The decontextualization of Asian religious practices in the context of globalization. *Journal for Cultural and Religious Theory*, 1(3), 36-54.

- Semino, E., Deignan, A., & Littlemore, J. (2013). Metaphor, genre, and recontextualization. *Metaphor and Symbol*, 28(1), 41-59.
- Silvestre-López, A. J. (2016). The discourse of mindfulness: what language reveals about the mindfulness experience. In P. Ordóñez-López & N. Edo-Marzà (Eds.). *New insights into the analysis of medical discourse in professional, academic and popular settings* (pp. 173-198). Bristol: Multilingual Matters.
- Silvestre-López, A. J. (2019). Deliberate metaphors in Buddhist teachings about meditation. In I. Navarro-i-Ferrando (Ed.). *Current approaches to metaphor analysis in discourse* (pp. 205-234). Berlin, Boston: Mouton de Gruyter.
- Steen, G. J. (2015). Developing, testing and interpreting deliberate metaphor theory. *Journal of Pragmatics*, 90, 67-72.