

# **Book of Abstracts**

Multimodal patterns in cognition and communication

Wzorce multimodalne w poznaniu i komunikacji

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# Debate:

## The status of multimodal constructions in developing models and empirical testing

Language can be viewed as a system of signs shared between community members, a communicative behaviour, a mental phenomenon, “hard-wired” in the brain. But what does this mean for our understanding of language, of methods of its investigation, and modelling?

For de Saussure (1916), language is a formal system of signs consisting of the signifier (roughly – the form) and the signified (i.e., the meaning). It is one of a variety of sign systems used for communication and is a part of social psychology. Its description rests on identifying how signs differ from each other in terms of their form and meaning. In this sense, the study of language is self-contained, being based on an introspective analysis of the observed products of communication. It does not need to cross disciplines, a view which today may well seem rather obsolete.

Cognitive Linguistics, at its beginnings (Langacker 1987, 1991) also defined the linguistic sign as a bi-polar symbol with the phonological pole (i.e., the form) and the semantic pole (i.e., the meaning). Similarly, in Construction Grammar (Fillmore 1988, Goldberg 1995), the unit of grammar is a construction understood as a form and function pairing. On this account, the formal pole includes both syntactic and phonological information (such as prosody and intonation), while the function pole encodes semantic and pragmatic content. Constructions thus understood form a taxonomic network, which constitutes a language grammar and which is entirely usage-based (Hopper 1987, Barlow & Kemmer 1999, Bybee 2006), i.e. it emerges from language use. The emergent mental constructions may have different levels of schematization and can be dynamically transformed, as novel examples are encountered by language users. This inherent dynamicity and resultant variation means that grammar should be viewed as probabilistic, rather than rule-based. What follows is that it should be described in terms of usage patterns retrievable through generalization from actual language use, as attested in corpora (e.g., Stefanowitsch & Gries 2006, Gries & Stefanowitsch 2006, Glynn & Fischer 2010, Glynn & Robinson 2014).

Beyond corpus-based investigations into the structure of language, Cognitive Linguistics also makes a strong claim about the psychological plausibility of the linguistic model, seeing psycholinguistic experiments as an important part of testing hypotheses about language (Lakoff 2008). Recently, the language/emotion interface has generated a lot of experimental research, undermining linguistically-semantic approach to the exploration of emotional content encoded, and communicated via language. Numerous studies show that emotional content, verbal and nonverbal, exerts strong impact on the perception and processing of linguistic content – facilitating linguistic content processing at lexical and sentence level (Kissler et al. 2007, 2013). This new paradigm brings up a range of questions concerning the language/emotion interface - do linguistic and emotional contents belong to different systems of representation of meaning? Should we come up with new semantics to incorporate emotional, experientially acquired meanings into language systems? Do we acquire emotional meanings and linguistic meanings separately?

Finally, in recent years, the multimodal character of language has received much attention from cognitive linguists (e.g., Cienki & Muller 2008, Cienki 2016). Accordingly, rather than being seen as a purely verbal system with prosodic features, language is also claimed to incorporate visual clues or indices, such as body posture, gestures or facial expressions. In that understanding, co-speech gestures are of utmost importance for interpreting the meaning of a communicative act. But what exactly constitutes a gesture? Are gestures part of constructions? Is there a grammar of gestures? And how should gestures be represented in the multimodal model of language? How does sign language express itself multimodally?

Importantly, multimodality is not only a feature of spoken communication. Written language and other non-spoken communicative modes such as internet discourse, adverts, cartoons or comics can also be described as multimodal, so that both images and the (verbal) text contribute to the meaning making process, and even the shape of the fonts may influence our evaluation of the

message (e.g., Kress and van Leeuwen 2001, Dancygier & Sweetser 2012, Dancygier & Vandelanotte 2017, Vandelanotte & Dancygier 2017).

But what does this mean for our understanding, investigating and modelling of language and communication? Are multimodal interactions or texts understood by language users through reference to mental representations? If so, are these representations mono- or multimodal? (Representations need not be understood as stable patterns but as dynamic co-activation of neuronal assemblies.) Or are linguistic/semiotic signs useful ways of describing the linguistic behaviour of communication participants used by the analysts? (After all, a map is not a territory and yet it helps navigate through space.) Finally, is language as a verbal system of communication independent from other communicative systems such as gesture? These (and potentially other) questions will be the focus of the debate between our experts: Barbara Dancygier, Dylan Glynn, Johanna Kissler and Cornelia Müller.

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# Plenary lectures

## Barbara Dancygier: Viewpoint, linguistic structure, and multimodal artifacts

BARBARA DANCYGIER  
UNIVERSITY OF BRITISH COLUMBIA

Recent work in cognitive linguistics is increasingly focused on the use of language in the context of multimodal communication. On the one hand, this means work on embodied aspects of communication, such as gesture or eye-gaze (Feyaerts, Brône, and Oben 2017), while on the other hand, there is much interesting work on the interaction between language and visual form, primarily images (Forceville and Urios-Aparisi 2009). In this talk, I will look primarily at the latter type, while arguing that there is in fact much commonality between the ‘two multimodalities’. The concept that appears to link the two is that of viewpoint (Dancygier and Vandelanotte 2017b; Vandelanotte and Dancygier 2017).

I will consider a range of examples from three areas of usage: Internet communication (especially Internet memes and advertising campaigns), news and media (especially late night talk shows), and cityscape (window displays and signs, sandwich boards, etc.). I will show how these contexts rely on multimodality and how viewpoint expression underlies many of the linguistic, embodied, and visual choices communicators make. I argue that the use of embodied and visual signals has a profound influence on linguistic choices, whether vocal, lexical, or constructional (Dancygier and Vandelanotte 2017a; Dancygier and Lou 2018). Understanding the interaction reaches beyond patterns of reliance on multiple channels of communication, and requires a refreshed view of how linguistic structure is affected by multimodal contexts.

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# Johanna Kissler: Emotion and context in word processing – a neuroscience perspective

JOHANNA KISSLER  
UNIVERSITY OF BIELEFELD

This presentation will review past and present research from my group, addressing neural processing of emotional words in isolation, the use of emotional language as a “framing” context for the processing of other stimuli such as faces, as well as the question of how minimal social contexts modify word processing.

In the first part, I will review research demonstrating how emotional words are prioritized by the central nervous systems (Kissler et al., 2007; 2013) and capture attention seamlessly and robustly (Kissler et al., 2009; Schindler and Kissler, 2016a) resulting in amplification of the Early Posterior Negativity and Late Positive Potential in the EEG as well as hemodynamic activity increases in sensory, frontal and subcortical brain areas (Herbert et al., 2009).

In a second part, I will address how emotional language can serve as an encoding context for initially neutral social stimuli, in this case faces, thereby altering their processing implicitly and explicitly, modifying mid-latency and late stages of face processing (Kissler and Strehlow, 2017; Junghöfer et al., 2017).

Finally, I will cover a recent ongoing series of experiments where emotional words are embedded in a virtual feedback context and processing changes are demonstrated as a function of perceived sender identity (human: layperson or expert; computer system: randomly acting or socially intelligent) and content (positive, negative, or neutral) as well as resulting from interactions of the two. Here, creating the impression of a social context strongly amplifies cortical stimulus processing (Schindler et al., 2015), drawing on multiple cortical and subcortical brain regions in line with a more embodied processing of words when they are made socially salient (Schindler et al. under review). These effects are more pronounced when supposed senders are perceived as more socially relevant (Schindler and Kissler, 2016b).

Together, the results reveal basic cerebral mechanisms underlying the processing of emotionally significant words, mechanisms of language-mediated learning, as well as plasticity in word processing induced via social context. The latter suggests that embodied language processing is not an all-or-none phenomenon, but inevitably tuned by contextual factors.

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# Cornelia Müller: Multimodal patterns: Temporality and embodiment of meaning- making

CORNELIA MÜLLER  
EUROPA-UNIVERSITÄT VIADRINA FRANKFURT (ODER)

The lecture offers theoretical reflections and empirical analyses concerning the emergence, stabilization, and change of multimodal patterns across micro-, meso-, and macro-levels of communicative interaction (Müller and Kappelhoff, in press). Multimodal patterns are sedimented experiences (Müller 2017a). They emerge from temporal and embodied processes of meaning-making in face-to-face interaction, they are products of what I characterize as “sharing the feeling of meaning” (Müller 2017b). In this perspective, meaning emerges in interactions as temporally orchestrated intersubjective embodied experience. It comes out of the interactions as bodily experience, it’s not in the words or in the gestures it is in the rhythm of bodily interactions and the words and the gestures, in short, it evolves in the form of multidimensional experiential gestalts that stabilize temporarily and change constantly (Greifenstein et al., in press; Kappelhoff and Müller 2011; Müller and Kappelhoff, in press). I will address emergence, stabilization, change, e.g., the embodied dynamics of meaning along different time scales: local situated interactions in dance classes and dyadic interactions and the sedimentation of such local stabilizations across a gesture-speech community and in the form of a recurrent gesture: the throwing-away gesture as a multimodal construction (Bressemer and Müller 2017; Müller and Ladewig 2013; Kolter et al. 2012).

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# Anatol Stefanowitsch: Metaphorical Pattern Analysis: The First 12 Years

ANATOL STEFANOWITSCH  
FREIE UNIVERSITÄT BERLIN

After Lakoff and Johnson's *Metaphors We Live By* reignited the interest in metaphor in linguistics, researchers were mainly concerned with showing the quality and quantity of metaphor in various semantic fields and discourse domains based on eclectic and often largely introspective collections of examples. It took almost ten years for corpus linguists to begin systematic empirical analysis – in part, because metaphors are difficult to extract from corpora.

Early studies were limited to the manual extraction of metaphors from small topical corpora (political speeches, small collections of newspaper articles, etc.). In the late 1990s, researchers began to look at typical source-domain vocabulary in large corpora (words for animals, body parts, temperature adjectives etc.).

Finally, in the early 2000s, researchers started looking at the lexico-grammatical patterns surrounding target-domain words (like emotion terms) and identifying those that involved metaphor – a method that I explicated in 2006 and named *Metaphorical Pattern Analysis*.

In my talk, I will look at the continually growing body of research that has been done in this methodological framework since then and try to draw some general conclusions about what this research teaches us about metaphor in language. I will also address the major points of criticism that have been leveled against the method. Finally, I will attempt to sketch applications of the method that have not been intensively explored, for example in the domain of sociolinguistic variation, diachronic change and pictorial and multimodal contexts.

# Katarzyna Bromberek-Dyzman: Explaining irony. From an abstract concept to a context-driven strategy

KATARZYNA BROMBEREK-DYZMAN  
ADAM MICKIEWICZ UNIVERSITY IN POZNAŃ

Irony is notoriously difficult to define. It comes under many guises to perform all sorts of communicative functions. Nowadays a popular strategy for saying without saying, ridiculing, and making fun in verbal interactions; trendy already in the antiquity. Yet, up to date we still have no consensus on what irony is, and what cognitive, linguistic, psychological, or social mechanisms underpin its ubiquitous usage and rapid comprehension. One of the key questions that call for answers in making sense of irony, is whether irony is a figure of speech (Grice 1975; Giora et al. 1998), and as such depends on the excellent command of the language (native, non-native) of communication (Cheang and Pell 2011; Cafarra et al. 2018), or rather a tool of poetics of mind, a mode of thinking, and as such – relatively language independent (Gibbs 1994; Bromberek-Dyzman 2014; Deliens et al. 2018). This and other questions concerning the concept of irony, cognitive strategizing underpinning the process of irony comprehension, its complexity and multimodality – are the content of my talk.

In this talk I'm using currently relevant theoretical accounts, picture contradictory conceptualizations of irony, and comprehension strategies, to make evidence-based claims (e.g. Bromberek-Dyzman et al. 2010; Bromberek-Dyzman 2014; Bromberek-Dyzman and Rataj 2016; Bromberek-Dyzman et al. under review) regarding the puzzling inconsistencies exhibited by the experimental research, showing irony to be processed both faster and/or equally fast (Dews and Winner 1999; Gibbs 1986; Giora et al. 2015; Ivanko and Pexman 2003; Schwoebel et al. 2000), and/or slower (Giora et al. 2007; Giora and Fein 1999; Giora et al. 1998) than non-ironic literal meanings. The main claim I'll be putting forward, as resulting from the experimental evidence, is that the efficiency of irony on-line comprehension: its speed and accuracy, is not exclusively irony-per-sé-specific: inherent solely in the concept of irony, but depends crucially on the comprehension strategy adopted by the comprehender. Next to being a communicative concept, one evolves via communicative interactions, a mode of thinking, irony is above all a context-bound, and interaction-dependent strategy. Therefore, it needs to be studied as a communicative event embedded in discourse context, and susceptible to its cues, rather than a communicative entity, whose comprehension is unconstrained by the ever-changing conversational structures, verbal aims, and communicative intentions.

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# Theme sessions

## Theme session 1: Cartoons and comics

ORGANIZERS: ELŻBIETA GÓRSKA (UNIVERSITY OF WARSAW)  
MICHAŁ SZAWERNA (UNIVERSITY OF WROCŁAW)  
CHARLES FORCEVILLE (UNIVERSITY OF AMSTERDAM)

Whether or not cartoons and comics constitute distinct genres is a matter of some controversy. While some scholars posit a clear-cut distinction between them (Saraceni 2003), others declare, no less categorically, that “[c]omics are a form of cartooning” (Waugh 1991 /1947/: 14). Adopting the latter stance, in this session we wish to explore the two genres with the aim to show why they are “intuitively interpreted on first encounter” (Miodrag 2013: 196). Referring to their characteristic affordances (The two media are invariably static and mute.), we will be analysing them as prime examples of visual thinking (Arnheim 1969). Special attention will be given to two aspects of their interpretation. On the one hand, we will focus on their characteristic expressive resources (Forceville et al. 2014) — such as, for example, simplified as well as exaggerated pictorial images of people and objects, intentionally meaningful typography, balloonic representations of direct speech and thought (Forceville 2013), and context-dependent graphic flourishes dubbed pictorial runes (Kennedy 1982). It will be argued that, as signs optimally suited to represent their respective designata, such expressive resources, whose meanings are to a considerable extent “coded” (Cohn 2013) greatly contribute to the intuitive interpretation of cartoons and comics (Szawerna 2017). Equally important for our discussion will be the way the visual and the verbal mode are integrated (Górska 2017; Cornevin and Forceville 2017). We will show that the characteristic form of their expressive resources as well as the integration of verbal and the visual modes are both motivated by general cognition (conceptual metaphors, conceptual metonymies, conceptual integration, etc.). The two genres will be shown to afford spatialization of abstract concepts and ideas in a creative way. Last but not least, their persuasive power (Abdel-Raheem 2017) and their rhetorical functions will be the recurring themes in this session.

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# Reading comics in emotional regimes. Realities and perspectives. Ana-Maria Teodorescu

ANA-MARIA TEODORESCU (UNIVERSITY OF BUCHAREST)  
AMTEODORESCUCRP@GMAIL.COM

The starting point of the current research has main goal to define the emotional regimes and the realities and perspectives the interpretation and evaluation might offer to the current trends in the domain. Focusing on Arlie Russell Hochschild's understanding of feeling rules and emotion management together with Erving Goffman's decoding behavior methodology [apud Blom, 2017] this paper seeks to contribute to a deeper understanding of emotion management norms. As a media product, the comics have many categories of publics to create a contract of communication for fulfilling -the impact of the product for the targeted public.

The consumer, according to the emotional regime, has become not only receiver, as a reader, but a person implicated in the process for the relationships and roles involving the participants, as such. The structure of the article has three main dimensions:

- (i) to define emotional regimes in comics by the visual representations of the characters and their actions, regarding a framework for analysis,
- (ii) to identify the techniques have been used by the creator of the comics and the receiver-according to the interviews for the creators and a questionnaires to the consumers,
- (iii) the evaluation process can explain the consumer engagement of comics in the process of the communicative contract. The findings can motivate comics to be treated as resource for involving the readers as co-creators. The attempt might be considered as empirical in the Romanian research in the university from a pragmatological perspective.

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# Multimodal fictive interaction in Internet memes. A cognitive analysis.

Ewelina Prażmo

EWELINA PRAŻMO (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
EWELINAPRAZMO@GMAIL.COM

The popularity of image macro Internet memes has not gone unnoticed by scholars of various persuasions. Memes spark the interest of linguists (Dancygier 2017, Nooney and Portwood-Stacer 2014), semioticians, and communication experts alike. Memes are originally defined by Dawkins (1976) as replicators of ideas. This general definition is also true for Internet memes which replicate, mutate, evolve and spread from mind to mind in the process of intersubjective communication.

This paper is set within the methodological framework of cognitive linguistics, especially referring to the conceptual metaphor and metonymy (Lakoff and Johnson 1980), conceptual integration (Fauconnier and Turner 2003), multimodal meaning creation (Forceville 2009), and fictive interaction (Pascual 2014). We try to address the conceptual processes underlying the construction of meaning in memes. Meanings in memes, we claim, emerge dynamically in the current discourse space (Langacker 2008) in the course of speaker-hearer meaning negotiation, as a result of multimodal blending of the two inputs. Memes are multimodal pairing of, usually, pictorial and verbal inputs, where the pictorial input very often triggers a conceptual metaphor (e.g. +HUMAN IS AN ANIMAL+) or metonymy (e.g. +STEREOTYPICAL REPRESENTATIVE OF A NATION STANDS FOR THE WHOLE NATION+) and the verbal input employs fictive interaction to further enrich meaning construal (e.g. first I was like meme). Pascual defines fictive interaction as “the use of the conversation as a frame to structure mental, discursive, and linguistic processes”. It is a conceptual phenomenon which can manifest itself in various ways at different levels of language organisation, similarly to a conceptual metaphor. We claim that fictive interaction can also be multimodal, i.e. rendered by two or more distinct semiotic modes. Memes provide an example of such multimodal verbo-pictorial material which can be structured on a conversation frame.

We analyse a selection of memes recovered from meme-storing websites which constitute Internet meme-corpora as well as memes found by Google search. We expect to find a number of conversational elements (e.g. direct quotes), some of which constitute cases of fictive interaction occurring across at least two different semiotic modes (pictorial and verbal). We provide an analysis and attempt to create a typology of multimodal fictive interaction types present in Internet memes.

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

## Elżbieta Górska

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 2016; 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 and Waugh 2009, 2014).

This study aims to show that, similarly to the static genre of comics (Szawerna 2017), cartoons strongly rely 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 the cartoons reflect on human life and human condition, social and political relations, emotions, beliefs, values, and on many other issues (Górska 2017). 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.

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# Visual objectification and cumulateness in comics. Michał Szawerna

MICHAŁ SZAWERNA (UNIVERSITY OF WROCŁAW)  
SZAWERNA@UNI.WROC.PL

Situated at the burgeoning intersection of cognitive linguistics, multimodality studies, and comics scholarship (see, for example, Cohn 2010; Forceville 2005, 2011; Forceville, Veale, and Feyaerts 2010), this paper focuses on the representational conventions enabling the narrative medium of comics to capture transitory elements of narrative meaning (Ryan 2004: 8–9). This paper specifically argues that comics succeed in representing the conceived time (Langacker 1987: 167–168) of narrative meaning by spatializing narrated events in the form of static planar objects: stand-alone musical notes and pieces of musical notation, individual pictograms and pictographic strings, individual letters and written texts, individual balloons and balloon chains, polymorphic and polyptychal representations of motion events, etc. This paper further argues that static planar objects spatializing narrated events in comics may represent these events either cumulatively or non-cumulatively. A cumulative planar object (for example, a written onomatopoeia, a piece of musical notation, a string of pictograms, a chain of balloons) spatializes a narrated event by virtue of comprising a number of component planar objects which correspond to the temporal constituents (phases, stages, sub-events) of the spatialized event in a one-to-one fashion, but are simultaneously available for visual processing. In contrast, a non-cumulative planar object (for example, an individual musical note, letter, or pictogram) spatializes a narrated event as a whole, without explicitly representing the event's temporal organization in its own spatial structure. With reference to examples reproduced from comics exemplifying various publication formats, generic conventions, and cultural traditions, this paper demonstrates that visual objectification is the main representational strategy employed by creators of comics, who are compelled by their medium of choice to capture transitory elements of narrative meaning — notably, sound events, motion events, and psychological events — in a static planar form. Additionally, this paper suggests that this representational strategy is particularly effective because it mirrors an understanding of events which is widely conventionalized in language, so that linguistic objectification of events and their visual objectification in comics may be regarded as counterpart manifestations, albeit in different media, of a certain intersubjective construal of events.

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# Multimodality vs. pragmatics of representation. (Once again about) an alternative description of semiotic repertoire of comics. Hubert Kowalewski

HUBERT KOWALEWSKI (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
HUBERT.KOWALEWSKI@UMCS.PL

Traditionally, semioticians has been describing the medium of comics as combination of iconic and linguistics elements resulting in what Bernard Toussaint calls “icono-linguistic unity” (*unité iconico-linguistique*, Toussaint 1976; cf. Toeplitz 1985, Harvey 1994, McCloud 1994, Duncan and Smith 2009). Despite the shortcomings of this approach (depending on the exact formulation, it oscillates between empirical inadequacy and logical triviality), most cognitive semioticians investigating comics tend to frame their research in terms of a similar two-fold distinction between the visual and the linguistic modality (cf. Forceville 2005, Eerden 2009, Forceville, El Rafeie, and Meesters 2014). Even though the multimodal approach to comics studies is a significant improvement on the earlier “icono-linguistic” approach, it inherits some of the theoretical difficulties of its predecessor and creates new complications (for example, notorious problems with offering a clear and useful definition of modality).

The aim of the presentation is to propose an alternative framework for describing the semiotic complexities of comics inspired by Bas van Fraassen’s “pragmatics of representation” (Van Fraassen 2008). The central tenet of this framework is that all signs in comics represent semantic content but the questions about what exactly they represent and how they achieve this cannot be answered a priori on the basis of their formal properties and in isolation from the context in which the signs are used. For example, it is impossible to determine whether a written text represents a linguistic meaning and whether a linguistic meaning is represented by means of written texts alone without investigating the specific case of usage. In this “pragmatic” approach, the task of the analyst is not to describe how signs of different types create a multimodal text but to characterize visual representations in terms of various strategies of symbolization (iconicity, contiguity, blending, etc.) in the context of particular occurrences.

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# Reading patterns vs reading experience. W poszukiwaniu komiksowego punctum. Jakub Jankowski

JAKUB JANKOWSKI (WARSAW UNIVERSITY)  
JAKUB.S.JANKOWSKI@UW.EDU.PL

W zgłoszonym wystąpieniu proponuję zestawienie teoretycznych rozważań na temat tzw. reading patterns w komiksach, czyli tego, jak reprezentujący różne podejścia do komiksu teoretycy sugerują, że komiksy można czytać i odczytywać (m.in. czteropoziomowe art of tension Ch. Hatfielda, strukturalna sieć zależności the network T. Groensteena, ścieżki Gąsowskiego, External Compositional Structures N. Cohna) z tzw. reading experience, czyli tym, jaki efekt wywołuje w czytelniku obcowanie z komiksową strukturą w zależności od sposobu czytania (m.in. wypełnianie „białych plam” w komiksowej sekwencji closure S. McClouda, dogłębne i hiperaktywne unflattening N. Sousanisa, rytmiczna ekwiwalencja graficzna W. Birka).

W powyższym zestawieniu dwóch konceptów (reading patterns i reading experience) interesuje mnie odpowiedź na pytanie „gdzie i czy w komiksie istnieje granica między obiektywnym narzędziem analitycznym i subiektywną interpretacją komiksowych kadrów, sekwencji, plansz, etc.,?”. Czy obiektywne analizy struktur (reading patterns) przenikają się z subiektywnym odczytaniem planszy bądź sekwencji (reading experience)? Czy liczba odczytań jest nieskończona? Jak zmienia nasze postrzeganie danej opowieści? Co może nam dać poszukiwanie subiektywnego Barthesowskiego punctum w obrębie struktury komiksowej? Czy pomysł Barthesa na interpretację zdjęć (studium vs punctum) można zaadaptować do analizy i interpretacji komiksów?

Chciałbym przyrzeć się tym zagadnieniom nie tylko w rozważaniach teoretycznych, ale i na wybranych przykładach komiksowych, dokonując ich swoistego close viewing (zaadaptowane do analizy komiksów close reading), gdyż zbadanie interakcji, w jakie wchodzi ze sobą elementy tworzące kadry, sekwencje, plansze i całe albumy, pokaże nam, na ile może zmienić się nasza percepcja w obcowaniu z daną opowieścią komiksową.

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# Kreacja struktur czasowych w narracjach graficznych na przykładzie Sandmana Neila Gaimana. Katarzyna Sadowska-Dobrowolska

KATARZYNA SADOWSKA-DOBROWOLSKA (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
SADOWSKA.DOBROWOLSKA@GMAIL.COM

Jako gatunek multimodalny, komiks zmusza odbiorcę do uruchomienia innych, niż w przypadku klasycznych tekstów artystycznych, mechanizmów odbioru i interpretacji. Do podstawowych zadań odbiorczych należą m. in. złożenie w całość sekwencji paneli graficzno-werbalnych, uzupełnienie tzw. „luk” narracyjno-fabularnych między panelami (Ingarden 1960) oraz interpretacja przesłanek fabularnych różnorako (tj. w różnych kombinacjach) zakotwiczonej w warstwie ikonicznej i/lub werbalnej komiksu. Dodatkowym utrudnieniem interpretacji jest kompozycja szkatułkowa narracji graficznych, polegająca na tym, że poszczególne panele – poza współtworzeniem nadrzędnej fabuły – tworzą również mniejsze, kilku- lub kilkunastoelementowe układy sekwencyjno-narracyjne ustawione w porządku linearnym lub „skokowym”, tj. takim, w którym panele współkreujące dany wątek są odseparowane od siebie innymi panelami. Interpretacja tak złożonych sekwencji zdarzeniowych wymaga elastycznych struktur poznawczych i umiejętności mieszania informacji wyjściowych, zakotwiczonej w różnych kodach. Szczególnie interesującym aspektem odbioru komiksów jest (re)konstrukcja czasu i relacji czasowych zachodzących między poszczególnymi panelami. W jaki sposób w narracjach graficznych kreowany jest temporalny wymiar fabuły? W jaki sposób twórcy komiksów zakotwiczą ramy czasowe w poszczególnych panelach i ich sekwencjach? Jakie mechanizmy poznawcze są uruchamiane w procesie odbioru i interpretacji informacji czasowych umieszczonych w warstwie ikonicznej i/lub werbalnej komiksu? Poszukując odpowiedzi na powyższe pytania, przyjrę się strukturom czasowym obecnym w serii komiksów Neila Gaimana pt. Sandman. Do opracowania nakreślonej problematyki badawczej posłuży mi przede wszystkim koncepcja amalgamatów pojęciowych (Fauconnier i Turner 2002), pozwalająca opisać mechanizmy scalania informacji wywodzących się z danych ikonicznych i werbalnych w procesie interpretacji struktury czasowej zakotwiczonej wewnątrz pojedynczego panelu lub w obrębie kilkuelementowych sekwencji. Ważnym odniesieniem będzie również teoria ram interpretacyjnych (Fillmore 1982), dostarczająca narzędzi opisu interpretacji w kategoriach elastycznych procesów poznawczych. Zakładanym rezultatem przeprowadzonych analiz jest znalezienie odpowiedzi na postawione wyżej pytania oraz próba stworzenia charakterystyki cech czasowych najczęściej wyrażanych ikonicznie i/lub werbalnie.

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# Theme session 2: Cognitive Linguistics in Pedagogical Application

ORGANIZERS: DR GRZEGORZ DROŹDŹ,  
DR BARBARA TARASZKA-DROŹDŹ (UNIwersYTET ŚLĄSKI)

That cognitive linguistics has a lot to offer in the area of pedagogy has been stressed since the very early stages of the enterprise (cf. Hubbard 1978; Dirven 1989; Taylor 1993; Hubbard 1994). Today, these initial claims have grown in number, precision, extent, as well as have gained substantial empirical support (Pütz, Niemeier, Dirven 2001; Achard, Niemeier 2004; Boers, Lindstromberg 2006; De Knopp, De Rycker 2008; Boers, Lindstromberg 2008; Holme 2009; Tyler 2012, to name but a few). Within this general area, several specific directions of research can be distinguished: vocabulary teaching (Kövecses, Szabó 1996; Lindstromberg 1998; Tyler, Evans 2001, 2003; Boers, Lindstromberg 2008, etc.), grammar teaching (Hubbard 1978; Byrnes, Weger-Guntharp, Sprang 2006; De Knopp, De Rycker 2008; Tyler 2012, etc.), second and foreign language acquisition/ learning, language instruction (Robinson, Ellis 2008, etc.), and the learner's mind (Pütz, Sicola 2010, etc.). While in each sphere a considerable progress can be observed, in each of them there are still new and exciting territories that need exploration. That is why we invite abstracts for presentations that address any of the above and other pedagogical applications of cognitive linguistics. The suggested topics include (but are not restricted to) such dimensions of teaching and learning a language: vocabulary, constructions, or grammar at all levels of proficiency, language instruction in academic settings, mental processing and acquisition procedures, second and foreign language acquisition/ learning, second and foreign language instruction, etc.

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## **The Cognitive Grammar-based pedagogical grammar — tenses. Grzegorz Drożdż**

GRZEGORZ DROŹDŹ (UNIVERSITY OF SILESIA)  
GRZEGORZ.DROZDZ@US.EDU.PL

Teaching tenses is one of the challenges of foreign language teaching. The problem is that the diverse uses of tenses need to be organised in a clear and coherent manner, which is often difficult to achieve. The presentation proposes a uniform, pedagogically-oriented account of English tenses based on Cognitive Grammar and three of its notions: the epistemic model of reality, vantage point, and reference point (Langacker 1991, 1999, 2008, etc.).

It is proposed that an account of uses of tenses should be based on reference to two dimensions of the epistemic model of reality: reality and irrealty (Langacker 1991: 242), and their further division according to such dimensions as: past, present, and future (ibid.: 244). This, paired with the notions of vantage and reference points (Langacker 1999: 207; 2008: 83), seems to provide a sufficient basis for a pedagogically-oriented classification of different uses of tenses. Additionally, we can also observe the emergence of an additional dimension, crucial for an appropriate description of tense uses: the epistemic distance.

In the presentation, four constructions are discussed: Present Continuous, Present Simple, Past Simple, and Past Perfect. They are presented as vantage and reference point constructions and their uses, past, present, and future, are accommodated within the proposed model.

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# Metaphor as a didactic tool in descriptive phonetics/phonology classroom.

## Łukasz Matusz

ŁUKASZ MATUSZ (UNIVERSITY OF SILESIA)  
LUKASZ.MATUSZ@US.EDU.PL

The Conceptual Metaphor Theory and its applications as a didactic tool have been discussed with reference to many areas, in particular to teaching and learning vocabulary and idioms (Kövecses, 2010, Boers, 2013), the study of science (Mayer, 2003), economics (Boers, 2000; Mihaela and Drugus, 2008) medical studies (Salager-Meyer, 1990, Karska and Prazmo, 2017) and engineering (Roldán-Riejós and Mansilla, 2013). This paper discusses the application of CMT to the didactics of phonetics and phonology components of descriptive grammar courses in the Polish university settings. The discussion touches on the didactic nature of CMT and analyses how the features of conventionality, systematicity, unidirectionality and entailment play a role in the teaching and learning processes. The author shall present certain metaphorical mappings purposefully proposed to his students in the didactic process. This will be discussed in connection with the survey carried out among the students regarding their understanding of some basic notions from the fields of phonetics and phonology. The purpose of the study is to consider the usefulness of CMT in the didactics of descriptive phonetics and phonology, as well as to provide a few general observations on the role of metaphor in the teaching and learning in the university context.

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# Does the linguistic type of first language influence patterns of motion expression in second language? Wojciech Lewandowski

WOJCIECH LEWANDOWSKI (UNIVERSITY OF COPENHAGEN)  
WOJ.LEWANDOWSKI@GMAIL.COM

This study contributes novel insights into the linguistic construal of motion (Talmy 2000) and rethink for speaking (Robinson and Ellis 2008) by incorporating both inter- and intra-typological comparisons and both native speaker (NS) and second language (L2) learner data. We investigate two satellite-framed languages (Polish and German), which map path onto a satellite and manner onto the verb (e.g., run out), and one verb-framed language (Spanish), which expresses path in the verb and manner in an adjunct (e.g., salir corriendo ‘exit running’). We focus on events involving the traversal of a spatial goal (boundary-crossing), because they are especially sensitive to these typological constraints (Aske 1989). Our goals are to demonstrate L1-related variation, to identify L2 learning difficulties empirically, and to reflect on pedagogical applications. The participants were five groups (N=10 each) of German, Polish and Spanish NSs and intermediate L1 Polish learners of German and Spanish L2. Participants described video clips picturing three types of path (INTO, OUT OF and ACROSS) and different manners (RUN, CRAWL, FLY, etc.).

As for the NSs, we found variation between (i.e., German and Polish vs. Spanish) and within (German vs. Polish) typological groups, whereby each language exhibits a different level of semantic and morpho-syntactic complexity in the expression of BC. In the Spanish data, bounded paths were conveyed in the main verb. The Polish participants encoded BC by means of simple prefixes attached to manner verbs together with specialized PPs (e.g., *wbiec do pokoju* ‘into-ran to room’). The German NSs represented the most complex and heterogenous pattern consisting of different combinations of prepositional, adverbial and deictic particles with specialized PPs (e.g., *über den Teppich hinweg krabbeln* ‘crawl over the carpet away from the speaker’).

As for the L2 participants, we had not made any directional predictions, because previous research studying the acquisition of motion expressions has reported contradictory results. On the one hand, there is no consensus as to whether inter-typological learning is more challenging than intra-typological learning (Cadierno and Ruiz 2006; Filipović and Vidaković 2010; Pavlenko and Volynsky, 2015). On the other hand, while some studies suggest that moving from a less complex to a more complex system is more challenging than the other way around (Gullberg 2009), others did not find such evidence (Cadierno et al. 2016). Our NS findings suggest that both the Polish learners of L2 Spanish and of L2 German need to reconstruct their L1 lexicalization patterns, but based on our L1 results, the former would be switching to a less complex (Spanish) system and the latter to a more complex (German) system. Hence, our research questions can be formulated as follows: Is the learning of more complexity within the same typology (Polish L1 -> German L2) less or more difficult than the learning of less complexity from a different typology (Polish L1 -> Spanish L2)? The analyses for the two L2 groups are still in progress but will be completed by the time of the conference, where we will also address pedagogical applications of our findings.

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# Obrazowanie jako narzędzie opisu funkcjonowania czasów gramatycznych na przykładzie języka francuskiego. Katarzyna Kwapisz-Osadnik

KATARZYNA KWAPISZ-OSADNIK (UNIVERSITY OF SILESIA)  
KKWAPISZ@ICLOUD.COM

Wystąpienie poświęcone jest propozycji wykorzystania narzędzi badawczych z obszaru językoznawstwa kognitywnego w procesie nauczania gramatyki języka obcego. Na przykładzie francuskich czasów zaproponowana zostanie globalna strategia wyjaśniania ich funkcjonowania w oparciu o obrazowanie. Obrazowanie rozumiane jest za Langackerem jako sposób konstruowania sceny, odbywający się jednocześnie na poziomie ikonicznym i symbolicznym (językowym). Globalny charakter strategii polega zaś na tym, że czasy wprowadzane są jednocześnie, a różnice wyjaśniane za pomocą obrazu, który tworzy mówiący w momencie zdarzenia mownego. Na przykład zdanie: *En 1999 la Namibie proclame l'indépendance*, w którym użyto czasu teraźniejszego, może mieć różne warianty ze względu na użycie innych czasów : *En 1999 la Namibie a proclamé l'indépendance*, *En 1999 la Namibie proclama l'indépendance*, *En 1999 la Namibie proclamera l'indépendance*. Czynnikiem decydującym o wyborze czasów jest również frekwencja użycia bazująca na preferencyjności konstrukcji i form.

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# Polisemia leksykalna w ujęciu Gramatyki Kognitywnej a dydaktyka języka obcego. Barbara Taraszka-Drożdż

BARBARA TARASZKA-DROŹDŹ (UNIVERSITY OF SILESIA)  
BTDGD@POCZTA.FM

Jednym z wyzwań dydaktyki języka obcego jest wypracowanie efektywnych technik pracy zmierzających do poszerzenia przez uczących się słownictwa z danego języka obcego. Dotyczy to zarówno wzbogacenia leksyki ucznia o nowe, nieznanne mu dotąd jednostki leksykalne, jak też poznanie nowych znaczeń znanych mu już leksemów. Zagadnieniem nierozzerwalnie związanym z poszerzaniem słownictwa jest polisemia, gdyż znakomita większość słów posiada szereg odmiennych znaczeń.

Z punktu widzenia Gramatyki Kognitywnej (np. Langacker 1987, 1991, 2000, 2008), różne znaczenia danej jednostki leksykalnej są postrzegane jako elementy ustrukturyzowanej kategorii. Ująć je można za pomocą modelu sieciowego, który wydobywa kilka ważnych własności tego typu kategorii: występowanie wielu wariantów, fakt, że są one ze sobą połączone i że niektóre są bardziej centralne (lub łatwiejsze do przywołania) niż inne (Langacker, 2009: 296-298). Oznacza to, iż różne znaczenia polisemicznych jednostek leksykalnych powiązane są ze sobą relacjami rozszerzenia, tj. relacjami kategoryzującymi bazującymi na porównaniu dwóch elementów: prototypu i celu. Każde rozszerzenie zakłada wyłonienie się bardziej abstrakcyjnej struktury obejmującej to, co jest wspólne obydwu elementom – schematu.

W trakcie prezentacji, po zarysowaniu głównych założeń Gramatyki Kognitywnej dotyczących polisemii, szczegółowo przedstawiona zostanie technika pracy mająca na celu nauczanie słownictwa poprzez tworzenie szerszych reprezentacji znaczeń danej jednostki leksykalnej. Wychodząc od konkretnego znaczenia leksemu, wynikającego z napotkanego kontekstu, technika zmierza do poznania przez uczniów szerszego fragmentu sieci (obejmującej relacje kategoryzujące łączące znaczenia prototypowe i rozszerzone oraz abstrahowane na ich podstawie struktury schematyczne). Poszczególne etapy prezentowanej techniki omówione zostaną na przykładach wybranych jednostek leksykalnych języka francuskiego nauczanego jako języka obcego.

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# Cognitive Linguistics in teaching English grammar: The case of English complement constructions. Agnieszka Kaleta

AGNIESZKA KALETA (JAN KOCHANOWSKI UNIVERSITY)  
AGAKALETA@POCZTA.ONET.PL

Cognitive Linguistics, although a relatively new linguistic paradigm, has managed to find its way to the field of foreign language teaching and learning. A considerable body of research, both theoretical and experimental, exists demonstrating the utility of applying cognitive linguistics findings to various aspects of teaching and learning foreign languages (cf. Bielak and Pawlak 2013, Ellis et al. 2016, Littlemore 2009, Tyler 2012).

The present paper is intended as a contribution to this fast growing body of research. More specifically, it examines the utility of the cognitive linguistic model of English complementation in teaching complement constructions to Polish students of English as a foreign language. The research presented in this talk is inspired by the major cognitive assumption that the distribution of English clausal complements is not random or arbitrary but semantically motivated. Various proposals have been made in the literature of the field which substantiate this thesis. One line of research argues that English clausal complementation has an iconic motivation, which is to say that complement selection is motivated by the degree of conceptual distance between the main clause event and the complement event (cf. Givón 1980). Another strand of research centres around the idea that complement constructions (such as the infinitive or the gerund) are paired with schematic meanings and that the choice of a complement type by the main clause predicate depends on the compatibility of the conceptualisations evoked by the main clause and the complement clause (Langacker 1991, Wierzbicka 1988). As is argued in this paper, these two approaches are to large extent complementary and together make a major contribution to our understanding of 'the workings' of English clausal complementation.

Drawing on this research, an experimental, effects-of-instruction study has been conducted to investigate the extent to which the cognitive linguistic theories of clausal complementation can contribute to more efficient teaching and learning of complement constructions by Polish students of English in tertiary education. The paper presents and discusses the results of this study, which show that the cognitive linguistic theories of complementation can be turned into an effective tool for pedagogical instruction. The statistical results obtained substantiate the hypothesis that teaching procedures based on these theories significantly enhance the acquisition of **complement** forms by advanced students of English.

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# The story of the Polish Ale Expressive Construction. Bogusław Bierwiaczonek

BOGUSŁAW BIERWIACZONEK (JAN DŁUGOSZ UNIVERSITY IN CZĘSTOCHOWA)  
BBIERWIACZONEK@GMAIL.COM

The presentation proposes an analysis of the Polish Ale Exclamative Construction (AleEC, where ale is a rough equivalent of the English concessive coordinating conjunction but), illustrated in (1)-(3) below, in terms of the process of constructionalization which I call “incoordination” (similar to Evans’ (2007) insubordination), whereby, first, the first conjunct C1 of a coordinate construction C1 ale C2 is ellipsed in discourse (contrary to Barth’s (2000) Cardinal Concessive Schema) and , second, the remaining Ale C2 becomes increasing more autonomous and acquires new formal and illocutionary meanings, and thus emerges as a new monoclausal construction.

- (1) Ale jest mądry facet! [But that is smart guy = What a smart guy he is!]
- (2) Ale tu pięknie! [But here beautifully = Isn’t it beautiful here!]
- (3) Ale Stoch skoczy! [But Stoch jumped ≈ Boy, did Stoch jump!]

A number of examples of monoclausal Ale-utterances in discourse from The National Corpus of the Polish Language are discussed in terms of their functions and structures. One such example is the Ale-sentence below:

- (4) A Nie dam się sprowokować. I na pewno nie będę ci się zwierzać z moich wyobrażeń o szczęściu. [= I’m not going to let you provoke me. You surely won’t hear me sharing my ideas of happiness with you]  
On jednak nie dawał za wygraną [He wouldn’t give up though]  
B: Ale jak można lubić dzieci, to chyba sprzeczne z ludzką naturą. [But how can you like children, it seems to be against human nature]

Compared to Ale-construction, AleEC exhibits a few crucial formal and functional differences. The new formal characteristics involve a change of sentence stress and optional “copula drop” in copular sentences (see 2 above). Functionally, ale becomes an expressive discourse marker and AleEC is used to express Speaker’s positive or negative emotional evaluation of some contextually given entity or event. It is argued that the expressive illocutionary meaning of AleEC is partly inherited from the highly emotionally charged uses of monoclausal Ale-sentences in discourse, especially when they are used not only in the traditional functions of ‘denial of expectation’ or ‘correction’ (cf. Lakoff 1971, Blakemore 1989), but also in expressing disagreement or defending the validity of a contrasting point or argument. The paper ends with suggestions concerning other possible cases of incoordination in Polish and other languages.

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# Odczuwanie i przezwyciężanie wstydu i innych emocji negatywnych w posługiwaniu się językiem obcym w kontekście studiów filologicznych.

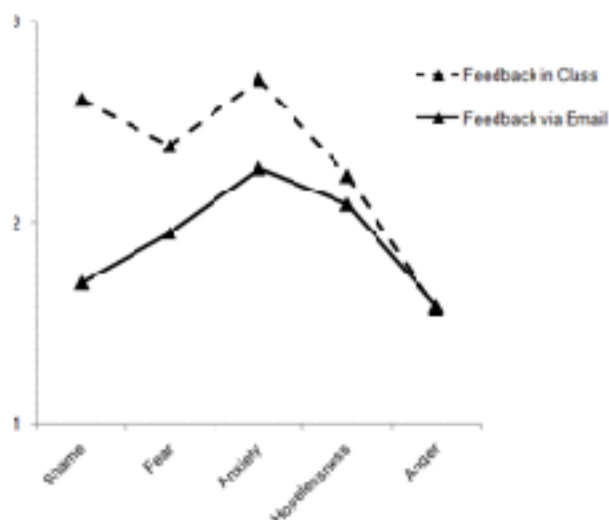
## Paul A. Wilson and Barbara Lewandowska-Tomaszczyk

PAUL A. WILSON (UNIVERSITY OF LODZ)  
P.WILSON@PSYCHOLOGY.BBK.AC.UK

BARBARA LEWANDOWSKA-TOMASZCZYK  
(STATE UNIVERSITY OF APPLIED SCIENCES IN KONIN)  
BLT@UNI.LODZ.PL

Celem badania jest analiza występowania emocji wstydu w posługiwaniu się językiem obcym na przykładzie języka angielskiego jako obcego na studiach anglistycznych w dwóch uczelniach polskich, w kontekstach interakcji z rodzimymi użytkownikami języka obcego (nauczycielami oraz rówieśnikami w uczelniach anglojęzycznych). Omówione są także metody przełamywania tych barier emotywnych w procesie dydaktycznym.

W pierwszej części prezentacji zaprezentowana jest kognitywna oraz korpusowa analiza poczucia wstydu jako emocji prymarnej (Fontaine et al. 2006), której konsekwencją są odczuwane przez studenta reakcje obronne w jednej z trzech postaci – chęć wystąpienia czynnej postawy obronnej, chęć ucieczki lub też występowanie uczucia pasywności w sytuacji zagrożenia w klasie, co powoduje pojawienie się całej wiązki innych uczuć negatywnych takich jak niepokój, zażenowanie, złość czy depresja (AUTORZY 2013, 2017). Przedstawione są także uwarunkowania tych zjawisk w terminach prezentacji oraz obrony własnego wizerunku (face work Brown and Levinson 1987), oraz ich skutki na działanie pamięci w procesie przyswajania oraz używania języka obcego (McGregor and Elliot, 2005).



RYC. 1 PORÓWNANIE KONTEKSTU KLASOWEGO I MAILOWEGO DLA WYSTĘPOWANIA GŁÓWNYCH EMOCJI NEGATYWNYCH U STUDENTÓW

Oprócz danych wynikających z obserwacji empirycznych, główna część obecnego studium prezentuje przebieg i wyniki dwóch cykli badań występujących w tych kontekstach emocji. Pierwszy to wyniki przeprowadzonych badań kwestionariuszowych wśród studentów, oceniających stopień odczuwania i dynamikę zmian w odniesieniu do omawianych emocji, w zależności od kontekstu prowadzenia zajęć i oceny (ocena zespołowa/indywidualna pracy poszczególnych studentów przez kolegów/przez brytyjskiego nauczyciela, zmiana stopnia formalności w pracach grup, zmiany kontekstu sytuacyjnego zajęć: prezentacja indywidualna przed grupą, kontekst egzaminacyjny, kontekst klasowy vs. mailowy, kontekst mniej formalny).

Drugi cykl dotyczy przebiegu oraz wyników wykonywania zadań kolaboratywnych w latach 2015-2017 w kontaktach mailowych amerykańsko-polskich między grupami studentów na poziomie magisterskim filologii angielskiej, współpracujących z grupami studenckimi kierunków nie-humanistycznych dwóch uczelni amerykańskich, prowadzonych w kontekście obligatoryjnych zajęć pisania w tamtejszych uczelniach. W obydwu przypadkach zaobserwowano proces stopniowego przewycięzania wstydu i innych emocji negatywnych u studentów polskich, co potwierdza zarówno analiza procesu posługiwania się językiem, wyniki badań ilościowych (testy wariancji ANOVA 2- i 3 poziomowe), wskazujące na ich znamienność przy zmianach kontekstów (np. Ryc. 1), wyniki badań kwestionariuszowych po zakończeniu analizy, jak również wzrost efektywności językowej w interakcjach ustnych oraz w pracach pisemnych badanych studentów.

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# Theme session 3: Cognitive grammar: grammatical patterns as patterns of meaning

ORGANIZERS: IWONA KOKORNIAK (ADAM MICKIEWICZ UNIVERSITY)  
AGATA KOCHAŃSKA (UNIVERSITY OF WARSAW)

One of the basic assumptions of Cognitive Grammar is that language is fundamentally symbolic in nature, that is, that the lexical and grammatical resources of a language alike can, and should be, properly characterized as form-meaning pairings. This means that grammatical units such as tense, aspect, modality, determiners, particles, grammatical constructions of various sorts, etc. “can be semantically characterised along the same lines” as lexical units (Evans and Green 2006: 512) and that grammatical phenomena are conceptually motivated (cf. *ibid.*).

This session focuses on the grammatical end of the lexicon-grammar spectrum. Our aim will be to provide conceptual characterizations of diverse grammatical phenomena along the lines proposed by Langacker (e.g. 1987, 1991, 1999, 2008, 2009, 2016) and Talmy (2000a, 2000b, 2007) and to demonstrate that the conventional schematic conceptual import of grammatical structures motivates their distribution in specific contexts, as well as the specific semantic and pragmatic effects the structures in question produce in these contexts.

Hence, we invite papers analyzing the conceptual import of grammatical structures of diverse sorts and attempting to offer a conceptual motivation for their behavior in context. The analyses can be conducted either at the very generic level of abstract categories, such as tense, aspect, modality, etc., or at the more specific level of construction items, such as verb particles or determiners. The papers may involve either cross-linguistic comparisons or an in-depth analysis of a particular phenomenon within a single language. The general topics to be considered may include the role of grammatical structures as imposing particular schematic construals on the conceived scene, grounding, the epistemic, interactive and/or interpersonal import of grammatical structures, methodological issues, etc.

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# Between a spatial domain and the grammatical meaning: The semantic content of English telic particles. Ewa Konieczna

EWA KONIECZNA (UNIVERSITY OF RZESZÓW)  
EKON66@WP.PL

In Cognitive Linguistics, it is assumed that all grammatical structures are conceptually motivated. Therefore, aspectual particles are regarded as semantic extensions of their spatial senses, conceptualising embodied experience (Bolinger, 1971; Lindner, 1983; Brinton, 1988) and as such they encode conceptual differences despite marking “the same” grammatical phenomenon. Given this, the purpose ascribed to this paper is to demonstrate that the image- schematic content of telic particles imposes a particular schematic construal on the conceived scene, and, consequently, motivates their distribution in specific contexts. To this aim a usage-based study of four PVs has been carried out such that their first component is the verb burn, denoting an activity in the sense of Vendler (1967) and the second one of four telic particles: up, down, out and off. Since activities do not have an inherent endpoint, the telicity effect can be ascribed the particle alone.

The analysis of burn up (152 tokens), burn down (292 tokens), burn out (271 tokens) and burn off (101 tokens) derived from BNC (<http://bncweb.lancs.ac.uk/>) has shown that besides being aspectual in nature, all the telic particles are not by any means removed from the spatio-directional domain they are grounded in. Thus, while burn up can conceptualise the final stage of burning activity that is characterised by a positive polarity (burn up calories), burn down frequently denotes the termination of burning process which is tantamount to destruction. Yet another PV, burn out, stands for burning that has been brought to an end on account of the resource exhaustion and burn off represents termination of the process in question entailed by removal. Since the four phrasal verbs produce different semantic and pragmatic effects, they are not only unexchangeable in most contexts but also trigger different further metaphorical extensions, such as the following deverbal nouns: burnout, burn-off, or burn-up.

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# Mobilizing epistemic meaning through aspectual marking. Frank Brisard

FRANK BRISARD (UNIVERSITY OF ANTWERP)  
FRANK.BRISARD@UANTWERPEN.BE

In Cognitive Grammar, the function of grounding a proposition or clause (i.e., establishing its status in the speaker's model of reality) has traditionally been reserved for those grammatical morphemes providing finite marking on the verb, so-called "clausal grounding predications". On this approach, grammatical markers of aspect on the verb do not contribute to the grounding of a clause and merely provide temporal information related to the phasal development of the profiled process. In more recent years, however, this categorical view of (clausal) grounding has been challenged, a.o. by Davidse (2004), who has argued in the case of nominal grounding that, rather than assuming a "zero" indefinite article with English initial absolute quantifiers, they are better analyzed as grounding a phrase in their own right. These corrections were acknowledged as legitimate by Langacker (2016, 2017), who has since then advocated a view of grounding as essentially a semantic function (an "interactive task to be fulfilled"), which can be implemented in alternate ways.

For markers of aspect, which are so often formally paired with tense markers but typically do not identify a process instance, such a more liberal conception, allowing for degrees of grounding, implies that they too might be suspected of providing more than just temporal information with some of their uses. Indeed, examples like (1), not involving any of the usual motivations for the use of progressive marking but primarily expressing instead a judgment of outrageousness solely attributable to the decidedly marked use of a progressive passive infinitive, confirms the suspicion that aspectual marking can at least in certain cases be selected to convey a subjective/modal rather than purely objective/temporal meaning:

(1) Also, the fact that the software allows more than one person to view a webcam stream means that it appears to be being used to broadcast pornography. (cited in HyperNormalisation, Adam Curtis, BBC, 2016)

In this presentation, I will discuss a number of concrete patterns manifesting in different languages of the world that appear to confirm this suspicion and point to the more systematic nature of the mobilization of the grammatical marking of aspect for the expression of non-temporal concerns, along the lines of what has been argued for resolving conceptual problems linked with the general perfective-imperfective contrast within the present-time paradigm by De Wit (2017). I will also look at several periphrastic progressives in languages other than English (including various posture- and motion-verb constructions) typically used to convey meanings of surprise, atypicality, etc. Finally, I will present the results of a small-scale typological study looking into the preferred (aspectual) strategies for expressing so-called explicit performatives.

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# **A grammatical construction in the service of interpersonal distance regulation: The case of the Polish infinitive directive construction. Agata Kočańska**

AGATA KOCHAŃSKA (UNIVERSITY OF WARSAW)  
A.KOCHANASKA@UW.EDU.PL

The aim of the paper is to consider the Polish (Proszę) 'I request' + VINF construction and, in particular, the interactive and interpersonal effects this construction produces in context. The specific research problem will be how the relevant effects are related to the conceptual make-up of the construction and, in particular, to the construal of the ground elements it involves. The framework for the analysis will be that of cognitive grammar (cf. e.g. Langacker 1987, 1991, 2008, 2009).

The construction in question has at least the following entrenched uses:

1. the use in official interactions which are not expected to involve establishing any stable interpersonal relation between the interlocutors; this use may be exemplified by instructions issued by members of the medical personnel to patients;
2. the use in interactions involving a great power asymmetry between the speaker and the hearer, for instance in interactions in which military commanders issue orders to their subordinates;
3. the use in contexts in which the speaker, who stands in a relation of intimacy, but also authority with the hearer, has already made a request to the hearer, but that request has been ignored – hence, the utterance involving the (Proszę) 'I request' + VINF construction is a repeated, stronger request aimed at ultimately ensuring the hearer's compliance.

The study will offer a qualitative analysis of two kinds of data: a sample of attested utterances from spoken colloquial Polish and a corpus of utterances extracted from dialogs in novels. In the absence of a corpus of spoken Polish which is sufficiently rich in contextual information, I would like to back an analysis of attested spoken utterances with an analysis of more ample data which may be assumed to constitute a close reflection of spoken Polish, at least with respect to how grammatical structures are used to produce particular kinds of pragmatic effects.

The claim made in the study will be that the primary interpersonal function of the (Proszę) 'I request' + VINF construction is the function of distance regulation. This pragmatic effect of distance regulation is viewed as related to the construal imposed upon the conceived scene by the construction – in particular, by the defocusing of the trajector of the profiled process effected by the infinitive verb. Different specific distance regulating effects produced in specific contexts are claimed to follow from how this trajector defocusing inherent in the schematic conventional meaning of the construction is put in correspondence with specific aspects of the actual ground.

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# **BOUNDEDNESS and BOUNDARY in Slavic aspect: Narration in Russian and Czech. Svetlana Sokolova**

SVETLANA SOKOLOVA (UIT THE ARCTIC UNIVERSITY OF NORWAY)  
SVETLANA.SOKOLOVA@UIT.NO

In Cognitive Grammar, PF and IPF processes are distinguished through the notion of BOUNDEDNESS (Langacker 1987, Talmy 2000): PFs are bounded in time and carry information about the beginning and end of an activity, while IPFs are unbounded. However, this notion alone cannot account for the differences among Slavic languages, which can be characterized by different profiling strategies.

While for Czech aspect, the idea of INTEGRITY, an undifferentiated beginning-end of an action, is more important (Maslov 2004, Dickey 2000), for Russian verbal aspect, the idea of a LIMIT as a temporal BOUNDARY between adjacent situations is crucial (Vinogradov 1980, Petrukhina 2011, Tatevosov 2015). In Czech narrative sequences we find a big variety of aspectual forms. Activities that are included into the narration are often presented as an open process via IPF verbs. In Russian, on the other hand, if the narration includes non-terminative activities or processes, they are integrated into the text as ingressive predicates with the help of Aktionsart prefixes (za-, po-), phase verbs (načat' 'begin') or temporal modifiers associated with a certain aspect (celyj čas 'the whole hour' (IPF); snačala 'first' (PF)).

To check how strong this tendency is, we present a quantitative study of Russian narrative sequences from the disambiguated modern subcorpus (1950-2017) of the Russian National Corpus. We analyze how the choice of aspect depends on such variables as the number of verbs in the sequence, the presence of temporal modifiers, subject switch, and verbal semantics. The results are compared to the findings on Czech aspect presented in Stunová (1993). We show that among the three tools mentioned above Aktionsart prefixes are most typical. They can appear as sequences, do not co-occur with phasal verbs as they place more focus on the boundary (and not on the process), and make Russian narrative sequences different from past narrations in other Slavic languages that do not have productive Aktionsart.

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# Online corpora and informant data as sources of linguistic description: A case study of Russian ‘aspectual pairs’. Maria Nordrum

MARIA NORDRUM (UIT THE ARCTIC UNIVERSITY OF NORWAY)  
MARIA.NORDRUM@UIT.NO

As discussed by Janda (2013), both text corpora and informant data are used extensively by cognitive linguists today. However, a researcher tends to choose one of the two, rather than applying them in combination. The dangers associated with this are discussed by Dąbrowska (2016: 488), who argues that, in cognitive linguistic research, “corpus data needs to be complemented with experimental research.” In the present paper, I use a case study of aspectual “pairs” in Russian to discuss the benefits of using both sources of data and also some challenges that were encountered in this particular study.

The starting point of the study is Kuznetsova’s (2015) analysis of seventeen “aspectual pairs” with the prefix *pro-*, e.g. *čitat’/pročitat’* ‘read’. In dictionaries of Russian, aspectual pairs are pairs to the same degree: either the the imperfective and perfective are a pair or they are not a pair. Based on corpus data, Kuznetsova argues that aspectual pairs are instead a scalar phenomenon and that the degree to which two given verbs function as a pair can be measured by comparing their Constructional Profiles.

However, as argued by Dąbrowska (2016: 486), “we cannot make strong inferences about mental representations... from usage patterns”, and the question therefore remains whether native speakers feel that aspectual pairs are scalar too, and if they do, whether they connect a given pair with the same part of the scale as Kuznetsova does based on her corpus findings. A second question is whether native speakers feel a difference between perfective verbs that (to some extent) function as the aspectual partner of a simplex imperfective (e.g. *pročitat’* ‘read’) and perfective verbs that never function as the aspectual partner of this verb (e.g. *perečitat’* ‘reread’). In other words, the question can be posed whether native speakers feel aspectual “pair” connections at all.

The present paper sheds light on these questions based on an online experiment involving more than 350 native speakers of Russian. The results of this experiment indicate that native speakers do feel that some perfectives are more strongly connected with the imperfective base verb than others and that their intuition largely agree with Kuznetsova’s results. Thus, the informant data yield support to the corpus analysis. At the same time, in the present study, comparing corpus and informant data presents certain challenges that are discussed in light of the assumption that both forms of data are needed.

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# Topology of tense and relevant temporal frames: A cross-linguistic evaluation of idiosyncratic differences. Edmond Cane

EDMOND CANE (BEIJING INTERNATIONAL STUDIES UNIVERSITY)  
ECANE2000@YAHOO.COM

This paper does not claim to present a view of the Albanian topology of tense and relevant temporal (TRT) constructions and frames, which would have to be a comprehensive ‘empire’ of the construed Albanian ‘mosaic’. Instead, contributing to such broader goal, it re-evaluates recent evidence and research instances of cross-linguistic differences that are crucial to the design of the idiosyncratic TRT topology in individual languages. The evaluation of idiosyncratic topologies builds on positing the tense constructions as typical form/content pairing.

Firstly, this paper brings together and re-evaluates the particular evidence from earlier research in specific issues (author): i) the Albanian present perfect and preterite covering jointly and blurry what in English is distinctly segmented in crystal-clear perfect/preterite opposition; ii) the Albanian structuring of ‘continuous aspect’ line through the tense frame, well-established as contrasted to French, but fragmented and half-way built as compared to the regularly replicated ‘lanes’ in English; iii) the sub-map of a particular set of verbs containing non-progressive or progressive content within their idiosyncratic core, which renders them incapable/in no need to be vested in progressive/continuous tense, with significant differences while overlapping the Albanian and English maps, with further differences through the Albanian dialects, and further more to other languages; iv) the comparison of the wiring of tense and aspect, showing several incompatible zones in English, Albanian, French, Italian - what is construed as a tense construction in one, is either not idiosyncratically structured, or is established as non-tense lexical collocation, with structural implications actually different from tense construed structures; v) idiosyncratically licensed and usage-based collocations of tense constructions, significantly relevant to tense topology; vi) further cross-linguistic incompatibilities regarding the structuring and intertwining of modals and tense frame relevant to the verb-based frame. Evidence is basically from corpora, from common usage and grammar textbooks and official translation corpora.

The second effort is to try an overarching evaluation of the relevance and significance of the idiosyncratic differences in the contrasted topologies as well as to assess whether the mosaic metaphor, the radial category or exemplar models are applicable (Geeraerts, Grondelaers, and Bekema, 1994; Taylor 2008). Further to such ‘structured perception and summarizing’ of the said evidence, the findings relating to structural organization are evaluated respectively to the quantitative usage data, by cognitively linking factors of usage to structuring and how/through what intermediates usage is linked to structuring.

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# Theme session 4: Modification of events and states

ORGANIZERS: CLAUDIA MAIENBORN, BRITTA STOLTERFOHT  
ANNA PRYSŁOPSKA, AND EDITH SCHEIFELE (UNIVERSITÄT TÜBINGEN)

The nature of states and events has been widely discussed in the theoretical literature (Maienborn, in press). Since Vendler (1957), the distinction between dynamic situations (“opening a window”) and non-dynamic situations (“loving my mother”) has been at the center of a heated discussion. Do states and events differ in logical structure or do they share more core properties than differences? Despite the plethora of linguistic theories, there are few studies on the cognitive foundation of these phenomena. The insights concerning processing differences between event and state expressions are unclear and require experimental corroboration. On the one hand, there is evidence from reading latencies, that processing events is more demanding than processing states (Gennari and Poeppel, 2003; Alex-Ruf, 2016). On the other hand, there is evidence that states are embedded in a more diversely linked network, making their processing involve more cognitive effort than processing events (Coll-Florit and Gennari, 2011). To differentiate between situation types, the combination with adverbial modifiers (temporal and manner in a broader sense) is one of the prominent diagnostics in the theoretical literature (Maienborn, 2003). Over the last twenty years, a growing body of psycholinguistic studies investigated the processing of modification with regard to situation types, with the main focus on aspectual and event coercion (Brennan and Pykkänen, 2008; Bott, 2010). How modification might be used to distinguish between events and states during language processing is still an open question.

Our workshop focuses on whether and how psycholinguistic experiments address the available theoretical alternatives, and how semantic and pragmatic theory can contribute to a cognitively plausible model of the processing of events and states. We welcome contributions that relate to the following topics:

- Empirical approaches to modification of states and events
- Theoretical approaches to a cognitive model of the processing of situation types
- Case studies of phenomena on the border of states and events
- Types of modification and how they affect the state/event divide
- Cognitive processes underlying the processing of states and events

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# State descriptions with adjectival passives vs. adjectives vs. event descriptions with verbal passives. Berry Claus

BERRY CLAUS (HUMBOLDT-UNIVERSITÄT ZU BERLIN)  
BERRY.CLAUS@HU-BERLIN.DE

In the present study, German state descriptions with adjectival passives (see (1a)) were contrasted with (i) state descriptions with adjectives (see (1b)) and (ii) event descriptions with verbal passives (see (1c)).

(1a) Das Fenster ist geöffnet. ‘The window is opened.’ adjectival passive

(1b) Das Fenster ist offen. ‘The window is open.’ adjective

(1c) Das Fenster wurde geöffnet. ‘The window was opened.’ verbal passive

(Note that in German, unlike English, adjectival passives and verbal passives are expressed by different forms; adjectival passives: copula sein (be) + participle, verbal passives: auxiliary werden (become) + participle)

The starting point of the study were linguistic accounts of adjectival passives (Maienborn, 2009; Gehrke, 2015) that propose that states that are ascribed to an entity by an adjectival passive are evaluated against a contrasting state (e.g., closed window). According to this proposal, the interpretation of adjectival passives involves the mental activation of a contrasting state. This prediction was tested in two experiments for adjectival passives with change-of-state verbs as root verbs, such that the contrasting state can be expected to be the initial state of the root verb’s event. Adjectival-passive sentences (as (1a)) were juxtaposed with corresponding sentences with adjectives (see (1b); Experiment 1) and with corresponding verbal-passive sentences (see (1c); Experiment 2). To test the mental availability of the initial, contrasting state, picture-identification latencies were measured: After reading a sentence, participants were presented with a picture of the initial state of the respective root verb event (contrasting state; e.g., closed door) or of the resultant state (control condition; e.g. open door). Participants had to press a key as soon as they had identified the depicted object. In both experiments, analyses of the picture-identification latencies – that were assumed to reflect the mental availability of the depicted state – yielded a significant interaction between picture type and sentence form. For contrasting-state pictures, picture-identification latencies were significantly shorter after adjectival-passive sentences than after sentences with adjectives or with verbal passives, suggesting that contrasting states were better available with adjectival-passives. Crucially, there was no effect of sentence form in the control condition (picture of resultant state), indicating that the effect was specific to the initial, contrasting state. Note that the results of Experiment 2 do not rule out the possibility that the initial state was activated with both, adjectival and verbal passives. However, the results point to a boosted activation of the initial, contrasting state with adjectival passives over and above any activation of the initial state due to retrieval of the respective root verb’s lexical entry. In conclusion, the present findings provide empirical support for the proposal that adjectival-passive states are evaluated against a contrasting state. Moreover, they indicate that the processing of adjectival passives differs from that of both state descriptions with adjectives and event descriptions with verbal passives.

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## Event modification in idioms. Berit Gehrke

BERIT GEHRKE (CNRS-LLF / PARIS DIDEROT)  
BERIT.GEHRKE@LINGUIST.UNIV-PARIS-DIDEROT.FR

Despite their alleged non-compositionality, many idioms allow for adjectives modifying nominal parts of idioms, intervening between idiom chunks, which calls for the need of a compositional analysis. Ernst (1981), for example, distinguishes between internal, external, and conjunctive modification in idioms. Internal modifiers apply to the N on its idiomatic reading, (1). External modifiers apply to the idiom as a whole, and, according to Ernst, function like “domain delimiters”, allowing for an adverbial paraphrase, (2). Finally, conjunctive modifiers apply to the N on its literal reading, adding a second proposition (3).

- (1) ... we were reduced to scraping the bottom of every single barrel.
- (2) Carter does not have an economic leg to stand on.  
~ Economically, Carter does not have a leg to stand on.
- (3) [...] he bit his thirst-swollen tongue [...]  
~ He bit his tongue. and He had a thirst-swollen tongue.

We argue that these types of modification can be related to more general strategies that have been identified in works on modification outside the realm of idioms. While we will not discuss conjunction modification and some instances of internal modification, for which we argue that they can be analysed on a par with non-restrictive modifiers that add side commentary (e.g. Potts 2005), we focus on external modification, in the sense of Ernst, and extend this possibility beyond “domain delimiters” to include the whole range of event- and sentence-related modification that have been identified for adverbs: event-internal, event-external, event framers (e.g. Ernst 2002, Maienborn 2003, Schäfer 2005).

Our point of departure is the observation that also outside the domain of idioms, modifiers of nouns can be paraphrased as adverbs, such as the frequency adjectives in (4).

- (4) a. The occasional sailor strolled by.  
b. They held daily meetings.  
c. She wrote frequent letters to the editor.

We argue that there are three paths to an adverbial paraphrase of frequency adjectives: (4a) involves kind modification (the kind of thing that is a sailor, the members of whose set have a low distribution, strolled by), (4b) modification of the event inside the nominal, and (4c) involves semantic noun incorporation, with the effect of the adjective on the V-N combination.

We conjecture that Ernst’s external modification is on a par with the strategies illustrated in (4). We furthermore suggest that also some of Ernst’s internal modifiers should be treated along the same lines, precisely because also with frequency adjectives like those in (4) we get different kinds of readings that could be treated as internal (4b,c) vs. external (4a). For example, while Ernst classifies (1) as internal modification, where the N barrel is modified by every single on its idiomatic reading, we could also see this as modification at the level of the event (the V-N combination as a whole), namely by expressing the intensity of the searching event. Restrictions on modification in idioms, then, follow from general restrictions also found with similar modifiers outside the domain of idioms.

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# Cross-linguistic aspectual variation. Fritz Hamm and Oliver Bott

FRITZ HAMM (UNIVERSITÄT TÜBINGEN)  
FRIEDRICH.HAMM@UNI-TUEBINGEN.DE

OLIVER BOTT (UNIVERSITÄT TÜBINGEN AND SPP XPRAG.DE)  
OLIVER.BOTT@UNI-TUEBINGEN.DE

The talk is structured in two closely related parts. Both parts are concerned with the investigation of the following hypothesis from Both (2010).

(1) Cross-linguistic aspectual variation (CAV) hypothesis: If a language [has/does not have] the grammatical means to express an aspectual distinction, the processor [does/does not] immediately commit to an aspectual interpretation.

The first part will investigate the cross-linguistic processing of aspect in English and German. We will concentrate on the coercion of accomplishments like

- (2) a. The architect built the house.  
b. Der Architekt errichtete das Haus.

into activity readings in English and German by means of temporal adverbials (Bott 2010).

- (3) a. #The architect built the house for two years.  
b. Der Architekt errichtete das Haus zwei Jahre lang.

Since German is lacking a progressive we expect that examples like (2)-b are neutral with respect to the perfective/imperfective distinction. This is different in English where the imperfective reading is expressed by the progressive form. The CAV-hypothesis therefore predicts cross-linguistic differences in processing such examples. English readers should experience difficulty in processing (3)-a. due to reinterpreting the accomplishment as imperfective. German readers, on the other side, are expected to choose an imperfective interpretation without experiencing any difficulty due to the neutrality of the German form. Self-paced reading experiments from (Bott and Hamm 2014) provide evidence that coercion of a past accomplishment into an activity like (3)-a causes processing difficulty in English. The situation turned out to be different in German where we could not find any reliable differences between coercion and aspectual controls. This is somewhat surprising since offline results clearly indicate that the involved inference patterns are the same for the two languages. Yet the findings can be fully explained once one takes into account the computational costs of the involved defeasible inferences. We propose that English (simple) past accomplishments, due to competition with the progressive form, automatically receive a perfective interpretation. Modification by a for-adverbial therefore yields a temporary contradiction which can be resolved by turning the accomplishment meaning into an activity. In German, the situation is different. Preterite accomplishments are not perfectivized but are interpreted similar to past progressive English accomplishments. Their complete event interpretation comes about by a (default) inference. This inference is cancelled in the context of a for-adverbial. These experimental findings and their interpretation lend support to the CAV hypothesis.

The second part of the talk is concerned with the formal modeling of the found cross-linguistic aspectual variation. For this aim we choose an event calculus as a (constraint) logic (CL) program with the aim to represent planning. In van Lambalgen and Hamm (2015) it is argued that there is an intimate connection between time and planning in the sense that the mental integration of past, present and future occurs through planning. Logic programming nicely captures the crucial non-monotonicity of planning. Given a goal  $G$  and circumstances  $G$  under which  $G$  can be achieved it does not follow that  $G$  can be achieved under  $G$  plus additional circumstances  $D$ . CL programs come with a well-defined and computable notion of non-monotonic inference, where a certain claim follows from a given CL program iff it holds in the model of its program completion. The connection between planning and linguistic processing is established by assuming that a sentence  $S$  is considered as a goal (make  $S$  true) to be achieved by updating the discourse model. Non-monotonicity is a key feature of this process since to adequately deal with our coercion examples require non-monotonic updates during incremental interpretation.

After introducing key notions of the event calculus we will present a computationally based analysis of accomplishments, activities and the relevant temporal adverbials (in- and for-adverbials). We will continue with the motivation of the notions of hierarchical planning and

integrity constraints which are crucial for the modeling of the difference between the English and German examples. This provides a strictly formal exposition of the above informal explanation of our experimental findings and derives new predictions for further experiments. The event calculus therefore provides a bridge between formal semantics and psycholinguistic experimentation.

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# Agentive coercion in German copula sentences makes you look twice: Evidence from an eye-tracking study. Anna Prysłowska

ANNA PRYSŁOWSKA (UNIVERSITY OF TÜBINGEN)  
ANNA.PRYSLOPSKA@UNI-TUEBINGEN.DE

The difference between (1) and (2) has been subject to much debate. (1) describes Sophie's characteristic; (2) carries an element of control over behavior, i.e. agentivity. Some see the agentive interpretation as the result of an optimal re-interpretation (Maienborn 2003). Others argue the copula is underspecified relative to the situation argument it can take; the agentive interpretation arises through composition (Rothstein 1999).

- (1) Sophie is friendly.
- (2) Sophie is being friendly.

The German copula has the same word form for (1) and (2), making agentive interpretations harder to discern. I present two studies that investigate the semantics of the German copula.

Experiment 1: An eye-tracking during reading study investigated whether the agentive interpretation of copula predicate constructions involves semantic re-interpretation of the copula. The study had a 2x2 design: verb (copula "war" vs. to behave "sich verhalten"), conjunction (agentive "um" vs. neutral "weil"). "Sich verhalten" was used as a control condition. 40 participants read 60 items and 246 fillers (4 lists; | indicate invisible IAs):

- (3) Sophie | war/verhielt sich | freundlich, | und zwar | um | die Eltern |  
Sophie was/behaved herself friendly and namely in.order.to the parents  
stolz auf sie zu machen.  
proud of her to make  
'Sophie was/behaved friendly, namely in order to make the parents proud of her.'
- (4) Sophie | war/verhielt sich | freundlich, | und zwar | weil | die Eltern |  
Sophie was/behaved herself friendly and namely because the parents  
sie gut erzogen haben.  
her well raised have  
'Sophie was/behaved friendly, namely because the parents raised her well.'

Critical IAs were the conjunction weil/um, the IA preceding and following it.

The results confirm that the agentive interpretation of the copula requires coercion: copula+"um" was more difficult than copula+"weil". This was visible in first fixation duration ( $\beta=0, SE=0, t=3.8, p<0.001$ ), first pass RT ( $\beta=0, SE=0, t=3.4, p<0.001$ ) and regression path duration ( $\beta=0.4, SE=0.1, t=4, p<0.001$ ) on the conjunction IA.

Experiment 2: The study investigated whether agentive coercion is weakened when the adjective is modified by the particle "so". "So" introduces an element evaluation or focus (Wiese 2011), possibly facilitating the agentive re-interpretation. Methods and analysis were as in Experiment 1. Materials had one crucial modification: in copula sentences, the adjective was preceded by "so". There was an interaction between factors in regressions out of IA und zwar ( $\beta=1.19, SE=0.51, t=2.36, p<0.05$ ). This effect was weaker than in Experiment 1 and present in only one measure. The addition of "so" facilitates the agentive re-interpretation of the stative VP in combination with the conjunction „um“.

Conclusion: Both experiments found evidence in support of the copula's lexical stativity. The agentive re-interpretation of the VP caused more processing difficulties than the stative interpretation, although the addition of so seems to facilitate it. We conclude that the copula is stative. The agentive interpretation requires the cognitively costly process of coercion.

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# Theme session 5: Encoding/decoding affect in communication

ORGANIZERS: KATARZYNA BROMBEREK-DYZMAN  
AND KAMILA DĘBOWSKA-KOZŁOWSKA (ADAM MICKIEWICZ UNIVERSITY)

Both cognitive and affective content need to be factored in to account for the many facets of communication. This session is aimed at providing a forum for a multidisciplinary discussion on empirical and theoretical aspects of how affect and language interact in communication. We are interested in putting together the varying modalities and modes of expressing and processing affective meaning.

We want to explore how the linguistic content is combined with the affective content in the study of multimodal communication that involves both affective encoding and affective cognition. When communicating people encode the foremost contents of their minds, thoughts and feelings into multimodal repertoire of cues: verbal, vocal and visual (face- and body-language). Communication relies on the complex multimodal systems of meaning encoded and expressed via these diverse modalities of verbal and nonverbal signs. Affective cognition, i.e. the use of domain-general reasoning for processing affective content that is situation specific, is part of communicative decoding. Emotional cue integration is thus seen as a part of inferential processing that relies on multimodal contextual cues. Our session aims to investigate these diverse communicative modalities employed to communicative means in meaning-sharing, and meaning-making.

Since we delve into a truly interdisciplinary field of investigation with a vast array of methods applied to its studying, we encourage contributions from linguistics and beyond as long as they are probing the means and modes of affective communication and its comprehension. Multidisciplinary research frameworks employing multimodal data, verbal, visual, paralinguistic, audio and audio-visual – are welcome.

Possible foci include:

- verbal and non-verbal signs of communication of affective meanings (e.g., kinesics, gestures);
- verbal and vocal cues in affective communication
- affect/language interactions in L1/L2

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# **Emotions as multimodal, situated conceptualizations of affective states: the case of expressive and reserved cultures. Barbara Lewandowska-Tomaszczyk and Paul A. Wilson**

PAUL A. WILSON (UNIVERSITY OF LODZ)  
P.WILSON@PSYCHOLOGY.BBK.AC.UK

BARBARA LEWANDOWSKA-TOMASZCZYK  
(STATE UNIVERSITY OF APPLIED SCIENCES IN KONIN)  
BLT@UNI.LODZ.PL

The focus of the paper are emotions as multimodal, situation-specific conceptual representations of relevant affective categories instantiated by sensory and motor activities (Barsalou 1999, Barrett 2006) in terms of cultural dimensions and schemas (Hofstede 2016, Sharifian 2017). The examples discussed are emotion expression patterns of pride and related cluster members in American and British English as instances of expressive and reserved cultures. Based on our previous studies (AUTHORS 2013, 2013a, 2017), we adopt a constructivist model of emotions that is based on partly overlapping cluster members of similar feelings in the processes of conceptual integration (Turner and Fauconnier 1998), rather than on sets of single compartmentalised emotions. The Cultural Models of the pride cluster of emotions involve different types of positive and negative (hubristic) pride (satisfaction, vanity) etc. and combine with other emotion types such as happiness, contentment (AUTHORS 2013a), etc. Similarities and differences between cultural prototypes of these emotion clusters are identified and discussed in the paper with reference to British and American English.

A multidisciplinary methodology is employed in terms of the questionnaire-based GRID instrument (Fontaine and Scherer 2013), online sorting task (AUTHORS 2017) and a cognitive interpretation of qualitative and quantitative BNC and COCA corpus data. Cultural Linguistics tools and instruments of Cognitive Linguistics (Lakoff and Kövecses 1987, Langacker 1987, 1991) are also applied to analyze the internal structure of the relevant concepts (AUTHORS 2013, 2017).

Preliminary analyses conducted on the GRID data show interesting differences between British and American pride that centre on features pertaining to expression versus reservation. American pride is characterised by significantly higher POWER than British pride. Further analyses on GRID emotion features pertaining to expression versus reservation confirm the relatively greater salience of the former in American pride and the latter in British pride. To further interpret such results possible influences beyond the broad landscape of collectivism-individualism are assessed such as factors pertaining to the American dream. Other emotions within the pride cluster that have a close conceptual proximity, measured in terms of distance in online sorting tasks, are also analysed.

Finally, the results are interpreted in terms of the type of politeness culture models (Brown and Levinson 1987) represented by the UK (negative politeness culture) and USA (positive politeness culture). This is shown in different quantitative and qualitative characteristics of mitigating discourse strategies and moves employed in American versus British discourse as observed in the corpus data.

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# **Affect as multimodal pattern in face-to-face communication. Dorothea Horst**

DOROTHEA HORST (EUROPA-UNIVERSITÄT VIADRINA)  
HORST@EUROPA-UNI.DE

Affect in face-to-face communication is still largely being conceived of as something that individual speakers "have" or feel subjectively, and convey for their interlocutors at some point in discourse. From such a perspective, affect appears as a separate piece of additional information through which speakers deliberately or involuntarily "parade" their inner emotional states in a mediated manner. This implies an underlying assumption of inner emotional life and external appearance as separated facets of man, and a solipsistic understanding of his or her feelings, affective states and emotions (e.g., Ekman 1973). The only way of bridging this suggested gap between inner experience and outer perception in interaction is the receiver's de-coding of the sender's encoded affective information (Weaver/Shannon 1963).

By contrast, the paper brings forward the view of affect as an intersubjectively emerging and unfolding pattern that grounds meaning making processes in face-to-face interaction. Starting from an understanding of 'pattern' in terms of a perceptive gestalt that is organized or composed in a specific manner (cf. Embree 1980), affect is suggested to become observable and reconstructable through interlocutors' expressive behavior over the course of a conversation. In doing so, the paper subscribes to both former and recent phenomenological and anthropological-philosophical accounts of intersubjectivity and embodied meaning making that underline the close intertwining of affect expression and experience (Merleau-Ponty 1945; Plessner 1925; Sheets-Johnstone 1999).

The argument is going to be illustrated by a three-party conversation between students discussing psychological problems during their studies. Based on a descriptive micro and macro analysis of the interlocutors' interactive expressive behavior, e.g., speech, gesture, body movements, multimodal patterns of intersubjective affect will be reconstructed. This flow of affective experience is suggested to provide access to how interlocutors in face-to-face communication make sense of things in an embodied and intersubjective manner (Froese and Fuchs 2012; Jensen 2014).

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# Vocal and verbal cues of emotions in French spontaneous speech.

**Francesca Carbone**

FRANCESCA CARBONE (UNIVERSITÀ DEGLI STUDI DI NAPOLI "L'ORIENTALE")  
CARBONEFRANCESCA@HOTMAIL.IT

When we talk about emotions, we refer to a complex and structured phenomenon that can influence and be influenced by external and internal elements involved in communication such as the context, behavior and feelings of other individuals. During expression of emotions, these internal and external factors could have effects both on verbal and non-verbal signals which could change according to the context and the intentions of the speakers. This complexity of the emotional phenomenon induced researchers to focus attention on individual cues (e.g. intonation, verbal content) in isolation from the others. Although it is possible that the transmission of emotional information is entrusted to a single type of resources, this is certainly the least frequent case in the spontaneous production of emotional speech, in which, usually, emotional phonological information co-occurs with all the others speech features. Moreover, this strategy has not increased our understanding of how people integrate nonverbal and verbal cues in the expression of emotions. Based on these assumptions, the aim of this study is to make a qualitative and quantitative analysis of vocal and verbal cues implicated in the communication of emotions and to verify the possible interactions between the two channels. Morphological, syntactical, lexical and prosodic cues are analyzed from a French spontaneous speech corpus (EmoTv) consisting of interviews on emotionally meaningful themes. Expected results should be that emotions are encoding by using the interaction of the two different channels. This might show the adequacy of applying a cognitive model in which verbal and nonverbal cues to emotion might be theoretically integrated as suggesting by Planalp (1999).

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# Behavioural and neurophysiological correlates of mood and affective valence: A bilingual perspective. Marcin Naranowicz

MARCIN NARANOWICZ (ADAM MICKIEWICZ UNIVERSITY)  
MNARANOWICZ@WA.AMU.EDU.PL

Although emotions govern human behaviour and, consequently interpersonal communication, their complexity is still somewhat elusive. To date, behavioural and neurophysiological studies have yielded a stable pattern of results pointing to a larger allocation of attentional resources to affective, as opposed to neutral, words in L1 (see Kissler 2013). As regards L2, it has been hypothesised that although bilinguals can understand the emotional value of L2 words, they cannot “sense” it (Pavlenko 2005). Unsurprisingly, neurophysiological research is in its infancy in this respect (see Jończyk et al. 2016). Another unresolved issue is precisely how emotionally meaningful context modifies the way people perceive affective language (Russell 2003).

The present Ph.D. project thus aims to offer new insights into the behavioural and electrophysiological correlates of affective words processing by the bilingual language users being in different emotional moods (affective contexts). The primary objectives are threefold: to examine to what extent (i) one’s current affective state (positive and negative mood), (ii) parts of speech (nouns, adjectives, verbs), and (iii) the language of stimuli presentation (L1 or L2) modify behavioural (speed, accuracy) and electrophysiological (evoked response potentials) patterns of affective words processing.

To this end, participants’ (40 highly proficient, late Polish-English bilinguals) reaction times, accuracy rate, and electrophysiological activity will be measured based on their performance on an emotive decision task. To experimentally evoke participants’ positive/negative mood, they will be exposed repeatedly to 90-second, emotionally-arousing audio-video clips. Polish and English, affective and neutral nouns, adjectives, and verbs will constitute the stimuli for the present study. They will be carefully controlled for their length, frequency, arousal, and concreteness. To explore the temporal dynamics of the brain responses underlying the affect-language interface, amplitude variations of three event-related potentials (ERPs)—the early posterior negativity (EPN), the N400, and the late positivity complex (LPC)—will be analysed.

Given that the current project adopts a new, linguistically-oriented perspective, the results are primarily expected to reveal if affective words belonging to different parts of speech are processed similarly. Also, scrupulous attention will be paid to how affective stimuli are processed when they are embedded within a broader, emotional context, rendering the experimental results more ecologically valid. Yet another expectation is that the processing patterns of L2 emotional words will partially reflect those of L1.

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# **Keep calm and carry on: ERP evidence for reduced negative anticipation stress in bilingualism. Rafał Jończyk and Guillaume Thierry**

RAFAŁ JOŃCZYK (ADAM MICKIEWICZ UNIVERSITY, PENNSYLVANIA STATE UNIVERSITY)  
RJONCZYK@WA.AMU.EDU.PL

GUILLAUME THIERRY (G.THIERRY@BANGOR.AC.UK)  
BANGOR UNIVERSITY, UK

Recent research suggests that bilinguals might process negative information on a shallower level in their second language (L2; Jończyk, Boutonnet, Musiał, Hoemann, and Thierry, 2016; Wu and Thierry, 2012). In light of these findings, we set out to investigate whether operating in L1 and L2 might differentially modulate emotional anticipation mechanisms, as indexed by the Stimulus Preceding Negativity (SPN)—a slow cortical wave measuring emotional anticipation processes. 20 immersed, highly proficient Polish-English bilinguals viewed word-picture pairs while undergoing electrophysiological recording. Participants' task was to determine upon seeing the picture whether or not it was congruent with the preceding prime cue. Each positive picture (n=62) was paired with a positive and a neutral prime in L1 and L2; each negative picture (n=62) was paired with a negative and a neutral prime in L1 and L2. Incongruent pairs were created by rotating primes and pictures within each valence category. In the experiment, a prime cue (e.g. accident) was presented for a randomized interval ranging between 300 and 400ms (in steps of 10), followed by an interstimulus interval of 3,800 ms—the anticipation stage. Subsequently, a picture was flashed for 200 ms followed by a blank response window for 2,300 ms. The results demonstrate reduced SPN to negative word-picture pairs in English only and a more negative N400 to incongruent word-picture pairs regardless of language of operation. These findings provide novel evidence that operating in L2 may decrease the electrophysiological activity to upcoming negative stimuli, which may have implications for therapy and stress-management in a bilingual context.

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# **Processing differences between emotion and emotion-laden words. The case of Romanian and Polish L2 English students. Kasia Bromberk-Dyzman et al.**

KASIA BROMBEREK-DYZMAN (ADAM MICKIEWICZ UNIVERSITY)  
KASIA.DYZMAN@WA.AMU.EDU.PL

HALSZKA BĄK (ADAM MICKIEWICZ UNIVERSITY)  
HALSZKA.BAK@GMAIL.COM

RAFAL JONCZYK (ADAM MICKIEWICZ UNIVERSITY, PENNSYLVANIA STATE UNIVERSITY)  
RJONCZYK@WA.AMU.EDU.PL

ANABELLA-GLORIA NICULESCU-GORPIN (ROMANIAN ACADEMY, THE IORGU IORDAN-ALEXNDRU ROSETTI) ANABELLANICULESCU@HOTMAIL.COM

MONICA VASILEANU (ROMANIAN ACADEMY, THE IORGU IORDAN-ALEXNDRU ROSETTI)  
MONICA.VASILEANU@GMAIL.COM

Altarriba, Basnight-Brown (2011), Kazanas, Altarriba (2015) , Kazanas, Altarriba (2015) have found that emotion words, i.e. words used to label an emotional state (e.g. angry), are processed more quickly than emotion-laden words, i.e. words that do not specifically name emotions, but which in particular contexts may elicit an emotional attitude (e.g. coffin), across a variety of cognitive.

In a masked priming lexical decision task, Kazanas and Altarriba (2015) investigated potential processing differences between emotion and emotion-laden prime-target word pairs in Spanish-English bilinguals to see whether the input language played a role in this effect. The authors reported shorter reaction times to emotion-laden words, an effect restricted to the dominant L2 English.

Starting from this study, we have taken a step further in trying to see whether the reported processing advantage for emotion words may be controlled by task effects and different language background. Thus, we have compared the effects of emotion vs. emotion-laden word processing in a masked priming lexical decision task (LDT), where subjects were asked to distinguish between words and non-words, and an emotive decision task (EDT), where they had to decide whether a word is positive or negative. The participants were Romanian and Polish L2 English students. We have been thus able to compare the effects of each task in relation to both their mother tongue and English.

Our participants performed the tasks in both their mother tongue and English (as opposed to Kazanas and Altarriba (2015), where each participant was exposed only to one of the two languages). The preliminary analysis has suggested that positive emotion words seem to be processed significantly faster than negative emotion words ( $p < .05$ ), and a trend towards facilitatory processing of emotion-laden words ( $p = .075$ ).

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# Message valence priming in implicit and explicit attitude change. Kamila Dębowska-Kozłowska

KAMILA DĘBOWSKA (ADAM MICKIEWICZ UNIVERSITY)  
KAMILA@WA.AMU.EDU.PL

Persuasion research has focused on modifying explicit and implicit attitudes but little attention has been given to affective priming (e.g. Huntsinger et al. 2009, Johnson et al. 2017, Guyer et al. 2018). The current study investigates the difference between implicit and explicit evaluations due to message valence priming. 160 participants took part in the study. A Likert scale was applied to measure premessage attitudes. Two types of affective priming were used, i.e. priming by negative message valence and priming by positive message valence. In the positive priming condition, a text about positive effects of junk food consumption was used. In the negative priming condition, a text about negative effects of junk food consumption was applied. A modified version of the Implicit Association Test (IAT) and the Single-Item Evaluation Technique (SIET) created in the E-Prime software were used to measure postmessage implicit and explicit attitudes respectively. A 2 (health) x 4 (group) Repeated Measures Anova with health as a within-subject variable, and group as a between-subject variable was run to analyse the explicit evaluations in the SIET task. A strong main effect of group ( $p=.002$ ) was revealed in the SIET task but no health effect. The result shows that direct affective priming didn't influence explicit evaluations. Pro-Health groups processed healthy food words and phrases significantly faster than counter-Health groups. A 4 (group) x 2 (compatibility) Repeated Measures Anova with compatibility as a within-subject variable, and group as a between-subject variable was run to analyse the implicit evaluations in the IAT task. A highly significant main effect of compatibility in the IAT task ( $p < .001$ ) indicated that persuasion occurred in the case of negative message valence priming but not in the case of positive message valence priming.

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# Understanding communication of affect: Discussing the potential of dialogue between a linguist and two musicologists. Heli Tissari et al.

HELI TISSARI (MID SWEDEN UNIVERSITY)  
HELI.TISSARI@MIUN.SE

KAI TUURI (UNIVERSITY OF JYVÄSKYLÄ)  
KAI.TUURI@JYU.FI

HENNA-RIIKKA PELTOLA (UNIVERSITY OF JYVÄSKYLÄ)  
HENNA-RIIKKA.PELTOLA@JYU.FI

We want to understand people's embodied experience of music by analyzing their descriptions of what happens when they listen to music, through analyzing individual and group reports. However, because we come from different disciplines, we may understand terminology and phenomena differently. This paper is an attempt to gauge where we agree, disagree or have questions to one another. We will report the outcome of conversations based on this consideration of relevant issues. The linguist compiled it after reading a research plan written by the musicologists.

Firstly, we often discuss language without defining it. Language can be used to discuss musical experience but also be a part of it. The same applies to words. As regards embodiment, language is produced with the body. Not only a violin is an instrument, but also the human articulatory tract. We may also consider embodiment in terms of how a person's sense-making of music and language involves human body, and how, for example, musics and their verbal descriptions might compare to each other with regard to such bodily involvement. One question is whether these issues play a role in the research that has been envisioned.

Secondly, there is more specific terminology to discuss. A central term that will be focused on here is conceptual metaphor. Further terms can be considered in relation to it, albeit they could also be discussed separately.

In a cognitive linguist's understanding of the term, metaphor covers many issues relevant to a person's listening to and participation in music. Metaphors cover not only visual images but also kinesthetic and physiological experience, including experience of time. It is difficult to talk about time without metaphors. However, one wonders if it would be possible to look at the matter from other angles in terms of music that involves, for example, rhythm.

The idea that music is a play seems a conceptual metaphor. One wonders if musicologists or musicians also consider it a metaphor. The same applies if one discusses music in terms of tools – both concrete and conceptual – that we can use to produce or understand it.

The term conceptualization is central to the conceptual metaphor theory. We use metaphors to conceptualize ourselves and the world. Simultaneously, not all concepts are metaphorical. It would be helpful if we agreed on what we mean by conceptualization. Maybe we utilize music to conceptualize what cannot be expressed in words.

Lastly, the term intersubjectification is central to cognitive linguistics. Language, metaphors included, is something that we produce and understand in interaction which continues over generations. The musicologists in our team broaden intersubjectification to cover our entire consciousness. It would be interesting to discuss, for example, how important they think that it is for us to know whether people listening to music are conscious of the movements of their bodies during their musical experiences, or to know how conscious people are of their use of language when describing their musical experiences afterwards.

## References



# General session

## Multimodal representations of abstract meaning construal in Denis Villeneuve's film 'Blade Runner 2049'. Rafał Augustyn

RAFAŁ AUGUSTYN (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
AUGUSTYN.RAFAL@GMAIL.COM

The aim of this paper is to analyse the selected examples of visual and audio-visual representations of meaning presented in the sequel to Ridley Scott's classic hard science-fiction film noir *Blade Runner* (1982) – *Blade Runner 2049* (Villeneuve 2017). By means of a careful analysis of the recent sequel from the point of view of cognitive linguistic paradigm (in particular, embodiment, image schemas, conceptual metaphor theory, conceptual blending theory) and filmmaking processes (cf. Coëgnarts and Karavanja 2015), the paper aims at discussing different construals of the concepts relevant to the film plot and its post-humanistic themes, including such concepts as HUMANITY, LIFE, IDENTITY and MEMORY.

The methodology applied in this study combines the elements of film analysis with cognitive analysis. The examples from the film are carefully examined, taking into account the film contents and the cinematic effects (inter alia, soundtrack, editing, camera work). With this in mind, the paper attempts to account for the interplay of different semiotic channels (in particular: language, sound and picture) in the process of meaning construal as intended by the film director vs. as apprehended by the viewer. To this end, we resort to Conceptual Blending Theory (Fauconnier and Turner 2002; cf. also Oakley and Coulson 2008, Brandt 2013) combined with Langacker's (2008) model of Current Discourse Space. In our opinion, a multimodal analysis based on these frameworks can give further insight into how different semiotic inputs are fused together to produce a semantically rich yet succinct blend that is subject to a further (individualised) interpretation by the viewer.

In particular, this study is focused on determining (i) what conceptual and multimodal metaphors (Forceville and Urios-Aparisi 2009) are manifested in the filmic metaphors and how they help structure the emergent blends, (ii) what image schemas are the elementary parts of visual and audio-visual compositions related to the examined concepts, and (iii) whether there can be distinguished some specific patterns of multimodal conceptual integration for the construal of the examined concepts (cf. 'multimodal constructions' in Feyaerts et al. 2017).

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# Features of an interesting story – views of EFL advanced learners. Janusz Badio

JANUSZ BADIO (UNIVERSITY OF ŁÓDŹ)  
JANUSZ.BADIO@UNI.LODZ.PL

Stories/narratives have their specific structure, or schema described by Labov and Waletzky (1967), and Labov (2001, 2006, 2011). The category of narrative/narration or story is a cognitive, social and linguistic category at the same time. As demonstrated by Author (2014) different aspects of story construal involve cognitive prominence building at the level of a single event as well as their sequences with accompanying orienting and evaluating commentary. Stories are told for a variety of reasons and they perform different functions in written and spoken discourses. Hence, the story is a radial category (cf. Rosch 1973, 1977; Evans and Green 2006) with a prototype in the centre and various less obvious cases.

One reason, or effect of telling a story is what might be called interest, which in linguistic pragmatics was discussed by Leech (1983) under the label interest principle. This principle explains why language users tend to exaggerate selected details to the effect that their story is better. Certainly, this is one possible explanation why some stories are more fun to read/listen than other, but there must be different other reasons why people consider them more interesting, too.

The research that is in focus in this presentation revolves around stories told in ELF context, which is considered a legitimate object of study. This view is supported by Hulstijn (2007: 197), who says that unlike the so-called linguistic tradition that stresses L2 representations, the psychological tradition foregrounds “the way L2 learners ... process information”.

Hence, the general question the study attempts to answer is formulated as follows, what makes a story interesting? The actual RQ referring to the task itself was, how will L2 learners assess stories written by their peers and what criteria they will provide. The participants (all advanced users of English as a foreign language) read stories written by their peers, assessed them on an interest scale from 1-7, and provided criteria (open task) they used. The criteria were subsequently used to create two stories, interesting vs. not interesting (independent variable). The two stories thus created were read and assessed in an experiment (between groups design) to answer the question whether the set of criteria provided in the previous study contributes to a statistically better assessment of the story containing the criteria in the Wilcoxon signed-ranks test. The above features and criteria are argued to be aspects of a cognitive construal, a pivotal concept in Cognitive Linguistics theorising on meaning.

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# O polskich wykrzykniach naśladujących śmiech w perspektywie multimodalnej. Dagmara Banasiak

DAGMARA BANASIAK (UNIVERSITY OF WARSAW)  
DAGMARA.M.BANASIAK@GMAIL.COM

Celem referatu jest charakterystyka semantyczna i pragmatyczna wybranych polskich wykrzykniów naśladujących śmiech, której efektem będzie (1) wskazanie najważniejszych różnic znaczeniowych i funkcjonalnych pomiędzy badanymi wykrzyknikami oraz (2) ogląd i opis sygnałów paralingwistycznych i znaków niewerbalnych składających się na multimodalną naturę ekspresji śmiechu.

Analiza obejmuje dwa rodzaje źródeł: konteksty pochodzące z Narodowego Korpusu Języka Polskiego oraz wyszukiwarki internetowej „Google” stanowiące tekstowy i zarazem werbalny kanał komunikacyjny oraz materiał wizualny (np. zbiór emotikonów, fragmenty filmów), włączający również przekaz graficzny, kinetyczny, mimiczny, audytywny.

W analizie środków werbalnych i niewerbalnych wykorzystane zostaną postulaty i metody badawcze wypracowane w oparciu o zjawisko ikoniczności w języku (Bańko 2008; Tabakowska 2006), pozwalające m.in. zdać sprawę ze składu dźwiękowego i struktury wybranych onomatopei oraz wyodrębnić i zanalizować poszczególne gesty i mimikę towarzyszące analizowanym ekspresjom śmiechu. Całość zostanie osadzona w kontekście współczesnego stanu badań nad komunikacją multimodalną (Forceville i Urios Aparisi 2009; Forceville 2012).

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# The contribution of literary texts to cognitive accounts of anaphoric markers. Anna Bonifazi

ANNA BONIFAZI (UNIVERSITY OF STUTTGART)  
ANNA.BONIFAZI@GMAIL.COM

This paper claims that the understanding of how we process anaphoric markers can significantly profit from literary evidence. Through textual units that exceed the sentence level, literary discourse widens and deepens the range of cognitive (and pragmatic) functions of anaphora, especially if we consider the structure of narrative spaces, and viewpoint.

The first step is to assess the reflection, in literary works, of three fundamental cognitive assumptions about anaphora processing: first, the referent-in-the-mind model (as opposed to the referent-in-the-text model; see Emmott 1997); second, the continuum ranging from higher ("in focus") to lower ("inactive") accessibility of the referent (e.g. Cornish 1999); third, the idea that associative or indirect anaphors are understandable through the knowledge of contextual situations, frames and scripts (e.g. Birner 2013).

The paper continues with the illustration of instances of anaphoric markers whose understanding actually requires more than the ideas mentioned above. The instances are taken from a sample of six works that differ in language, chronology, and genre: the *Odyssey* (epic), Herodotus' *Histories*; Grimm's folktales; *Sense and Sensibility* by Jane Austen; *die Verwandlung* by Kafka; a short crime story by Agatha Christie.

The analysis reveals that anaphoric markers, by their lexical form and their position within content units, can lead us to a variety of implications beyond questions of accessibility or associativity. On the level of narrative spaces these implications concern narrative projection, discontinuities at transitional points, and genre requirements. On the level of viewpoint, they concern viewpoint shifts, viewpoint blending, and viewpoint blending including disalignment.

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# **The scope of multimodal metaphors in television series. Monika Cichmińska**

MONIKA CICHMIŃSKA (UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN)  
MCICHMINSKA@GMAIL.COM

The aim of the present paper is to present an attempt at classifying conceptual metaphors used in series made by television networks and other services (Netflix, Amazon, HBO) on the basis of their scope. Conceptual metaphors used on the small screen can be classified using different factors, for example types of modalities used (textual, visual, multimodal metaphors as discussed by Forceville (2008, 2009)), conventionality, or functions (from understanding to entertainment). We will focus on the scope of metaphors. Forceville (2008) differentiated between metaphors with a local focus and embedded metaphors. Our aim is to present a more complex classification, especially adjusted for the needs of analysis of (television) series. We will also address the issue of cognitive processing as proposed by Bordwell (1989) and the "thinking viewer" as proposed by Ostaszewski (1994).

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# Cognitive processing in translation: From automaticity to individual differences. Mikołaj Deckert

MIKOŁAJ DECKERT (UNIVERSITY OF ŁÓDŹ)  
MIKOLAJ.DECKERT@GMAIL.COM

This paper investigates the interfacing of two processing modes in BA-level trainee translators. Using the framework of dual process theories developed in cognitive psychology (e.g. Evans 2010, Kahneman 2011, Evans and Stanovich 2013), I start from the observation that trainees are susceptible to automatic – ‘reflexive’ as opposed to ‘reflective’ – decision-making which can affect the quality of the end product.

The paper then has two main objectives. First, it intends to offer more experimental evidence to better understand the mechanisms of automatic vs. non-automatic translation decisions. The sentence-long source text stimuli translated by subjects in the study contained what can be termed “triggers of automaticity”, as in (1) below (cf. Kahneman 2011: 79-80):

(1) Mary was slowly approaching the bank.

In this case insufficient contextual and co-textual information is available for the subject to resolve the polysemy (Quine 1960, Lewandowska-Tomaszczyk 2007) of “bank”. However, it can be hypothesized that one of the prototypical target text (Polish) variants, i.e. “bank”, is activated automatically – with little effort, control, and time – while the activation of other variants is more cognitively demanding and time-consuming. Vivaly, given their source language proficiency, subjects were highly unlikely not to be aware of the polysemous nature of the trigger. What is therefore tested is how much trainees rely on automatic processing in scenarios where it could be ill-advised.

Second, I examine novice translators’ propensity to settle for automatic translation variants against their propensity to rely on automatic cognition in non-translational contexts. The experimental stimuli used for the latter are analogous to those developed for example by Frederick (2005). Also, variable translatorial automaticity in trainees is viewed against aspects of their academic performance, as reflected by indicators such as their grade point average. This is meant as a first step toward estimating how diagnostically and didactically useful it could be to evaluate one’s tendency to (over-)rely on reflexive translation.

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# The perceptual distance between SAFETY and SECURITY. Izabela Dixon and Harald Ulland

IZABELA DIXON (KOSZALIN UNIVERSITY OF TECHNOLOGY, POLAND)  
IZABELA.DIXON@GMAIL.COM

HARALD ULLAND (UNIVERSITY OF BERGEN, NORWAY)  
HARALD.ULLAND@IF.UIB.NO

The two titular concepts central to this study are both abstract and fuzzy, while at the same time existentially essential and thus commonly used in both spoken and written contexts. Knowing their bodies to be vulnerable, people tend to feel uncomfortable about issues directly related to their personal well-being. Driven by a strong urge not to forfeit what they have, and conscious of what is an uncertain future, they spend time and effort striving to maintain their health, protecting their possessions and keeping their loved ones free from harm. In general, the need to feel safe and sound is both instinctive and culturally embedded, the latter condition in particular because, as has been shown, for example, by Kövecses (1990: 81), fear may come from the outside. What should be added is that state institutions tend to reinforce the need for safety in terms of risk elimination or, at least, its minimisation. Where there is a lack of safety, security measures are taken, and where there is risk, security is usually tightened, to the end that the feeling of safety is restored.

The two fuzzy concepts compared in this study show a strong semantic relationship. However, SAFETY could be seen as being a superordinate category, while SECURITY, being a means of ensuring safety, could be considered its subordinate. Although there is a certain level of complementarity, the two concepts may be perceived as distinct, particularly because language users tend to employ different images when asked to describe them. Interestingly, when talking freely about anything involving either safety or security, people seem to make few, if any, distinctions. This confirms that the concepts are lacking sharp edges or sharp definitions.

The results of a pilot study that forms the basis for this paper show that with regard to the concept of safety, people employ images which range from water, foods, such as bread, fruit and vegetables, to basic necessities such as home or electricity. In contrast, images related to security involve padlocks, chains, armour, castles and the like. There are also images of symbolic action represented by unity (holding hands) and team work. The authors of this paper intend to discuss the perceptual differences between safety and security and the application of varied imagery in embedding fears or evoking the feeling of safety. This cognitive study is supported with data obtained from the pilot study, Google Images, the News on the Web Corpus and Sketch Engine applied on the EnTenTen corpus.

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## **Achieving human scale in the theory of evolution. Anna Drogoz**

ANNA DROGOSZ (UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN)  
DROGOSZ000@POCZTA.ONET.PL

Blending Theory assumes that achieving human scale is an overarching goal of conceptual integration. According to Fauconnier and Turner (2002: 322), we are evolutionarily and culturally primed to deal with reality at a human scale, which means direct cause-effect relations, intentionality, limited number of participants of an event, and human-friendly time spans and distances. In order to achieve the so-understood human scale involves engaging imaginative transformations and subgoals such as: compressing what is diffuse, obtaining global insight, coming up with a story, and going from many to one.

The objective of this paper is to investigate how such imaginative transformations operate in one of the most influential scientific theories – the theory of evolution by natural selection by Charles Darwin. The analysis reveals that the way in which the theory was communicated in *The Origin of Species* involves a number of metaphors and blends which jointly ensure the human-scale scenario of evolution. For example, the first subgoal (compress what is diffuse) is realized by the Event-Structure model through which forms of species are conceptualized as a result of an accumulation of earlier changes (the cause) and by the personification of natural selection, which fills the role of an agent of change. The second subgoal (obtain global insight) is realized by the metaphor of struggle for existence which, in Darwin's theory, frames all relationships in nature. Darwin himself describes the experience of such an insight after reading *An Essay on the Principle of Population* by Thomas Malthus. The Event-Structure model, struggle for existence, and the metaphor EVOLUTIONARY CHANGE IS A JOURNEY participate in the third transformation: come up with a story. Darwin's theory depicts the relationships in nature in terms of a narrative including winning and losing sides of a conflict. Finally, the fourth subgoal (go from many to one) is best visible when Darwin describes an evolutionary change of a whole species as if it were a change of one individual.

The metaphors and blends introduced by Darwin in *The Origin of Species* developed in popular presentations of evolution reinforce the human scale of reasoning by using graphic representations and exploiting the story-telling potential, which inevitably raises the question as to the scientific accuracy of such descriptions of evolution.

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# **Intertextuality in the memoirs and erotic literature of the 17th and 18th century: Cognitive perspective. Bożena Duda**

BOŻENA DUDA (UNIVERSITY OF RZESZÓW)  
BOZENADUDA@YAHOO.CO.UK

One of the greatest and, seemingly, ever-lasting tabooed topics is sex and everything that goes with it. Prostitution has always been a controversial issue which has evoked mixed feelings and a fair amount of linguistic beating about the bush. The primary aim of this paper is to analyse and discuss the issue of intertextuality in the selected 17th- and 18th-century English texts. The data for the analysis encompass *The Wandering Whore* (1660-1663), *The Night Walker* (1696), *A Common Whore* (1630), *The Whores Rhetorick* (1683), *The Prostitutes of Quality* (1758) and *Memoirs of Fanny Hill* (1748). The corpus of texts forms a relatively uniform network as far as the topic and genre are concerned.

The qualitative analysis of the data is to show how the individual texts interrelate with one another, and how they may be organized into a larger-scale network of texts. The methodology employed is based on intertextual frames combined with LCCM Theory by Evans (2009). It needs to be stressed that intertextuality is understood and employed here in the framework of Critical Discourse Analysis (CDA) and complemented by lexical concepts and cognitive models of LCCM Theory. The analysis to be conducted is expected to show to what extent the authors of the 18th-century texts related their works on the 17th-century texts in order to build a socio-pragmatic picture of the woman of pleasure.

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# Negatywny gest w funkcji spajającej jako wariant multimodalnego wzorca wyliczenia. Sonia Gembalczyk

SONIA GEMBALCZYK: (JAGIELLONIAN UNIVERSITY)  
SONIA.GEMBALCZYK@GMAIL.COM

Celem badania jest analiza zachowań gestycznych wyrażających negację, a funkcjonujących jako spajacze wypowiedzi. Materiał badawczy stanowią nagrania audiowizualne wystąpień publicznych, głównie z udziałem studentów polonistyki Uniwersytetu Jagiellońskiego. Posługuję się analizą multimodalną, rozważając wkład w całościowe znaczenie wypowiedzi takich środków jak gesty rąk, gesty głowy, prozodię, mimikę, spojrzenie i proksemikę (Karpiński, Jarmołowicz-Nowikow, Czoska 2015; Poggi 2007).

Procedura wyabstrahowania wzorca wyliczenia przebiegała dwustopniowo: w pierwszej kolejności na podstawie kryterium składniowego opisywano towarzyszące wyliczeniu wymienione powyżej zachowania komunikacyjne, a następnie w drugiej selekcji materiału wyłapywano dodatkowe realizacje cielesnego wzorca, niekoniecznie współwystępujące z wyliczeniem z syntaktycznego punktu widzenia. Cielesny wzorzec wspierający lub uzupełniający werbalne wyliczanie podczas komunikacji może uzewnętrzniać się na różne sposoby.

Zarówno na tle intrapersonalnym, jak i w celach interakcyjnych (by ułatwić rozumienie swej wypowiedzi respondentowi) uczestnicy komunikacji stosują mniej lub bardziej świadomie kilka zachowań gestycznych kodujących wyliczenie: wyliczają na palcach, wskazują dłonią lub dłońmi poszczególne miejsca w przestrzeni wokół siebie, skłaniają w różne strony głowę, „potakują” lub ustawiają swój tułów w kolejnych kierunkach, jakby przybierali odmienne perspektywy (por. Calbris 2007). Wypowiedź mogą też strukturyzować powtarzające się gesty ikoniczne lub emblematyczne, które na przestrzeni danego dyskursu, w danym konkretnym kontekście, zyskały w miarę jednoznaczny sens, a ich kolejne użycie odsyła do ustalonego wcześniej pojęcia (McNeill 2005; McNeill i Levy 2009). Zdarza się, że taką funkcję przybierają gesty wyrażające negację. Dzieje się tak przede wszystkim w przypadkach, gdy mówiący wylicza szereg negatywnych powodów, czyli wymienia, dlaczego X nie jest Y. W spontanicznej wypowiedzi, a więc w komunikacji ze swej natury multimodalnym, istnieje możliwość, by na poziomie werbalnym wystąpiło twierdzenie, a tylko w jednym z pozostałych kanałów pojawiła się oznaka negacji jako kontynuacja wyliczenia (por. Kendon 2004; Antas 2013; Załazińska 2006).

Analiza przykładów tego typu komunikatów prowadzi do wykazania, iż jedną z wielu funkcji gestów negatywnych może być funkcja spajania wypowiedzi.

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# What do Hungarian, Slavic and English co-verbial constructions reveal about our perception of space? Marcin Grygiel

MARCIN GRYGIEL (UNIVERSITY OF RZESZÓW)  
MGRYGIEL@POCZTA.FM

Co-verbial constructions can be defined as verbs (or their derivatives) modified by a limited number of additional elements (verbal prefixes or particles) whose intrinsic meaning is associated with the expression of spatial relations (Grygiel 2018). Co-verbial constructions are not completely new lexical units, but rather new combinations of already existing words. Once introduced into the language system, they can develop multiple polysemous semantic extensions depending on the context in which they are used. The comparison of Hungarian, Slavic and English data reveals that the use of co-verbs is motivated by a limited number of central, prototypical, spatial meanings, and a web of interrelated metaphorical senses is derived from them. These include kinesthetic relations such as UP/DOWN, TO (TOWARDS)/FROM (AWAY), INTO/OUT OF, TOGETHER/APART, OVER/UNDER.

The aim of the talk is to relate the linguistic data to what we know about spatial cognition and to discuss the problem to what extent the observed similarities point to universal aspects of cognition and to what extent they may result from the transfer of language-specific conceptual structures (Kövecses 2005) and linguistic contact. For example, in the case of Hungarian which is a non-Indo-European language, verbal particles are claimed to have already existed in the Ugric proto-language (Honti 2001), but according to Kiss (2017), their spread and exceptional expansion in Modern Hungarian was due to Slavic influence and the bilingualism of large sections of the population for more than one generation.

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# How multimodal are ancient Maya glyphic texts? Agnieszka Hamann

AGNIESZKA HAMANN (UNIVERSITY OF WARSAW)  
AHAMANN@UW.EDU.PL

Recent developments in the decipherment of ancient Maya glyphs have made it possible to appreciate the complexity of the writing system itself and of the relationship between text and image. Based on Forceville's approach to multimodal products of culture (Forceville 2009; 2016; 2017), this project briefly outlines modalities represented in a range of Maya texts, including not only written language, visuals and gesture, but also olfaction and touch. Further, it explores the shared inventory of iconographic symbols and written signs that the Maya developed and exploited (Stone and Zender 2011: 12; Houston 2004: 290), showing how the composition, gestures, pictorial signs and written signs complement and inform each other to deliver the final message. Finally, it analyses the tendency for certain types of events to be rendered in one modality only, for example birth and death are frequently mentioned in the text, but never depicted in images, though death might actually be cued at in the visual mode. All in all, the presented examples illustrate the creativity of expression in human thinking reflected in the way Maya text-image pairings are organized and executed to build the story that the inscription is supposed to tell.

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# **Gesture-speech combinations in peer interaction during preschool years.**

**Lena Hotze**

LENA HOTZE (EUROPA-UNIVERSITÄT VIADRINA)  
HOTZE@EUROPA-UNI.DE

The use of gestures and verbal elements in early infantile communication has been well investigated from a language acquisition perspective (e.g., Morgenstern 2014). However, in the majority of cases, children under the age of four are studied. This is remarkable because from the age of three onwards children increasingly develop an adult-like gesture-speech system with different gesture types in coordination with a variety of utterances. In addition, Behrens (2008) has pointed out this research gap by emphasizing that only few corpora provide data from children aged four or older and there is only very little information about children's naturalistic linguistic interaction and production during preschool years.

This paper takes up Behren's observations and focuses on kindergarten children in everyday interactions. Following Andrén's findings (2010) that children show multimodal flexible constructions, i.e. recurrent combinations of words and gestures that get more dynamic the older a child becomes, this study investigates children's gesture-word combinations at the age of 4 to 6. It is based on 10 hours of video data in which German speaking kindergarten children were filmed in different situations of everyday interactions. Taking a linguistic perspective on the study of gestures (Ladewig 2014; Müller et al. 2013, 2014) all instances of word-gesture units were identified and analyzed with respect to their form, meaning, and function. The annotation is based on the Methods of Gesture Analysis as well as on the Linguistic Annotation System for Gestures, which offer a form-based method to systematically reconstruct the meaning of gestures (Bressemer et al. 2013: 1100; see also Müller 2010, 2014).

It will be shown that kindergarten children use multimodal patterns of particularly conventionalized gestures and a set of words and clauses. Moreover, we will illustrate a full range of gesture types and their communicative functions which were used in conversations between the young peer group as well as between child care worker and kindergarteners.

The explorative study offers a starting point for empirical and qualitative observations of gesture-word productions between 4 and 6. It aims at giving insights into how multimodal patterns emerge and shift over time and thus could provide an indication of change from an infantile to adult gesture-speech system.

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# Is it really impossible to reduce subjecthood to semantic roles? András Imrényi

ANDRÁS IMRÉNYI (EÖTVÖS LORÁND UNIVERSITY, BUDAPEST)  
IMRENYI.ANDRAS@GMAIL.COM

Received wisdom has it that subjecthood cannot be reduced to semantic roles, as the subject may correspond to the agent, the patient, etc. In 1864, Sámuel Brassai expressed this as follows: “the thing denoted by the nominative is the actor in the plot of active verbs, the sufferer in that of passive verbs, and it is in a particular state in the plot of middle verbs. The generalization cannot be taken any further, hence the true [semantic] interpretation cannot be considered completely successful” (Brassai 2011 [1864]: 199, my translation).

I argue that Brassai had no reason to be dissatisfied. In construction grammar, subjecthood may be reduced to a set of construction-specific mappings between semantic roles and an associated group of formal properties such as nominative case and person-and-number agreement with the verb. This approach draws on Croft (2001), who considers constructions basic and the categories within them derivative. In line with Langacker (1991: 2), the proposal only posits semantic structures, phonological ones, and symbolic links between them. However, it departs from Langacker’s (2008: 365) view by which subjecthood is reduced to trajector (primary focal participant) status.

One reason why focal prominence does not seem to be the final answer is empirical. In Hungarian, the trajector is construed as topic rather than subject at the level of finite clauses (cf. Imrényi 2017: 295–296). When there are multiple focal participants, the subject corresponds to the one that is more prominent according to the billiard-ball model (Langacker 1991: 13). Theoretically, I make the case for integrating any semantic account of subjecthood into a general account of case. Thus, subjecthood is to be defined not in contrast with the notion of predicate, nor in opposition to objecthood. Rather, the subject should be viewed as just one of potentially numerous dependents (Tesnière 1959) expressing various frame elements (Fillmore–Baker 2009). Given the impossibility of reducing subjecthood to a single role, the account must be relativized to constructions. The approach that links nominative case to semantic roles is in harmony with Langacker’s (1991: 384) view that “case [...] specifies the semantic role of clausal participants”.

As with any attempt of this kind, one challenge is in accounting for the subjects of weather verbs. These might be assigned a schematic Causer role (at least etymologically); however, the exploitation of this construal was probably motivated by analogical pressure for coding aspects of constructional meaning by subject-auxiliary inversion (Jespersen 1924: 25).

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# **Creativity is knowledge making new connections: How prior knowledge modulates ERPs to novel metaphors. Rafał Jończyk et al.**

RAFAŁ JOŃCZYK (ADAM MICKIEWICZ UNIVERSITY, PENNSYLVANIA STATE UNIVERSITY)  
RJONCZYK@WA.AMU.EDU.PL

GÚL E. KREMER (PENNSYLVANIA STATE UNIVERSITY)  
GKREMER@IASTATE.EDU

ZAHED SIDDIQUE (OKLAHOMA STATE UNIVERSITY)  
ZSIDDIQUE@OU.EDU

JANET VAN HELL (PENNSYLVANIA STATE UNIVERSITY)  
JGV3@PSU.EDU

Recent neurophysiological evidence suggests that novel metaphor comprehension provides a window on creative cognition (e.g. Beaty et al., 2017; Rutter et al. 2012). We built on these findings and studied whether creative thinking is modulated by prior knowledge. We collected electrophysiological responses to literal, nonsense, and novel metaphorical sentences that were either referring to engineering knowledge (The wind tickled the turbine) or general knowledge (The earthquake inhaled the city) testing engineering and non-engineering students. Following Rutter et al. (2012), sentences differed in verb only and were classified in prior norming studies (n = 65) as highly unusual and highly appropriate (novel metaphors), low unusual and highly appropriate (literal sentences), and highly unusual and low appropriate (nonsense sentences).

In the EEG experiment, participants read sentences and made judgments about their unusualness and appropriateness. Ongoing EEG was time-locked to the verb and to the final word to assess the early and late stages of sentence comprehension. First data analysis reveals an increased N400 to novel metaphors and nonsense sentences relative to literal sentences at the early processing stage for both participant groups. At the later stage, the N400 is maximal for nonsense sentences, followed by novel metaphors and then literal sentences. Notably, however, engineering novel metaphors lead to a decreased N400 compared to non-engineering novel metaphors in engineering students only, suggesting that prior knowledge affects novel metaphor comprehension. The findings will be interpreted within the framework of figurative language and creative cognition.

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# Towards quantitative distinction between metaphorical and nonmetaphorical expressions for Polish language. Konrad Juszczuk and Wiktoria Kamasa

KONRAD JUSZCZYK (ADAM MICKIEWICZ UNIVERSITY)  
JUSZCZYK@AMU.EDU.PL

WIKTORIA KAMASA (ADAM MICKIEWICZ UNIVERSITY)  
VKAMASA@AMU.EDU.PL

Research on metaphor in conversation, such as everyday dialogues (Müller and Tag, 2013; Pasma, 2012), reconciliation talk (Cameron, 2007) and psychotherapy (Tay, 2013) or coaching sessions (Smith, 2008) shows that people use metaphorical expressions naturally and that the metaphor has become a research tool to study a speaker's emotions, attitudes and beliefs (Cameron and Maslen, 2010). The body of research using Metaphor Identification Procedure (Pragglejaz, 2007) is growing (Steen et al., 2010; Pasma, 2012; Kaal, 2016; Dorst, 2011; Nacey, 2013; Mathieson et al., 2016), but studies in languages other than English are scarce (Badryzlova et al., 2013; Pasma, 2012). Moreover, reliability measurements for the MIP or MIPVU procedures are still rare. Reliability tests performed within the Metaphor in Discourse project show that agreement depends on the register and conversation is the lowest (0,7) and most difficult when compared with academic, fictional or news discourses (Kaal, 2012). A study on radio talk data (Marhula and Rosiński, 2014) suggests that MIPVU cannot account for metaphors at the utterance level and it still leaves a lot of room for the annotators' interpretations. Attempts to annotate Polish conversations using MIP resulted in several adjustments in the procedure (Author and Author, 2016).

The main innovation in our application of the MIP procedure is the definition of the metaphorical expression as „hypo-tactical syntagma in which at least one word is used in not-basic meaning” (Author 2017). Since the syntagma is made of at least two words with different meanings, the word used in non-basic meaning can be treated as related to the source domain and the other word can be treated as related to the target domain of the conceptual metaphor. Moreover, the actual word used in non-basic meaning has contextual meaning in the metaphorical expression which is in contrast with other contemporary meanings in non-metaphorical expressions (PRAGGLEJAZ 2007). This leads us to the question whether we could distinguish between contextual and contemporary meanings using dictionary-based definitions of meanings such as Polish WordNet and Word Sense Disambiguation tools such as WoSeDon (Kędzia, Piasecki i Orlińska 2016). The analysis shows clear contrast between semantic domains of Polish WordNet related to words used in contemporary meanings (such as thinking, time, event and emotions) and words used in more contextual meanings (such as thinking, movement, change and perception). Since the semantic domains in Polish WordNet are categories of words that roughly correspond to SOURCE or TARGET domains in Contemporary Theory of Metaphor (Lakoff 1993), more detailed analysis is needed. The material under investigation was extracted from transcripts of conversations about career in Polish. Two raters had annotated manually 40.000 words and the kappa shows high (0,9) agreement (Author 2017). A list of unique 1243 metaphorical expressions from those transcripts was studied in comparison to non-metaphorical expressions extracted from HASK-PELRA corpora as collocations of words used in either contextual or contemporary meanings. In general, statistical measures for collocation strength show that the contextual meanings are less frequent due to higher TTEST and MI3 values and their dispersion (AWT) in the corpora is higher.

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# **A Cognitive Grammar Perspective on cross-linguistic differences and influences. Franka Kermer**

FRANKA KERMER (UNIVERSITY OF EASTERN FINLAND)  
FRANKA.KERMER@UEF.FI

This paper aims to illustrate how insights from a cognitive-oriented framework can be applied to L2 learning and use. Specifically, differences in the conceptualization of temporal concepts in learners' L1 and L2 within the paradigm of Cognitive Grammar (CG) are investigated. Conceptual transfer refers to the phenomenon that speakers from different language backgrounds often denote the same reality in conceptually different ways that are specific to their particular language backgrounds. This research attempts to explore cross-linguistic effects at the conceptual level on the basis of CG, specifically, the notion of event construal. Construal describes our ability to view a scene in alternate ways. Relevant are those construal patterns that are involved in the expression of temporality, such as the speaker's selection of a maximal or immediate viewing frame or the degree of subjectivity. As each language offers a range of alternative linguistic structures to describe the same reality, learning a foreign language, then, involves learning the native-language construal mechanisms. Using contextual data on temporal constructions from the ICLE corpus, this paper presents first results of an on-going project that examines how Finnish-speaking and German-speaking learners of English construe temporal situations and how their construal patterns differ to English native speakers' construals.

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# Road hogs and lone wolves: Some remarks on animal-specific compounds.

## Robert Kieltyka

ROBERT KIEŁTYKA: (UNIVERSITY OF RZESZÓW)  
BOBKIELTYKA@WP.PL

Compounding is one of the most productive word-formation processes in English (see Lieber and Stekauer 2011). Bauer (2003:40) defines a compound as “the formation of a new lexeme by adjoining two or more lexemes.” Traditionally compounds are divided into a number of types which, among others, include the grammatical relationship of coordination, subordination, or attribution between the compounded elements as well as the semantic criterion of endocentricity vs exocentricity (see Bisetto and Scalise 2005). As postulated by Marchand (1960), a compound whose determinatum (‘head’ in modern generative terminology) is formally expressed is called an endocentric compound. In turn, compounds in which the actual determinatum is only implicit and is not formally (morphematically) expressed are known as exocentric. Traditional animal-specific exocentric compounds embrace, among others, such cases as lone wolf, road hog, cold fish, rare bird, dead meat, dead/lame duck, dark horse. Couched in terms of the conceptual metaphor and metonymy theory, it will be argued here that, as postulated in the literature of the subject (see Benczes 2006, Bierwiazzonek 2013:136-141), these exocentric compounds can, in fact, be viewed as metaphoric endocentric compounds. In this account we will also try to find out whether compound animal-specific surnames can be interpreted in the same way. For example, shepherd (sheep + herd) might be analysed as a metaphoric endocentric compound (see Bierwiazzonek 2013:139), while its use as a surname Shepherd is motivated metonymically. The remaining part of the paper will be devoted to the discussion of other cases – metaphorical compounds – like Polish *boża krówka* ‘lit. divine cow (diminutive) – lady bird’ and English flat dog ‘a nickname for a crocodile’ in Aus.E. (see Richards 2013:134), paddock chicken ‘a wild rabbit’ (see Richards 2013:221) (based on ANIMAL IS (another) ANIMAL metaphor) or *lwia paszcza* ‘lit. lion’s maw – snapdragon’ and English foxglove ‘the popular name of *Digitalis purpurea*, a common ornamental flowering plant’ (based on PLANT IS ANIMAL metaphor) (see Kieltyka 2016:66).

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# Kognitywne konstrukcje tożsamości miejsca na przykładzie literackiego obrazu Zakopanego w felietonach Rafała Malczewskiego. Krzysztof Kosecki

KRZYSZTOF KOSECKI (UNIVERSITY OF ŁÓDŹ)  
KRZYSZTOF.KOSECKI@UNI.LODZ.PL

Oddziaływanie środowiska naturalnego na ludzi i zmiany w nim wywołane, a także związane z nimi asocjacje i uczucia, tworzą tożsamość miejsca. Można ją zdefiniować jako zespół unikalnych cech, materialnych i niematerialnych, charakterystycznych dla danej lokalizacji ([www.edu.gov.mb.ca](http://www.edu.gov.mb.ca)). Zespół ten jest wynikiem subiektywnego, ciągłego i złożonego procesu kategoryzacji, który zachodzi w działaniach i myślach określonej grupy ludzi. Dzięki językowi, który jest nośnikiem znaczeń wykraczających poza kontekst jednostkowych sytuacji, obraz tożsamości miejsca przyjmuje bardziej publiczną i zintegrowaną postać, ale jednocześnie podkreśla te cechy, które są wyróżnikami miejsca na tle innych lokalizacji (Berger i Luckmann 1967: 19–39; Jenkins 2004: 3).

W zbiorach pt. *Od cepra do wariata. Felietony zakopiańskie* (2000 [1939]) i *Pępek świata. Wspomnienia z Zakopanego* (2000 [1960]), Rafał Malczewski (1892–1965) przedstawia bardzo subiektywny i ekspresywny obraz tożsamości Zakopanego w czterech pierwszych dekadach 20-go wieku. Miejscowość określana jest za pomocą apelatywów i nazw własnych, dla których motywację stanowią ludzie i ich działania, wydarzenia, zjawiska meteorologiczne, cechy geograficzne i inne jego aspekty. Jako najbardziej wyraziste cechy, stanowią one motywację dla metonimicznych i metaforycznych obrazów jej tożsamości, z których część nadal funkcjonuje w społecznej świadomości.

Przeprowadzona analiza stosuje aparat współczesnej semantyki kognitywnej, a zwłaszcza teorie metafory, metonimii oraz interakcji tych dwóch mechanizmów pojęciowych (Barcelona 2000; Bierwiaczonek 2013; Goossens 1990; Kalisz 2001; Kövecses 2002 i Kövecses 2006; Lakoff 1987 i Lakoff 1993; Lakoff i Johnson 1988; Radden 2000; Radden i Kövecses 1999). Opis obrazu tożsamości Zakopanego zawartego w wyżej wspomnianych apelatywach i nazwach własnych zawiera klasyfikację stosowanych przez Malczewskiego strategii metonimicznych, na przykład odnoszących się do krajobrazu i pogody; metaforycznych, na przykład personifikacji, animalizacji i reifikacji; metaforonimicznych, z których część wykracza poza ramy typologii Goossensa (1990).

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# Strategie tworzenia komunikatów multimodalnych w duszpasterstwach niesłyszących. Lucyna Kościelniak

LUCYNA KOŚCIELNIAK (UNIWERSYTET WROCŁAWSKI)  
LUCYNA.EWA.KOSCIELNIAK@GMAIL.COM

Wystąpienie prezentuje rezultaty badań nad szczególnym rodzajem komunikacji pojawiającym się w duszpasterstwach niesłyszących, w którym nadawca w tym samym czasie używa kodu werbalnego, języka migowego, a nierzadko również gestykulacji, elementów pantomimy i prezentacji multimedialnych. Jest to cenny materiał poznawczy, ponieważ odmienna modalność języka polskiego i migowego sprawia, że dwukierunkowe interferencje zachodzą równocześnie, co trudno zaobserwować w innych badaniach dotyczących przyswajania języka obcego.

Prezentacja przedstawia wyniki analizy sposobów konstruowania wypowiedzi multimodalnych realizujących założenia komunikacji totalnej, porównanie odmiennych strategii komunikacyjnych oraz omówienie konsekwencji, jakie niesie za sobą multimodalność dla treści komunikatu.

Materiał badawczy stanowi sześć kazań nagranych w trzech duszpasterstwach niesłyszących: wrocławskim, kędzierzyńskim i katowickim. Pierwszym etapem badań była transkrypcja toru mówionego oraz miganego uwzględniająca elementy towarzyszące: naturalną gestykulację, pantomimę i znaki deiktyczne. Każde kazanie przeanalizowano jako zdarzenie mowne – speech event z perspektywy zachodzących procesów poznawczych. W sytuacji posługiwania się dwoma językami nadawca musi sięgnąć do wszystkich dostępnych mu zasobów, na które składają się nie tylko jednostki językowe, ale także wiedza ogólna czy umiejętność rozwiązywania problemów (Langacker 2003, 2009). Wiodącą perspektywą opisu jest teoria „myślenia dla mówienia” Slobina (2003), zgodnie z którą, uczymy się tworzyć nowe wzorce językowe, gdy język ojczysty i obcy zbyt różnią się od siebie. Opis wzorów myślenia w bimodalnych kazaniach uzupełniono o analizę naturalnej gestykulacji uważanej za ich zewnętrzny wyraz (Stam 2010). Następnie oceniono wpływ stosowania dwóch modalności na treść komunikatu.

Strategie tworzenia bimodalnych kazań wynikają z potrzeb konkretnej wspólnoty wiernych oraz znajomości języka migowego jej duszpasterza. W sytuacji niewspółmiernych zasobów językowych dochodzi do ich porównywania oraz dwukierunkowego transferu jednostek z L1 i L2 – w ten sposób powstaje uproszczony język przejściowy, tzw. interjęzyk (por. np. Montrul 2014). Polszczyzna zawsze stanowi składniową ramę wypowiedzi, zaś PJM determinuje jej warstwę leksykalną, co sprawia, że komunikaty bliższe są systemowi językowo-migowemu niż naturalnemu językowi migowemu. Ważnym czynnikiem różnicującym kazania jest zastosowanie elementów dodatkowych jako punktu odniesienia do swojej narracji; może być on zewnętrzny – prezentacja lub wewnętrzny – własne ciało podczas pantomimy. Elementem wspólnym kazań jest naturalna gestykulacja pojawiająca się, gdy próbę wyrażenia konkretnej myśli przerywa nieznaną strukturę gramatyczną lub leksemu. Zawieszeniu głosu towarzyszą wtedy gesty niebędące skonwencjonalizowanym elementem komunikacji migowej, m.in. rozkładanie rąk, zatrzymanie ruchu, powtórzenie wcześniejszego znaku czy literowanie spółgłosek „ze”, „bo”.

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# Multimodalne konceptualizacje pojęć abstrakcyjnych. Izabela Kraśnicka-Wilk

IZABELA KRAŚNICKA- WILK (UNIWERSYTET JAGIELLOŃSKI)  
IZA.KRASNICKAWILK@GMAIL.COM

Celem referatu jest przedstawienie wyników badań dotyczących gestycznych sposobów obrazowania pojęć abstrakcyjnych odnoszących się do ludzkich procesów mentalnych (takich jak rozumienie, myślenie, wyobrażanie, koncentracja, wnioskowanie). Analiza niejęzykowych sposobów wyrażania pojęć abstrakcyjnych pozwoli na wydobycie schematycznych wzorców semantycznych, istotnych dla rozumienia znaczeń tych pojęć. Materiał badawczy stanowią będący cyfrowo zarejestrowane nagrania wystąpień indywidualnych i dialogowych uczestników eksperymentu badawczego, umożliwiające analizę tych multimodalnych przekazów, w których modalność wizualna i głosowa współtworzą semantyczną i syntaktyczną całość. Przeprowadzone już wstępne eksperymenty pozwoliły na zaobserwowanie schematycznych wzorców zachowań gestycznych obrazujących pojęcia abstrakcyjne. W obu modalnościach abstrakcja jest konceptualizowana w kategoriach konkretności, pozostaje jednak pytanie, co jest tym konkretem w zachowaniach niejęzykowych. Ścieżka prowadząca ku odpowiedzi zmierzać może w kierunku schematów mimetycznych, szeroko opisanych przez J. Zlateva, bardziej niż wyobrażeniowych (M. Johnsona), jako tych, które leżą u podstaw znaczenia językowego. Schematy mimetyczne, opierające się na fizycznym działaniu i doświadczaniu rzeczywistości, mają dynamiczny i ucieleśniony charakter, są także dostępne świadomości, szczegółowe i imitowane, a przez to kulturowo specyficzne, co sprawia, że wydają się właściwym narzędziem do analizy gestów towarzyszących mowie (speech-oriented gestures w terminologii D. McNeilla). Ponadto Zlatev wykazał, że łączy je szereg cech wspólnych właśnie z zachowaniami gestycznymi, choć w szczególności w odniesieniu do gestów ikonicznych.

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# Multimodality and the Wars of Roses: Heraldic badges as a means of communication in fifteenth-century England. Marcin Kudła

MARCIN KUDŁA (UNIVERSITY OF RZESZÓW)  
MQ2@TLEN.PL

Heraldry, whose role is all but marginal nowadays, was an integral part of the medieval world. While predominantly pictorial, it often entered into a dialogue with other modes (such as e.g. language, architecture, and pageantry), contributing to the multimodal nature of medieval communication.

A remarkable example of the communicative potential of heraldry can be found in fifteenth-century England, torn by rivalries between noble families. Great barons kept private armies manned by retainers who were offered protection in return for service, a practice known as “bastard feudalism” (see Hicks 1995). One of the means of building prestige and attracting support was the use of heraldic badges. Distinct from (but often related to) the coat of arms, the badge was usually a device adopted by a noble as a mark of ownership and allegiance. It may be found in all sorts of contexts, including buildings, furniture, books, jewellery, clothes and banners (see Friar and Ferguson 1993).

The author of the present study seeks to shed new light on the world of English fifteenth-century badges by analysing the falcon and the fetterlock, two principle badges of the House of York, as they appeared in various modes of communication. The corpus comprises three contemporary political poems, eight manuscripts containing images (mostly accompanied by text), three buildings and two seals related to the House of York. The perspective adopted here is that of cognitive semiotics (see Zlatev 2015). In particular, by integrating notions developed or explored within the tradition of cognitive linguistics, namely conceptual metaphor and metonymy (Lakoff and Johnson 1980), prototype (Taylor 1989), construction (Goldberg 1995), figure/ground organisation (Talmy 2000), and multimodality (Forceville 1996), with recent studies centred on visual semiotics (Sonesson 2016) and heraldic imagery (Hablott 2017, Hiltmann 2018), the author seeks to present a coherent description of the meaning of the badges in question.

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# Depresja na Facebooku: Analiza porównawcza tekstów z włoskich i polskich grup wsparcia. Anna Kuncy- Zajęc

ANNA KUNCY- ZAJĘC (UNIVERSITY OF SILESIA)  
AKUNCY@GMAIL.COM

Referat ma na celu przedstawić rezultaty kolejnego etapu badań autorki nad konceptualizacją depresji w różnych językach i rodzajach dyskursu, koncentrującego się na różnicach w metaforyce depresji wynikających ze specyfiki kultury/języka tekstu, rodzaju dyskursu i związanych z depresją doświadczeń autorów wypowiedzi.

Bazę metodologiczną całości badań stanowi kognitywna analiza dyskursu powiązana z takimi zagadnieniami jak: schematy wyobrazeniowe, wyidealizowane modele kognitywne, ramy interpretacyjne, czy też kognitywna teoria metafory, która posłużyła, jako podstawowe narzędzie analizy omówionej w niniejszym referacie.

Materiał badawczy stanowią treści zamieszczone w serwisie społecznościowym „Facebook”, obejmujące teksty w języku polskim i włoskim zamieszczone na stronach grup wsparcia osób dotkniętych depresją.

Głównym zadaniem niniejszego etapu badań jest porównanie metaforycznego obrazu depresji w różnych językach, rozpoczynając od języka polskiego i włoskiego. W celu usystematyzowania zarówno samych badań, jak i uzyskanych rezultatów, analizie porównawczej zostaną poddane metafory występujące w różnych językach jednak w tym samym typie dyskursu. Ponadto autorami badanych tekstów w obu językach będą osoby, które doświadczyły depresji, co pozwoli ograniczyć wpływ innych niż język czynników różnicowania metafor, jednocześnie ukazując metaforykę charakterystyczną dla ludzi połączonych doświadczeniem tejże choroby. Dzięki wcześniejszym etapom prowadzonych badań, możliwe będzie zaobserwowanie, który z czynników (język, kultura, typ dyskursu, czy bezpośrednie doświadczenie) ma istotny wpływ na wybór poszczególnych metafor i sposób ich użycia w opisywaniu depresji.

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# Problemy służby zdrowia w humorze polskim i amerykańskim. Agnieszka Libura i Maria Libura

AGNIESZKA LIBURA (UNIVERSITY OF WROCLAW)  
AGNIESZKA.LIBURA@UNI.WROC.PL

MARIA LIBURA (UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN)  
MARIALIBURA@OP.PL

Humor często ujawnia - w sposób przerysowany, ale dobitnie - przekonania danej wspólnoty dotyczące ważnych problemów społecznych. Jak zauważa Giselinde Kuipers (2008: 361), „Humor is quintessentially social phenomenon. (...) the topics and themes people joke about are generally central to the social, cultural and moral order or a social group”.

Głównym celem pracy jest zbadanie polskiego i amerykańskiego humoru na temat istotnej kwestii społecznej, jaką są problemy służby zdrowia: rosnące koszty opieki zdrowotnej, jakości usług medycznych, dochody szpitali i lekarzy. Analiza polega na zrekonstruowaniu ram kognitywnych przywoływanych przez żarty, zwłaszcza podstawowych ram ochrony zdrowia, porównaniu ich struktur i sposobów aktualizacji w humorze, a ponadto wskazaniu dodatkowych ram, z którymi są stapiane ramy podstawowe, określeniu dyskursu, z jakiego pochodzą badane żarty, i przyjętego punktu widzenia.

Materiał stanowi ponad 200 żartów rysunkowych (połowa polskich, połowa amerykańskich), które zostały wyekscerpowane ze stron internetowych za pomocą wyszukiwarki grafiki.

Analiza opiera się na teorii ram kognitywnych (Fillmore 1985; Cienki 2007), po którą chętnie sięgają badacze humoru (por. Coulson i Kutas 1998; Coulson 2001; Ritchie 2005) i koncepcji integracji pojęciowej (Fauconnier i Turner 1994, 1998, 2000, 2002; Fauconnier 2007; Turner 2007), także wykorzystywanej do badań nad humorem (por. Coulson 2005; Libura 2017), a ponadto odwołuje się do perspektywy proponowanej ostatnio przez Attarda (Attardo et al. 2015; Attardo 2017).

Wyniki analizy wskazują, że amerykański humor dotyczący służby zdrowia jest silnie związany z opozycyjnymi dyskursami politycznymi: demokratów i republikanów, podczas gdy polskich żartów odnoszących się do identycznej tematyki nie można łatwo powiązać z jakąś opcją polityczną. Pomiędzy polskimi i amerykańskimi ramami ochrony zdrowia - mimo wielu podobieństw - zachodzą wyraźne różnice wynikające nie tyle z różnic między rzeczywistymi systemami, ile z odmiennych ich konceptualizacji. Niektóre z pobocznych ram wykorzystywanych w żartach są typowe tylko dla amerykańskiego humoru, np. rama komunizmu pojawia się w humorze związanym z punktem widzenia republikanów, inne są zaś typowe dla żartów polskich, np. rama posiłku, często przywoływana dzięki zdjęciom szpitalnych dań.

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# Form-function interface in yoga instructions in Polish and Russian. Joanna Łozińska and Iwona Góralczyk

JOANNA ŁOZIŃSKA (UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN)  
TERAZTU@WP.PL

IWONA GÓRALCZYK (UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN)  
IWONAGOR@WP.PL

This analysis is a cross-linguistic study of clausal yoga instructions in the genetically related languages Polish and Russian. Specifically, three grammatical constructions have been attested in the data: (i) the imperative, (ii) the indicative in the present tense in both languages, and (iii) the indicative in the past tense, which has solely been evidenced in the data in Russian, as illustrated respectively below:

- |     |   |              |               |      |       |      |
|-----|---|--------------|---------------|------|-------|------|
| (1) | spleć                                       | palce        | dłoni         | [PI] |       |      |
|     | fold-1SING-IMP                              | fingers      | hands         |      |       |      |
|     | 'clasp your fingers'                        |              |               |      |       |      |
| (2) | znów  | odkręcamy    | nadgarstki    | [PI] |       |      |
|     | again                                       | turn-1PL-IND | wrists        |      |       |      |
|     | 'We are turning the wrists again'           |              |               |      |       |      |
| (3) | na  | vdohe        | vstali        | na   | noski | [Ru] |
|     | on  | inhale       | stood-PL-PAST | on   | toes  |      |
|     | 'On the inhale (we/ you) stood on the toes' |              |               |      |       |      |

The analysis thus follows the interest in the mainstream cognitive linguistic research in an interface between illocutionary meaning, in this case of a direct and indirect directive speech act, and its grammatical encoding (Pérez Hernández and Ruiz de Mendoza 2002, Ruiz de Mendoza and Baicchi 2007, Thornburg and Panther 1997, Panther and Thornburg 1998, Takahashi 2012). Specifically, drawing on Panther and Thornburg's (1998) framework of speech act scenarios and Ruiz de Mendoza and Baicchi's (2007) account of illocution in terms of additional general cultural conventions, we put forward the hypothesis that the grammatical patterns conveying directive speech acts in yoga discourse in Polish and Russian are conceptually motivated by (tiers of) metonymic mapping. Adding a complementary perspective, based on Takahashi's force exertion account of the imperative construction, we hypothesize that the attested patterns can be conveniently described in terms of the strength of "directive force".

In the quantitative part of the analysis we investigate language specific preferences in the selection of the constructions, given that they convey parallel meanings in exactly the same pragmatic context. The corpus, which has been specially created for the purpose of the present analysis, is based on Youtube recordings of yoga classes and it contains a randomized selection of 100 instances in each language.

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# The category of perspective according to Langacker and Talmy. Aleksandra Majdzińska

ALEKSANDRA MAJDZIŃSKA (UNIVERSITY OF ŁÓDŹ)  
MAJDZINSKA.ALEKSANDRA@GMAIL.COM

Perspective understood as one of the construal operations that is subsumed under more general concept of imagery, can be defined as “our capacity to construe the same content in alternate ways”, amounting in expressing the same situation thanks to different semantic constructions, which evoke different mental images (Langacker 1991: 4). This “most obvious and commented upon” (Croft 2004: 58) construal operation can be found in both spatial and non-spatial domains. Leonard Talmy seems to describe a perspective system similar to that postulated by Ronald Langacker, focusing on how it is specified by closed-class forms, i.e. grammatical structuring. Langacker's and Talmy's approaches appear to be consistent at a very general level; however, they seem to differ in terms of more specified aspects. The presentation aims at comparing and contrasting these two (similar yet different) takes on the category of perspective in the light of chosen empirical data.

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# To translate or not to translate: Cognitive Translation analysis of selected English and Polish proverbs. Justyna Mandziuk

JUSTYNA MANDZIUK (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
MANDZIUK.JUSTYNA @GMAIL.COM

Proverbs are often said to be part and parcel of the cultural, social and cognitive heritage of a given linguistic community. This very specific nature of proverbs poses a challenge for any contrastive paremiological study which looks for “equivalents” in the target language. Especially difficult cases which escape a systemic analysis such as novel modifications of well-established traditional proverbs. For illustration, consider a proverb such as *Man proposes, God disposes*. Based on this traditional saying, we have now a number of modification such as, for instance, *Man proposes, mother-in-law opposes*, or *Man proposes and marriage exposes*. Also the Polish original, which is *Człowiek strzela, Pan Bóg kulę nosi lit.* “Man is shooting, but God carries the bullets,” has now a number of variants, including *Bóg strzela, człowiek kulę nosi lit.* “God is shooting, but Man carries the bullets.”). The question to be asked now is this: What is, if any, the basis for comparison of such formations? Can the rather nebulous concept of equivalence be of any help to us in this case at all? One thing is certain, though: any attempt at developing a viable contrastive paremiological analysis can hardly ignore the complex and intricate relations between the cognitive, linguistic and cultural aspects of proverbs compared. What is needed is a multifaceted account of such structures. A translation model which seems to be ideally suited for this purpose is Barbara Lewandowska-Tomaszczyk’s (2010) theory of reconceptualization. In our analysis of selected Polish and English proverbs we combine Lewandowska-Tomaszczyk’s insights with Ronald Langacker’s (2008) theory of the Current Discourse Space, ideal, it seems for accounting for the “meaning negotiation strategies,” of which the translation process is an example.

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# In search of musical meaning: A multimodal analysis of music, text and gesture in selected Maria Callas's performances. Agnieszka Mierzwińska-Hajnos

AGNIESZKA MIERZWIŃSKA-HAJNOS (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
AGAHAJ@INTERIA.PL

The aim of this paper is to scrutinize the factors that constitute the so-called musical meaning (Kühl 2007; Zbikowski 2009) as well as discuss cognitive mechanisms that underlie it, offering an in-depth analysis of selected performances by Maria Callas. As pointed out by Baroni, musical meaning is still considered a concept that is “ambiguous and difficult to define” (Baroni 2013: 56), although there have been several attempts to describe it. Zbikowski, for instance, claims that there is much more to musical meaning than “experience, reflection and interpretation carried out by the individual”, and that the concept should primarily be considered as “the reflection of cognitive capacities of human beings” (Zbikowski 2009: 448). Kühl emphasizes the fact that musical meaning requires both joining music-related phenomena together (e.g. timbre, form, or phrase) and integrating them with emotional states that accompany the hearer while listening to music, which immediately allows us to perceive musical meaning as a dynamic and fluctuating concept (cf. Kühl 2007: 67, 163). Muñoz, in turn, emphasizes the role of gestures used in live musical performances. These expressive movements, according to Muñoz, become “a meaningful and complementary element of sound” (Muñoz 2007: 55).

In an attempt to account for what constitutes the essence of musical meaning, both the network model of conceptual integration as proposed by Fauconnier and Turner (2002) as well as its revised and extended variant as proposed by Brandt and Brandt (2005) will be used as tools indispensable for an in-depth analysis of selected multimodal performances by Maria Callas. It is believed that the construction of musical meaning is a conceptual operation based on the integration of a multiplicity of modes: auditory, verbal, and gestural (cf. Jewitt et al. 2016). Therefore, it is claimed, musical meaning may be interpreted as a multimodal blend, which is to be proved in the proposed analysis.

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# Lexical construction or general construction? The constructional status of intransitive motion construction in German. Hiroyuki Miyashita

HIROYUKI MIYASHITA (KWANSEI GAKUIN UNIVERSITY)  
MIYASHITA@KWANSEI.AC.JP

In the Cognitive Construction Grammar (CCxG) advocated by Goldberg (1995), argument structure construction is regarded as a form-meaning pair independent of the lexical items. However, there are some controversies related to the nature of the argument structure construction, with one position arguing that each argument structure construction is an abstraction of the argument structure for some frequently used verbs and the other assuming that there is a general argument structure construction that can be an abstraction for all instances of that construction. Based on a usage-based view, the former position has tended to be favored in recent analyses. In this paper, however, I argue for the latter position without completely excluding the former. To support these ideas, the focus is placed on the intransitive motion construction in German, for which an extensional use of the construction to sound verbs has often been discussed, as in the following:

- (1) Die Harleys knattern gemütlich über die Landstraßen.  
DET Harleys rattle-PL comfortably over DET country road  
'The Harleys rattle comfortably over the country road'

In this example, the primary sound verb is embedded in the intransitive motion construction and used as a motion verb. The question here is whether this extension can be explained as a construction abstracted from frequent motion verb patterns. Based on corpus data, Engelberg (2009) showed that in frequent verbs such as *gehen* (go) or *fahren* (drive), there was no basis for the extensional use of sound verbs as these verbs indicate a different argument structure pattern that typically takes a goal. Goschler (2011) showed that sound verbs shared a constructional property with verbs that coded motion. Therefore, both authors appeared to discourage the assumption of one general intransitive motion construction. In this paper, however, I claim that the assumption of a general intransitive motion construction is meaningful. First, this construction is widespread in German and can be observed in various verb types:

- (2) Thomas schlug auf den Tisch.  
Thomas beat-PAST on DET table  
'Thomas beat on the table.'
- (3) Es regnete auf den kleinen Sonnenblumenkern.  
It rain-PAST on DET small sunflower seed  
'It rained on the small sunflower seed'

In (2) and (3) this construction is combined with a normally transitive verb (*schlagen* 'beat') and an impersonal verb (*regnen* 'rain'). I argue further that this construction has its foundation in our mental schema for motion, in which a mover reaches a goal through space, and that this schema can be directly mapped onto the constructional meaning for intransitive motion construction. Therefore, the meaning of the general construction needs not be an abstraction from instances, but can rather be a given schema from our experiences.

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# Latin Metaphors of memory from Antiquity to the Middle Ages. A study of collocational profiles. Krzysztof Nowak

KRZYSZTOF NOWAK (POLISH ACADEMY OF SCIENCES)  
KRZYSZTOF.NOWAK@IJP.PAN.PL

The significance of memory was early acknowledged in the Graeco-Roman world. Since Homer the intervention of Mnemosyne, for example, was represented as crucial for a poetical act to happen, but on more practical level the memory and memorization were considered central to human activities in so different areas as rhetoric, historiography or education. It was Plato and Aristotle, though, that were to influence most significantly the Western thought in this regard.

The medieval Europe not only inherited, but – as hundreds of texts attest – also significantly enriched this tradition, one example being a constant production of mnemonic treatises, artes memoriae. This lively history of the practice and early conceptualisation of memory has been well investigated by now (Carruthers 2008) and we witness an ever growing interest in the field. However, it also seems that the metaphorical language of memory has not been treated but only selectively.

The present study brings a corpus-based analysis of changing conceptualisation of memory as attested in Latin texts from ca. 1 c. BC to 12 c. AD. We attempt to outline the historical evolution of its conceptual metaphors and for this we investigate the collocational profiles of the Latin term *memoria* ‘memory’ in a large 100M diachronic corpus. We exclude from it theoretical treatises on memory and assure a significant representation of texts relating to daily life, such as deeds or charters. The corpus is first divided into partitions which cover ca. 100-year span; from each partition a list of collocations of the node word is retrieved. Each list is next clustered semi-automatically in order to highlight the semantic relations between collocates. Lastly, the collocation lists are further structured to reveal metaphorical patterns and then compared for significant changes in the source domain they represent.

In our analysis, rather than on providing exhaustive list of metaphorical expressions, we seek for major shifts that might reflect the undergoing change of conceptualization. We investigate whether they could be linked to cultural shifts that are proposed in the literature, such as the advent of Christianity. Apart from time, another major factor that structures our analysis is the text genre which we have found in our previous study to be an important variable in predicting metaphor selection.

In more general terms, the research here presented contributes to the discussion about the cultural background of many Western metaphors (Geeraerts and Grondelaers 2006) and specifically those related to the mind (Lakoff and Johnson 1999).

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# **Kłamczyński and Donald nic nie mogę Tusk: Expressive novel uses of personal proper names in political discourse in Poland. Joanna Paszenda and Iwona Góralczyk**

JOANNA PASZENDA (UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN)  
IWONAGOR@WP.PL

IWONA GÓRALCZYK (PEDAGOGICAL UNIVERSITY OF CRACOW)  
JOANNA.PASZENDA@UP.KRAKOW.PL

This paper examines several highly innovative uses of anthroponyms in their secondary functions in the current media discourse in Poland. Specifically, the following types of expressions featuring names of well-known politicians and public figures will be analyzed:

(i) instances of conversion, such as *garść sorosów* ('a handful of Sorosés-PL'), (ii) paragonic uses of names, e.g. *Błaszczak Szczepkowską epoki* ('Błaszczak [is] the Szczepkowska of the epoch'), (iii) lexical blends, such as *Kłamczyński*, formed from the source lexemes *Kaczyński* (the leader of the governing party's surname) and the common noun *kłamca* ('liar'), and (iv) *nomina propria* modified by embedded clausal fragments of actual or fictive conversational turns which are "self-sufficient discourse units" (Pascual, Królak and Janssen 2013), e.g. *Donald nic nie mogę Tusk* ('Donald I-cannot-do-anything Tusk').

Drawing on the rich cognitive linguistic research into the conceptual processing underlying the use of eponyms in a variety of discourse types, we hypothesize that the construal of meaning of the expressions under scrutiny involves (consecutive) tiers of metonymic and sometimes also metaphoric mappings, as well as conceptual blending.

The corpus for the analysis has mostly been culled from electronic editions of press articles and readers' commentaries contained therein. The neoformations examined in the paper are all mocking, deliberately jocular and highly expressive. As such, they fulfill a number of functions in the current political discourse in Poland. Identifying them is one of the objectives of the present paper.

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## Quantifying emotional reactions. M. Sandra Peña-Cervel

M. SANDRA PEÑA-CERVEL (UNIVERSITY OF LA RIOJA)  
SANDRA.PENA@UNIRIOJA.ES

In line with cognitively-oriented constructionist approaches (Goldberg 1995, 2006; Ruiz de Mendoza 2017), this proposal analyzes some implicational constructions containing the question pronoun 'what' from a quantitative perspective. Our corpus consists of 300 examples taken from the Corpus of Contemporary American English. Among non- idiomatic layers of meaning, implicational constructions figure prominently (Ruiz de Mendoza 2015). Inferential aspects of linguistic communication have been studied in terms of the cognitive operations (metonymic expansion and reduction and echoing) that underlie them (Ruiz de Mendoza and Galera 2014) and of the emotional reaction they convey (Kay and Fillmore 1999). Kay and Fillmore (1999) offered an exhaustive analysis of the What's X Doing Y? construction, which was postulated to express the speaker's emotional reaction to the state of affairs being described. For instance, in What's the child doing in the kitchen? the speaker is showing his irritation. The child should not be in the kitchen since it could be potentially dangerous. The speaker is also angry because someone else should have avoided that situation. Examples beginning with 'what' were retrieved from the corpus and we chose those that were part of implicational constructions. As a result of this analysis, this proposal focuses on such implicational constructions as What do you mean (...)? (e.g. What do you mean you won't do your homework, Jane?), which is usually associated with the expression of irritation or bewilderment, What do you know? (e.g. What do you know? You're all brainwashed), which conveys a negative attitude towards someone's opinion, (But) what can you do (...)? (e.g. It's not an easy thing to deal with, but what can you do? It's part of life), which is regularly linked with resignation, or What does it matter?/What does someone care? (e.g. But what does it matter now? It's obvious they couldn't afford to do any of it), which expresses indifference or lack of interest. After providing an in-depth study of the metonymic basis of our data (a construction like But what can you do...? affords access to a whole scenario that is then reduced to focus on one part of that scenario, the speaker's emotional reaction), our examples will be classified into different groups according to the emotion they communicate (disbelief, irritation, resignation, negative assessment towards someone's opinion, indifference, etc.). Then, we will offer a quantitative study of the data to know which emotions are more and less frequently conveyed by means of these examples.

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# **Propriocepcja w tańcu współczesnym i jej językowa realizacja: perspektywa kognitywna. Joanna Pędzisz i Przemysław Staniewski**

JOANNA PĘDZISZ (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
JOANNA.PEDZISZ@GMAIL.COM

PRZEMYSŁAW STANIEWSKI (UNIVERSITY OF WROCLAW)  
PRZEMYSŁAW.STANIEWSKI@UWR.EDU.PL

Problematyka percepcji oraz werbalizacji wrażeń zmysłowych cieszy się coraz większym zainteresowaniem wśród językoznawców. Niemniej jednak w centrum uwagi znajduje się przede wszystkim pięć klasycznych zmysłów z modalnością wzrokową na czele. Tzw. zmysł propriocepcji lub czucia głębokiego nie był jak dotąd przedmiotem zainteresowania badaczy języka z wielu powodów. Kompleksowość propriocepcji z neurokognitywnego punktu widzenia, jak również z jednej strony jej nieobecność w codziennym dyskursie, z drugiej natomiast jej fundamentalna rola w tańcu współczesnym świadczą, że jest to zagadnienie zdecydowanie godne uwagi. Zatem prezentowane rozważania zorientowane są na analizę działań werbalnych tancerzy współczesnych, których celem jest stymulowanie proprioceptorów, a tym samym aktywacja zmysłu czucia głębokiego w tańcu. Ponieważ, w przeciwieństwie do zmysłów klasycznych, nie dysponujemy konwencjonalnym i obiektywnym słownictwem odnoszącym się do propriocepcji, naszym nadrzędnym celem jest udzielenie odpowiedzi na pytanie, w jaki sposób werbalizowane są doznania proprioceptywne. Należy założyć, że ich opis będzie dokonywał się na płaszczyźnie języka figuratywnego, na co wskazują wcześniejsze badania (por. Pędzisz i Staniewski, przyjęty do druku). W oparciu o tę przesłankę postaramy się odpowiedzieć na następujące pytania: czym jest propriocepcja i jaką funkcję odgrywa w tańcu współczesnym oraz dlaczego język figuratywny staje się instrumentem tancerzy współczesnych angażujących proprioceptory? Odpowiedź na powyższe pytania badawcze możliwa będzie na drodze: dyferencjacji zmysłów oraz krytycznej analizy definicji propriocepcji. Ponadto jako narzędzia analiz zebranego materiału językowego posłużą przede wszystkim teoria metafory konceptualnej oraz semantyka ram. Odpowiedzi na powyższe pytania będą możliwe w oparciu o korpus językowy tancerzy Lubelskiego Teatru Tańca prowadzących warsztaty tańca współczesnego w Centrum Kultury w Lublinie, zebrany w latach 2011 - 2015 oraz będący w rozbudowie.

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# Śmierć i narodziny w spektaklach teatru lalek: Porównanie kreatorów przestrzeni mentalnych. Monika Reks

MONIKA REKS (UNIVERSITY OF WROCLAW)  
MONIKA.KATARZYNA.REKS@GMAIL.COM

Głównym celem badań jest porównanie kreatorów przestrzeni mentalnych wprowadzających sceny teatralne śmierci z tymi, które odnoszą się do życia – ze szczególnym uwzględnieniem narodzin – jak również analiza różnych strategii konstruowania komunikatu multimodalnego.

Materiał badawczy pochodzi ze spektakli i etiud zarejestrowanych na Wydziale Lalkarskim Państwowej Wyższej Szkoły Teatralnej we Wrocławiu, a także we Wrocławskim Teatrze Lalek. Korzystałam z dwunastu propozycji teatralnych. Do opisu zastosowano teorię przestrzeni mentalnych G. Fauconniera i M. Turnera (Fauconnier 2007; Fauconnier i Turner 2002) z pewnymi modyfikacjami wprowadzonymi później (Brandt 2005; 2013).

Analiza przykładów ukazuje, jak w teatrze można zasygnalizować śmierć oraz narodziny i powiązać je z nową przestrzenią oraz czym te konstrukcje różnią się od innych przestrzeni mentalnych. Przestrzeń budować mogą kreatory tworzone za pomocą rozmaitych zabiegów teatralnych: poza słowem używa się obrazów, ruchu, światła, muzyki, dźwięków, planu lalkowego, nowego zastosowania lalki, przełamania konwencji. Używając tego samego kreatora podstawowego (np. przejście z planu lalkowego do gry aktorskiej, pozostawienie lalki) możemy powoływać różnorodne przestrzenie, odnoszące się zarówno do narodzin, jak i śmierci; dopiero inne, często drobne kreatory pomocnicze współdecydują ostatecznie o statusie przestrzeni.

Efektom analiz jest propozycja modelu mentalnego scen teatralnych, odkrycie specyficznego dla teatru użycia kreatorów przestrzeni. Właściwości konstrukcji siatki przestrzeni mentalnych w teatrze lalek proponuję opisywać, wprowadzając dwa typy kreatorów: podstawowych i pomocniczych. Ten sam kreator podstawowy może budować zupełnie odmienne przestrzenie, a dzięki użyciu kilku niewielkich sygnałów – kreatorów pomocniczych jesteśmy w stanie stworzyć przestrzeń o określonym statusie. W spektaklu teatralnym przestrzeń buduje – różnymi strategiami – zawsze więcej niż jeden kreator.

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# **Brought back to life, accidentally: Unintentional metaphor activation in the discourse of politics. Anna Rewiś-Łętkowska**

ANNA REWIŚ-ŁĘTKOWSKA (KROSNO STATE COLLEGE)  
A.LETKOWSKA@GMAIL.COM

This paper contributes to the study of metaphor from the usage-based perspective. Adopting Müller's dynamic view of metaphor and the concept of sleeping and waking metaphors (Müller 2008, 2011) and Steen's communicative dimension of deliberate and non-deliberate metaphors (Steen 2008, 2011), the author analyses several cases of accidental 'mixed metaphors', which show blended imagery of two or more conventional metaphors, non-deliberately used by speakers in political discourse. The 'mixed metaphors' are analysed with some relevant insights from the theory of conceptual blending (Turner and Fauconnier's (1998, 2002). The study material comes from speeches and interviews given by Polish politicians over the last two years. The study aims to explore the cognitive processes which seem to be triggered in the listeners' minds when the metaphoricity of the highly entrenched verbal metaphors is accidentally activated. This activation affects their communicative function and brings - albeit unintentionally - a humorous effect.

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# Synestezja językowa w zakresie zmysłu słuchu w języku polskim.

## Przemysław Staniewski

PRZEMYSŁAW STANIEWSKI (UNIVERSITY OF WROCLAW)  
PRZEMYSŁAW.STANIEWSKI@UWR.EDU.PL

Synestezja językowa, mimo coraz bardziej rosnącego zainteresowania językoznawców, nie jest nazbyt częstym obiektem analiz lingwistycznych, w tym również kognitywnych. Większość wysiłku badawczego w pracach lingwistycznych koncentruje się, opierając się na arystotelesowskiej hierarchii zmysłów, na próbach wyjaśnienia kierunku (bądź kierunkowości) przeniesień semantycznych mających miejsce na płaszczyźnie wyrażen synestezyjnych, który został odkryty przez Ullmanna (1957) (por. również Classen 1993; Williams 1976). Zatem na podstawie wcześniejszych badań można dojść do dwóch konkluzji: (1) synestezja ma charakter metaforyczny; (2) domenę źródłową stanowią zazwyczaj zmysły niższe – dotyk, smak, węch; domeną docelową są zazwyczaj wzrok a przede wszystkim słuch (por. Ullmann 1957; Takada 2008), co powoduje, że doznania w zakresie modalności słuchowej mogą być opisywane za pomocą słownictwa należącego do pozostałych domen zmysłowych.

Wychodząc od dwóch powyższych punktów, celem moich analiz jest tylko synestezja językowa rozumiana jako wyrażenie zawierające co najmniej dwie jednostki leksykalne przynależące do dwóch różnych domen percepcyjnych (np. ciepłe kolory). Synestezja w rozumieniu (neuro)psychologicznym jest nie wchodzi w zakres moich zainteresowań. Podstawą empiryczną moich badań jest Narodowy Korpus Języka Polskiego a ich obiektem wybrane jednostki nominalne w zakresie zmysłu słuchu (np. dźwięk, hałas, odgłos) oraz analiza współwystępujących z nimi przymiotników i imiesłowów w funkcji atrybutywnej, jak również czasowników. Głównym celem moich dociekań jest zweryfikowanie obu uogólniających wniosków w odniesieniu do języka polskiego w oparciu o materiał korpusowy. W odniesieniu do punktu pierwszego, aby móc stwierdzić, czy wyrażenia synestezyjne są metaforami należy krytycznie przyjrzeć się definicji metafory synestezyjnej zaproponowanej przez ww. badaczy. Ponadto określenie, czy dana kolokacja uznana za synestezyjną jest metaforą, metonimią lub żadną z nich należy przeanalizować każde konkretne wystąpienie kontekstowe (Broccias 2017 w odniesieniu do metonimii). W tej części moich badań należy spodziewać się odpowiedzi negującej, tj. synestezja nie ma tylko i wyłącznie charakteru metaforycznego (Strik-Lievers 2017, Winter złożony do druku i 2016). W odniesieniu do punktu drugiego opisanego powyżej analiza kolokacji pozwoli odpowiedzieć na pytanie, czy język polski wykazuje podobne wzorce, jak inne badane języki, tj. czy wyrażenia słuchowe również opisywane są za pomocą wyrażen przynależących do pozostałych modalności zmysłowych. W tym przypadku należy zakładać odpowiedź twierdzącą, ponieważ wcześniej badanymi językami były angielski, francuski oraz węgierski, czyli języki należące do tego samego szeroko rozumianego kręgu kulturowego.

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## Social deixis and grammatical gender. Olga Steriopoło

OLGA STERIOPOŁO (LEIBNIZ-ZAS, BERLIN)  
OLGASTERIOPOŁO@HOTMAIL.COM

“Language structure has evolved within the social context of the speech community” (Labov 1972: 183). The main objective of the proposed project is to investigate how social structure affects the usage of grammatical gender across languages, the topic currently severely understudied. In many languages of the World, the use of grammatical gender directly depends on social relations among the speech participants and it affects the social identity of the speakers. A change in the use of grammatical gender immediately indicates a change in the social status.

For example, in Arawak (or Lokono Dian, a language spoken by the Lokono people of South America), the grammatical gender “masculine” is usually used to refer to male members of the Arawak community. If a male individual is not a member of the community, a “non-masculine” gender is used, indicating that this individual is a stranger to the community, as shown in (1). However, if an Arawak speaker considers an individual to be a close friend, although from a different ethnic group, masculine gender can be used (Pet 2011). Interestingly, masculine gender is also used to express warm feelings towards a speech participant of either sex (male or female).

(1) Arawak

- a.       li                                       wadili  
          ART.MASC.SG                       man  
          ‘the man (referring to an Arawak)’
- b.       to                                       wadili  
          ART.NON.MASC.SG                man  
          ‘the man (referring to a non-Arawak)’

(Pet 2011:18)

It is interesting to examine the effect of the social status on feminine gender. For instance, in certain societies, an unmarried woman of a certain age has an inferior social status, compared to a married woman of the same age. In some southern Polish dialects, nouns denoting unmarried woman belong to neuter gender. Zaręba (1984) reports that in a small area southwest of Krakow, even the masculine gender can be used. This changes immediately once a woman gets married. From the day of the wedding on, the woman can be referred to only with feminine gender.

The research will be done in the framework of generative grammar and will investigate grammatical gender across languages that use gender variation to indicate social relations of the speakers. The proposed project represents the convergence of two research traditions:

- i) a universalist approach to language that claims that there are invariant principles shared by all languages and determined by Universal Grammar;
- ii) a typological approach stated in terms of parameters of variation at the macro-level of language (differences across genetically unrelated languages) and the micro-level (differences within a single language).

This is multidisciplinary research. The relevant fields are general linguistics, sociocultural linguistics, sociology of language, linguistic anthropology, and sociolinguistics. The anticipated results will be of interest to theoretical linguists, language typologists, language-area specialists, language educators, language sociologists, as well as all interested in gender and socio-culture.

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# Grammatical gender in Ninilchik Russian. Olga Steriopolo

OLGA STERIOPOLO (LEIBNIZ-ZAS, BERLIN)  
OLGASTERIOPOLO@HOTMAIL.COM

This is a study of grammatical gender in a highly-endangered dialect of Russian, Ninilchik Russian. This dialect is spoken in the village of Ninilchik, located on the west coast of the Kenai Peninsula in Alaska.

The history of Ninilchik Russian dates back to the second half of the 18th century and is directly connected to a commercial trading company in Alaska called the Russian-American Company (RAC) (Bergelson and Kibrik 2010). Many Russian traders and officers of RAC married local women from Eskimo-Aleutian, Athapascan, and other Native American groups. As a result, an ethnically mixed group of people emerged, called Creoles. By the mid-19th century, several RAC-retirees decided not to return to Russia and in 1847, a settlement, later called Ninilchik, was founded for them and their families at the mouth of the Ninilchik River. At first, there were only five families living in Ninilchik. However, by the end of the 19th century, over 80 people called the village home. In 1867, the territory of Alaska was sold to the United States. In the decades which followed, Ninilchik residents were relatively isolated. In the 1930s, an English-language school was opened in Ninilchik and the use of Russian was strongly discouraged. As a result, children ceased to acquire Russian as their first language. At present, there are only a few elderly speakers of Ninilchik Russian left. Though their primary language is English, they still recall how Ninilchik Russian was spoken when they were children.

Ninilchik Russian is a distinct and unique variety of the Russian language. All data for the current research come from a single source – a recently published dictionary of Ninilchik Russian (Bergelson, Kibrik, Leman, and Raskladkina 2017). Part of a larger research project started by Kibrik and Bergelson in 1997, it is the only existing dictionary of Ninilchik Russian.

Daly (1985, 1986) was the first to observe substantial differences between the grammatical gender systems in Ninilchik Russian (NR) and Standard Russian (SR). First, the neuter gender agreement is completely lost in NR. Forms that are consistently neuter in SR, trigger either masculine (moj ako-ška ‘my.MASC window’) or feminine (ako-ška atkr’it-a ‘window (is) open.FEM’) gender agreements in NR. Second, forms that are consistently feminine in SR, can also trigger either masculine (durn-óy bába ‘foolish.MASC woman’) or feminine (durn-áya bába ‘foolish.FEM woman’) gender agreements in NR. And third, forms that are consistently masculine in SR, can trigger feminine gender agreement (d’ir’ówn-aya yaz’ík ‘village.FEM language’) in NR. Thus, the following questions arise. First, has NR developed a unique grammatical gender system or is there no consistency in gender at all, meaning that all variants (masculine or feminine) can be used interchangeably? Second, how can we account for the substantial differences between the gender systems of SR and NR?

I will argue in favor of a unique system of gender that has historically developed in Ninilchik Russian. I will propose a syntactic account for the systems of gender in both SR and NR within the framework of Distributed Morphology (Halle and Marantz 1993; Halle 1997; Marantz 1997, among others) and show how both systems are syntactically different. The anticipated results of this multi-disciplinary research will be of interest to language educators, language-area specialists, language typologists, and theoretical linguists.

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# **Efekty elastyczności w kategoryzacji napojów alkoholowych. Konrad Szymczak**

KONRAD SZYMCZAK (UNIVERSITY OF WROCŁAW)  
: KONRADJEN@INTERIA.EU

Celem mojej pracy jest zbadanie efektów elastyczności w kategoryzacji napojów alkoholowych. Punktem wyjścia jest ustalenie sposobu, w jaki kategoria pojęciowa napój alkoholowy jest definiowana. Na podstawie przeprowadzonych przeze mnie wstępnych badań odrzucam tutaj kategoryzację klasyczną i skupiam się na kategoryzacji prototypowej. Teoria ta zakłada, iż kategorie przyjmują w umyśle postać prototypu bądź najlepszego przykładu. Jednym z moich celów jest ustalenie, które elementy analizowanej kategorii są ważniejsze (bardziej centralne) od innych, a które zaś są mniej ważne czy wreszcie niezbyt ważne (peryferyjne). Odchodzę przy tym od nieco przestarzałej koncepcji zaproponowanej przez zespół Eleanor Rosch, w której prototypy traktuje się jako abstrakcyjne i niezmiennie reprezentacje mentalne. Odwołuję się do bardziej współczesnych poglądów na kategoryzację. Obecnie wielu badaczy przyjmuje, że elastyczność (flexibility) podobnie jak wyrazistość (salience) jest źródłem efektów prototypowych (Geeraerts 2006), same zaś prototypy tworzone są w szczegółowo określonym kontekście, jak również w konkretnym celu (Kövecses 2006). Większość z posiadanych przez nas prototypów jest uwarunkowana kulturowo. Ich struktura jest zmienna, a sposób konstruowania bardzo zróżnicowany i elastyczny. Przy różnych okazjach ta sama osoba może zdefiniować daną kategorię, wykorzystując do tego odmienne cechy.

Materiał badawczy stanowią wyniki badań ankietowych przeprowadzonych wśród 60 mieszkańców akademika. Respondenci to kobiety i mężczyźni w wieku 20-33 lata. Badanym, podzielonym na dwie trzydziestoosobowe grupy, przedstawiono jeden z dwu tekstów. Pierwszy odnosił się do tematyki uzależnień, a drugi traktował o zabawie sylwestrowej. W dalszej kolejności poproszono studentów o stworzenie listy pięciu napojów alkoholowych, co w rezultacie wskazało na pewne efekty doraźne w strukturze kategorii pojęciowej napój alkoholowy w języku polskim.

Do zbadania efektów elastyczności związanych z kategorią napój alkoholowy wykorzystuję eksperyment psycholingwistyczny (Hasson i Giora 2007) oraz metodę sondażu diagnostycznego, zaś techniką badawczą, z jakiej korzystam w ramach przyjętej metody, jest CAWI (mieszkańcy akademika są proszeni o wypełnienie ankiety w formie elektronicznej)

Zebrane dane stanowią informacje o płci i wieku respondentów oraz stworzone przez nich listy pięciu napojów alkoholowych podanych po lekturze tekstów związanych z zabawą sylwestrową bądź z chorobą alkoholową.

Przyjęta na wstępie hipoteza zakłada, iż napojem alkoholowym najczęściej pojawiającym się po przeczytaniu tekstu o zabawie sylwestrowej będzie szampan, podczas gdy wódka znajdzie się na peryferiach kategorii, natomiast w kontekście choroby alkoholowej – będzie dokładnie odwrotnie. Analiza zebranych danych tylko częściowo potwierdziła wstępną hipotezę.

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# Metaphorical conceptualisations of problem solving in selected Indo-European languages. Marcin Trojszczak

MARCIN TROJSZCZAK (STATE UNIVERSITY OF APPLIED SCIENCES IN KONIN, UNIVERSITY OF ŁÓDŹ)  
MARCINTRK@GMAIL.COM

The aim of the study is to analyse various aspects of metaphorical conceptualisation of problem solving which are shared between selected Balto-Slavic (Lithuanian, Polish, Slovak), Germanic (German, Swedish, English), and Romance languages (French, Italian, Spanish). This research problem is approached from the theoretical perspective of Conceptual Metaphor Theory (Lakoff and Johnson, 1980; 1999; Kövecses, 2010) together with its recent development, the Theory of Objectification (Szwedek, 2011; 2014). The language data used in this study comes from reference corpora of the above-mentioned languages as well as other language resources such as dictionaries, thesauruses, and online articles. Relevant metaphorical linguistic expressions will be extracted by searching for target and source domain vocabulary (Stefanowitsch, 2006).

The study is designed as an expansion and corroboration of Trojszczak's (2017) research on metaphorical conceptualisations of problem solving in English and Polish. It attempts to widen the scope of inquiry by including a larger set of Indo-European languages in order to verify whether five shared ways of conceptualising problem solving found in English and Polish, i.e. (1) PROBLEM SOLVING IS BREAKING DOWN A PHYSICAL OBJECT INTO SMALLER PARTS; (2) PROBLEM SOLVING IS MOVING OVER/AROUND A PHYSICAL OBSTACLE; (3) PROBLEM SOLVING IS REMOVING A PHYSICAL OBSTACLE; (4) PROBLEM SOLVING IS LEVELING OUT A PHYSICAL SURFACE; (5) PROBLEM SOLVING IS FIGHTING AN ENEMY, can be also found in other analysed languages. In this way, the study aims to address the issue of a potential cross-linguistic cum experiential character of these conceptualisations vis-à-vis their possible culture-specific character (Kövecses, 2005). The study will also discuss some metaphorical linguistic expressions that can be found in the analysed languages but do not fall into the above-mentioned categories. In this case, some alternative experiential, cognitive, and cultural explanations will be put forth.

The study is divided into three parts. The first part presents the methodology, i.e. the theoretical framework as well as the sources of language data and the methods used to collect them. The second part analyzes a variety of metaphorical linguistic expressions from the selected Indo-European languages by focusing on their potential experiential, cognitive, as well as culture-specific motivations. The third part interprets the findings in the context of Cognitive Metaphor Theory and the Theory of Objectification. Moreover, it addresses some theoretical and empirical issues related to this study.

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# Construing interpersonal relation and attitude. Agnieszka Veres-Guspiel

AGNIESZKA VERES-GUSPIEL (JAGIELLONIAN UNIVERSITY)  
AGNIESZKA.VERES-GUSPIEL@UJ.EDU.PL

In the talk, I deal with the constructive and attitudinal functions of Polish and Hungarian personal pronouns, highlighting their functions in not typical usage, that is when their usage differs from their literal meaning.

The perception and processing of the social world takes place in a similar way to the processing of other perceived elements, so that interaction involves categorisation processes for social contexts, which lead to the foundation of known schemes (Aronson 2011: 144). Personal pronouns are chosen in the context of the process of interpersonal intercourse and interaction taking into account their knowledge of the social world (so the socio-cultural situation of the participants), so personal pronouns appear in atypical use as attitudinal marking and profiling the interpersonal relation (Langacker 2005, Verhagen 2008, Tolcsvai Nagy 2013). In the study, relying on the concepts of cognitive linguistics, I argue that we construct interpersonal relationships with language symbols rather than mark or mirror them.

As a result of the theoretical considerations described above, I deal with the use of pronouns that are different from the typical use of a particular context and point to the possible motives of their selection and their role in attitudinal and profiling. (eg. virtual and attitudinal use of WE, use of third singular person instead of second singular, use of personal pronouns in pro-drop languages for purposes of expressing attitude). In the Hungarian and Polish examples used in the study, I point out the similarities of attitudinal designation and the divergences in Hungarian and Polish language, including their practical implications. The study is based on empirical research started in 2008 (discourse completion tests), continued in 2018 among Polish and Hungarian respondents concentrating specifically on perception of atypical usage of pronouns and their referential interpretation and attitudinal interpretations.

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# Past participles in it-extraposition with that-clauses: A quantitative corpus-based analysis. Jarosław Wiliński

JAROSŁAW WILIŃSKI (SIEDLCE UNIVERSITY OF NATURAL SCIENCES AND HUMANITIES)  
JARWILI@POCZTA.ONET.PL

This paper employs a constructional approach to grammatical structure (Goldberg 2006) and a quantitative corpus-based method that is specifically tailored for investigating the relationship between a grammatical construction and a lexical item occurring in one slot of this particular pattern. The method referred to as the attraction-reliance measure (Schmidt 2000; Schmid and Küchenhoff 2013) is used to gauge the reciprocal interaction between past participles and the extraposed construction with that-clauses in American English: in other words, to determine strongly attracted and repelled verbs of the it BE Ven that-construction. Attraction computes the degree to which the construction in question attracts a lexeme, whereas reliance measures the degree to which a lexeme appears in the pattern under investigation versus other patterns in the corpus.

On the basis of the data retrieved from the Corpus of Contemporary American English (COCA), the paper demonstrates that there are past participles that are more strongly attracted to this construction than others, and that the occurrence of certain verbs in this construction is more significant than their use in other constructions in the corpus. In addition, the results of the analysis seem to suggest that the construction displays a tendency to co-occur with specific categories of verbs, mainly reporting verbs and message conveying verbs, evoking different semantic frames, and that the pattern is regularly used in the academic register to comment on some previously mentioned topics or to convey new facts and states of affairs by introducing the evaluative comments in the form of various past participles followed by that-clauses and preceded by adverbs, different forms of the verb be and the dummy it.

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# When the negative becomes positive: On the axiological topsyturviness of figurative language construals

PRZEMYSŁAW WILK (OPOLE UNIVERSITY)  
PRZEMEKWILK82@GMAIL.COM

The presentation concerns the axiological potential of figurative language construals, metaphors and conceptual blends in particular. It provides some tentative conclusions concerning both axiological tensions and the flow of values in figurative language construals on the conceptual level. In accordance with Krzeszowski (1997), it is claimed that valuation is chiefly a matter of conceptual-level processes yet it is the context of an utterance (Kovecses 2015) that profiles either the PLUS or MINUS pole of Krzeszowski's (1997) horizontal dimension of the domain of values. The presentation reports on a study of figurative language construals conducted on a manually-compiled corpus of news articles retrieved from the Guardian, a left-wing British daily quality paper, between May 2004 through December 2009. It focuses on two highly conventionalized figurative language construals of immigration (aka. immigration metaphors in (critical) discourse studies), namely IMMIGRATION IS A FLOOD and IMMIGRATION IS AN INVASION. Specifically, it demonstrates that it is Conceptual Blending Theory (CBT) (see e.g. Fauconnier and Turner 2002) rather than Conceptual Metaphor Theory (CMT) (see e.g., Lakoff and Johnson 1980) that has sufficient explanatory power to adequately account for the axiological tensions in the two figurative language construals under analysis as only CBT allows for unrestrained transfer of values from whichever input space within the blend while in the case of CMT the flow is only unidirectional from the source to the target domain.

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# Near synonymy in academic discourse: A corpus-based cognitive semantic study of demonstrate, prove and show. Łukasz Wiraszka

ŁUKASZ WIRASZKA (JAGIELLONIAN UNIVERSITY)  
LUKASZ.WIRASZKA@UJ.EDU.PL

This paper presents a corpus-based study of verbal near-synonymy, exploring the semantics of the English verbs demonstrate, prove and show, commonly used in academic discourse to express the process PROVE. Driven by the Cognitive Linguistics tenet that different forms result from alternate construals of conceptual content (Langacker 1987) and the quantitative corpus-based semantic tradition (e.g. Gries and Stefanowitsch 2006, Glynn and Fisher 2010), it is hypothesized that analysis of multiple actual usage events of the verbs in question will point to differences among their semantic structures. The study is based on a sample consisting of several hundred occurrences of each verb (from the academic genres of the Corpus of Contemporary American English). The examples were analyzed in terms of several semantic and syntactic factors, such as semantic type of the entity designated by the subject nominal, semantic type of the complement, voice, polarity or complementation pattern. Following an already established line of research (Glynn 2010, 2014; Desagulier 2014; Krawczak 2014), Multiple Correspondence Analysis was employed as an exploratory tool to identify patterns in the multivariate data set. The correspondence plots produced by the MCA have shown several clusterings of features, indicating probable semantic differences in the conceptual structures of the verbs. The results of the correspondence analysis are interpreted against the tenets of Cognitive Linguistics and possibilities of future research are suggested.

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# Uniqueness in language, thought and mathematics. Jacek Woźny

JACEK WOŹNY (UNIVERSITY OF WROCLAW)  
JACEKIFA@GMAIL.COM

In this paper I argue that creating mirror images of unique entities is a routine (i.e. frequent and mostly unconscious) mental operation which can be detected not only in the linguistic structure but also in the structure of mathematics. In terms of Conceptual Blending Theory (Fauconnier and Turner 1998, 2002) this process can be described as building a certain kind of conceptual integration network- a so called "mirror network"- in which all mental spaces are structured by the same frame. To exemplify how "duplicating the unique" is coded in language I carried out a corpus frequency analysis of various syntactic forms containing reflexive pronouns. I then demonstrated how the same mental operation can be traced in the group theory, which is the foundation of modern algebra. What the study reveals is yet another link between "mathematical" and "non-mathematical" cognition, in consonance with the findings of Lakoff and Núñez 2000, Fauconnier and Turner 2002, Turner 2005, Núñez 2006, Alexander 2011, Turner 2012, Danesi 2016 and Woźny 2018.

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# **A Corpus-based Approach to Spatial Metaphors in Chinese Academic Writing: from the Perspective of Principled Polysemy Network. Xinlei Zhang**

XINLEI ZHANG (CHEMNITZ TECHNOLOGY UNIVERSITY)  
XINLEI2011@HOTMAIL.COM

The contribution uses corpus-based approach to compare the gradient metaphoricity of spatial metaphors “in” “at” and “on” in non-native English academic writing by Chinese and western students quantitatively and qualitatively. Here, we only research its prepositional function. The Chinese academic writing corpus contains more than 1.6 million words written by Chinese students in different branches of English language and literature between 2005 and 2014; the western one is British Academic Writing English Corpus, which contains 2761 pieces of students writing in different disciplines between 2004 and 2007. In each corpus, 100 thousand words are analyzed.

In the quantitative study, the author makes an analysis of metaphorical expressions of “in” “at” and “on”: firstly, the degree of metaphoricity of each preposition’s senses is calculated with one mathematical formula; secondly, Antconc and R software is used to find the frequency and distribution of the three prepositions in each corpus, attempting to find the correlation between the usage of one certain word in each paper and the amount; thirdly, the collocation analysis method (continuously developed by Stefanowitsch and Gries since 2003) is used, which attempts to reveal the semantic clustering of “in” “at” and “on” in one or more slots of constructions, thus yielding the contrast between Chinese and western learners on various constructional senses. In the qualitative study, many comparative examples are demonstrated, which adduces the empirical evidence in support of the different cognition of spatial metaphors between Chinese and western learners: despite the same schematicity on the basic level (literal meaning), learners have environment-specific “idiosyncrasies” in higher target domains. More preciously, western learners tend to towards more abstract metaphorical usages than Chinese learners, while Chinese learners’ texts show under-specification in the process of schematisation.

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# Language, ICMs and manipulation in leaflets of medical devices and dietary supplements. Magdalena Zyga

MAGDALENA ZYGA (UNIVERSITY OF SZCZECIN)  
MAGDALENA.ZYGA@USZ.EDU.PL

The aim of the paper is to examine idealized cognitive models (ICMs) and the mechanisms of potential manipulation used in the leaflets of selected medical devices and data sheets of dietary supplements. The assumption is that in the texts under analysis some of the Gricean conversational maxims are violated or can be perceived as violated by the reader, which is favoured by activation of certain ICMs. For the purposes of the study leaflets of four antifungal medical devices, as well as of selected dietary supplements aimed to improve the condition of nails, hair and skin – their English- and German-language versions – are examined.

The theoretical basis is mainly the theory of implicature as formulated by Grice (1975) and the cognitive theory of metaphor and metonymy as postulated by Lakoff/Johnson (1980). An attempt to approach the Gricean model from the perspective of cognitive linguistics to propose a cognitive interpretation of the adherence and non-adherence to the conversational maxims has already been presented by Kleinke (2010). In her paper she discusses the maxims one by one and provides a chart with an overview of cognitive principles (including metaphor, metonymy and cognitive frames) involved in following and violating the maxims of conversation. A preliminary reading of the leaflets selected for my research has led me to anticipate that in the texts under examination metonymic relations play a more salient role in the activation of particular ICMs than conceptual metaphors. Since the mechanisms of metaphor and metonymy (but not particular metaphors and metonymies) are widespread and largely universal, I also expect the mechanisms of manipulation and the activated ICMs (but not necessarily particular ICMs) to be generally not language-specific.

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# Conceptual blending harnessed by political supporters: On the multimodality of blends in Poland and the US. Konrad Żyśko

KONRAD ŻYŚKO (MARIA CURIE-SKŁODOWSKA UNIVERSITY)  
KONRADZYSKO@GMAIL.COM

The aim of this presentation is a semiotic analysis and qualitative comparison of signs used during the 2016 presidential campaign in the US as well as during Marsz Wolności i Solidarności (the March of Freedom and Solidarity) and by Komitet Obrony Demokracji (Committee for the Defence of Democracy) during two public demonstrations in Poland, held in 2015. We examine multimodal blends (Forceville 2009) based on different types of stimuli, i.e. visual, verbal, or gestural. Their production and comprehension involve the notion of creativity, which should be understood as “an attempt made at presenting standard worldview and introducing alterations in the existing system of values” (Tokarski 2013). We also claim that it is conceptual blending (Fauconnier and Turner, 1996) that is capable of synthesizing known concepts with the new ones, and consequently helping to account for meaning emerging dynamically from such a creative use of signs. We argue, after Brandt and Brandt (2002), that the construction of semiotic expressions as blends is dependent on specific communication contexts, shaped by cultural factors, and determined by the specific communicative goals.

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# Workshops

## Workshop 1: Designing eye-tracking experiments in linguistics

PAWEŁ KORPAL, OLGA WITCZAK  
ADAM MICKIEWICZ UNIVERSITY

In line with the eye-mind assumption (Just and Carpenter 1980), visual focus from eye movements is considered a correlate of cognitive effort in tasks demanding attention (Hvelplund 2014: 209ff). This means that one can investigate information processing by tracking where people look. However, the link between visual and cognitive focus is not as straightforward, which introduces challenges on the level of experimental design. During the workshop we will talk about such challenges in designing eye-tracking experiments in linguistics on the basis of research conducted in the field of Translation and Interpreting Studies, taking into account both the benefits of this technique as well as its constraints. The workshop will start with a theoretical introduction and then we will provide a practical demonstration of an eye-tracking recording session and data analysis. The final part of the workshop will consist in an interactive brainstorming and feedback session, during which the participants will be presenting their own research ideas for an eye-tracking study in the field of (cognitive) linguistics.

### Projektowanie eksperymentów okulograficznych w dziedzinie językoznawstwa

Zgodnie z założeniami the eye-mind hypothesis (Just i Carpenter 1980; „hipoteza o natychmiastowości przechodzenia informacji od oka do umysłu”, Kurcz i Polkowska 1990), punkt skupienia wzroku oraz ruchy gałek ocznych mogą być wskaźnikami procesów poznawczych przebiegających podczas wykonywania zadań wymagających skupienia uwagi (Hvelplund 2014: 209ff). Oznacza to, że możliwe jest badanie przetwarzania informacji poprzez rejestrowanie aktywności wzrokowej danej osoby. Okazuje się jednak, że zależność pomiędzy spostrzeganiem wzrokowym a przetwarzaniem informacji nie jest aż tak jednoznaczna, co sprawia, że projektowanie eksperymentów z użyciem okulo grafu jest pełne wyzwań. Podczas szkolenia omówimy podstawowe wyzwania związane z projektowaniem eksperymentów okulo graficznych w dziedzinie językoznawstwa, powołując się na badania dotyczące procesu tłumaczenia pisemnego i ustnego. Skupimy się zarówno na zaletach tej metody badawczej, jak i również jej ograniczeniach. Na początku szkolenia omówimy podstawowe zagadnienia teoretyczne, po czym – podczas części praktycznej – zaprezentujemy, jak rejestrować i analizować dane okulo graficzne. Ostatnia część szkolenia poświęcona będzie dyskusji z uczestnikami szkolenia, którzy zaprezentują swoje pomysły na badanie okulo graficzne w dziedzinie językoznawstwa (kognitywnego).

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# Workshop 2: Development of Experimental Procedures in Linguistics

BARTOSZ BRZOZA, HALSZKA BĄK  
ADAM MICKIEWICZ UNIVERSITY

Niniejszy warsztat przybliży uczestnikom podstawy badań eksperymentalnych w językoznawstwie. Zostaną poruszone kluczowe aspekty badań empirycznych, takie jak formułowanie właściwych pytań badawczych oraz hipotez, identyfikowanie zmiennych i tworzenie odpowiednich bodźców. Poprzez praktyczne demonstracje procedur zostaną przedstawione współczesne paradygmaty eksperymentalne wykorzystujące pomiar czasu reakcji. Uczestnicy będą mieli okazję pracować nad praktycznymi zadaniami w programie E-Prime i dokonają próby przełożenia własnych pomysłów badawczych na język projektowania badań.

## **Rozwijanie Procedur Eksperymentalnych w Językoznawstwie**

Niniejszy warsztat przybliży uczestnikom podstawy badań eksperymentalnych w językoznawstwie. Zostaną poruszone kluczowe aspekty badań empirycznych, takie jak formułowanie właściwych pytań badawczych oraz hipotez, identyfikowanie zmiennych i tworzenie odpowiednich bodźców. Poprzez praktyczne demonstracje procedur zostaną przedstawione współczesne paradygmaty eksperymentalne wykorzystujące pomiar czasu reakcji. Uczestnicy będą mieli okazję pracować nad praktycznymi zadaniami w programie E-Prime i dokonają próby przełożenia własnych pomysłów badawczych na język projektowania badań.

# Workshop 3: Introduction to Statistics in Corpus Linguistics with R

DYLAN GLYNN  
LECSEL, UNIVERSITY OF PARIS 8, VINCENNES-SAINT-DENIS

KAROLINA KRAWCZAK  
ADAM MICKIEWICZ UNIVERSITY

The workshop will be entirely practical and is designed for beginners in (categorical) multivariate statistics. It will introduce a simple corpus methodology, applicable to a wide range of Cognitive and Functional research questions. Although this methodology draws on traditional linguistic analysis, it combines it with advanced multivariate statistics. The workshop will focus on these statistical techniques – how to apply them and how to interpret the results, using the free statistical program R. We will only work with count data (typical of corpus linguistics, text analysis, sociolinguistics etc.), and not with measured data (typical of psycholinguistics, phonetics etc.). Essential will be a laptop with operational Internet (using one of the university's WiFi services). No previous knowledge of corpus linguistics, statistics or R is expected. If all goes well, we will look at three multivariate techniques: correspondence analysis, cluster analysis, and logistic regression.

## **Wprowadzenie do statystyki w językoznawstwie korpusowym z wykorzystaniem R**

Warsztaty z statystyki multiwariacyjnej przeznaczone są dla początkujących i stworzą możliwość do zapoznania się z konkretną metodą analizy danych jakościowych wykorzystywaną w badaniach korpusowych i nie tylko. Metoda ta ma szerokie zastosowanie dla zagadnień w językoznawstwie kognitywnym i funkcjonalnym. Łączy ona tradycyjną analizę danych z statystyką multiwariacyjną. Warsztaty skupią się właśnie na praktycznym zastosowaniu wybranych metod statystycznych oraz interpretacji wyników w programie R. Zaprezentowane metody statystyczne przeznaczone są jedynie do analizy danych jakościowych / niemierzalnych (typowych dla językoznawstwa korpusowego, analizy tekstu, socjolingwistyki, etc.) i nie mają zastosowanie dla danych mierzalnych (typowych dla psycholingwistyki, fonetyki, etc.). Niezbędny będzie komputer z dostępem do Internetu. Nie jest wymagana wcześniejsza znajomość językoznawstwa korpusowego lub statystyki. W ramach warsztatów przerobione zostaną przynajmniej dwie z następujących metod multiwariacyjnych: analiza korespondencji, analiza skupień, analiza regresji logistycznej.

# Workshop 4: Gesture research with the Microsoft Kinect motion sensor

KONRAD JUSZCZYK, EWA JARMOŁOWICZ-NOWIKOW, ANNA JELEC  
ADAM MICKIEWICZ UNIVERSITY

Gestures, the movements of hands and arms, are an important component of human communication. They express the relation between the body, its surroundings and the context of the utterance (Antas, Zalazinska, Kendon). Gestures make abstract concepts tangible; they structure processes, time and discourse (McNeill, Lausberg). They aid speech production and comprehension (Goldin-Meadow, Alitalia, Wagner).

Together with utterances, gestures become multimodal expressions of human thought. This is why gesture is vital for the conceptualisation and construction of meaning in language (Cienki, Mueller). Cognitive linguistics believes gesture is part of language, because gestures are considered embodied and context-dependent (Langacker, Cienki, Lakoff, Clark).

Gesture research depends on the availability of data, preferably recordings of spontaneous multimodal utterances. This workshop focuses on the methods of data acquisition and analysis. We will share experiences from the studies we conducted and best practices in gesture research. Participants will learn to use Kinemo, a gesture recording software that uses the Kinect motion sensor, as well as ELAN, software for multimodal analysis. The workshop will have a practical component, where recordings made during the workshop will be analysed and annotated.

## **Badanie gestów z wykorzystaniem czujnika ruchu Microsoft Kinect, KINEMO oraz programu ELAN**

Gesty - ruchy ludzkich rąk - stanowią istotny składnik komunikacji międzyludzkiej. Wyrażają bowiem wprost to, co jest związane z ciałem i relacją nadawcy wobec przestrzeni wokół niego i kontekstu jego wypowiedzi (Antas, Zalazinska, Kendon). Przedstawiają formy, które ożywiają treści abstrakcyjne i wskazują punkty, które porządkują czas i przebieg wydarzeń czy tok wypowiedzi (McNeill, Lausberg). Pomagają mówcy znaleźć odpowiednie słowa, a odbiorcy określają istotne fragmenty kontekstu wypowiedzi (Goldin-Meadow, Alitalia, Wagner). Gesty wraz z wypowiedziami tworzą multimodalne wyrażenia myśli ludzkiej i dlatego są ważne dla konceptualizacji i konstrukcji znaczeń w języku (Cienki, Mueller). Językoznawcy kognitywni włączyli gesty do systemu języka, gdyż przyjęli, że znaczenie jest ucieleśnione i zależnym od kontekstu konstruktem uczestników interakcji (Langacker, Cienki, Lakoff, Clark).

Badacze gestów potrzebują materiału, który przedstawia możliwie spontaniczne i naturalne wypowiedzi multimodalne. Warsztat o badaniach gestów w języku służy pokazaniu metod zbierania i analizy danych o gestach. Podzielimy się doświadczeniami z naszych badań i zleceniami dotyczącymi prowadzenia badań gestów. Zaprezentujemy program do nagrań gestów Kinemo (współpracujący z czujnikiem ruchu Kinect) i program do anotacji i analizy gestów - ELAN. Omówimy kilka możliwości identyfikacji i interpretacji gestów na materiale nagrany w trakcie warsztatu z udziałem uczestników.