The aim of the research is to find out ways native speakers of Turkish learning English use while processing English idioms with body part components in their structure. The study is mainly based on the assumptions of the theory of conceptual metaphors by Lakoff and Johnson (1987; 1980). English and Turkish idioms with body part components were compared to reveal similarities and differences in the conceptual base. There are several strategies that are usually applied by participants of that kind of experiments: they provide answers based on conceptual representation of either their native language, or of the target one; or they consider semantic primitives; or rely on word associations. The experiment was conducted among first year students with an intermediate level of English from different departments of Middle East Technical University, Ankara. They were asked to fill in questionnaires comprising three sections: firstly, to give the evidence of their un/familiarity with the idioms provided in the questionnaire, secondly, to guess the meaning of fifteen English idioms, thirdly, to give some factual information (the period of study of English, knowledge of any other foreign languages, any fact of long-lasting stay in the English-speaking country, etc.). The additional data were collected to find out if there is any impact of those data on respondents’ answers. To ensure validity and reliability of the experiment interviews were taken from five respondents of the experiment, and a think-aloud protocol was conducted with six other respondents. The data obtained in the experiment were analyzed, and the results showed that Turkish students mostly provide definitions of English based on word associations, the second preference is universals, and the third option is reliance on concepts. It was expected that learners would mostly rely on conceptual representations of the native language; the obtained data revealed a variety in preference.
Abstract ID: 1286
A possible measure of ambiguity in emotional interjections is studied in subjects' assignments of emotional meanings and acceptance of emotional interjections. The meaning and use of 19 Swedish emotional interjections was studied in a questionnaire. The purpose was to try to establish a measure of high-lexical and low-lexical interjections (cf. Dietrich et al, 2006) and a measure of ambiguity. A questionnaire was distributed to 50 undergraduate students asking them to assign one of the five emotions happy, angry, sad, fearful or disgusted to each one of the interjections. The subjects were also asked to say whether they used the interjection or not, or only jokingly. The data were compared with results from a lexical decision experiment on high-lexical and low-lexical interjections in Swedish. The results found were that some interjections were assigned only one emotional meaning while other interjections were assigned up to five emotional meanings. A seemingly contradictory result was that among the emotions that were reported as scarcely used were the emotions that most subjects agreed on and which seemed less ambiguous. Data from a lexical decision experiment shows that the lesser-used interjections have longer reaction times than the more frequently used interjections. There is also a tendency that lesser used interjections are phonologically longer than the more frequent ones. The question of ambiguity is discussed. Should interjections like 'oh', which have different emotional prosodies, count as one ambiguous interjection or as several different morphemes, i.e. as neither polysemy nor homonymy? If emotional prosody is seen as specified in the phonological representation, many emotional interjections are not homonymous/polysemous but instead they represent different morphemes. Interjections with different prosody are claimed to represent different morphemes and not to be ambiguous morphemes.

Abstract ID: 1554
The purpose of this presentation is to describe the category structure of verbs of speaking in Russian. A speech event is realized variously in a complicated event structure. Traditionally the meaning of a linguistic unit can be considered decomposable into parts, and reassembly of the parts is supposed to produce the previous meaning. However, a number of units in natural language show that the decomposition theory does not explain all instances. Instead of this semantic decomposition theory, network analysis is used in the present paper. A network analysis can be divided into micro and macro network analyses: The micro network analysis involves the constructional characteristics of the verbal phrases, while the macro network analysis pertains to a group of words with conceptual similarities. In other words, the network analysis is an attempt to investigate the meaning of a language unit integrating conceptual and morphosyntactic approaches. This integration method may represent both the inherent semantic structure and the status of the unit in the whole lexicon more effectively than the decompositional approach. This method is similar to WordNet in a way, but it is different in its method of investigation. For a network analysis of govorit', it is necessary to analyze semantic descriptions of govorit' in Russian interpretative dictionaries, and this means that we use existing descriptions and examine current lexicographic theories. Simultaneously this method helps to reduce the number of subjective interpretations on the part of the researcher. Using the Russian National Corpus is another way to examine existing theories and semantic descriptions. This research intends to find a way of testing the current theories and of describing the use of a language unit more accurately and empirically.

Abstract ID: 1633
In this paper we analyse the metaphors used by Piñera during his presidential candidacy and in his time as president of Chile. These metaphors have as source domain the SOURCE-PATH-GOAL schema (Lakoff 1987). The research objectives are to identify the metaphors which use the SOURCE-PATH-GOAL schema; to identify the strategic functions of these metaphors (Chilton 2004); and to determine the axiological basis underlying their strategic functions (Krzeszowski 1993, 1997). The analysis presented follows the path of other research in Cognitive Linguistics, which has recognized and discussed the persuasive use of metaphors (Lakoff 1991, 1996, 2004; Semino & Masci 1996; Mio 1997; Chilton 2004; Musolff 2004; Semino 2008; Charteris-Black 2005, 2006; Musolff & Zinken 2009; Hart 2011, etc). We base our description of metaphors on some of the strategic functions of linguistic expressions used in politics proposed by Chilton (2004): legitimisation and delegitimisation; and representation and misrepresentation, which are complementary functions. Through a positive representation of themselves, politicians intend to legitimise their actions, achieve support of their initiatives, and discredit their opponents representing them negatively. The questions guiding this research are as follows: - What are the target domains set by the SOURCE-PATH-GOAL schema? - What aspects of Chilean society and politics are configured positively and negatively by this schema? - Do strategic functions used by Piñera in his campaign speeches and in his speeches as president vary? - What is the axiological basis of the schema that allows positive and negative metaphorical representations? The method of analysis is the Metaphor Identification Procedure (MIP) (Pragglejaz Group 2007). Once the metaphorical expressions of the schema are identified, they are grouped according to their target domain. Then we propose metaphors into which these metaphorical expressions can be grouped. Following Krzeszowski (1993, 1997), we will propose a cognitive-axiological basis on which metaphorical representations using the schema are constructed. We selected 6 full speeches of the 2009 presidential campaign and 6 full official speeches pronounced by Piñera as president of Chile in 2010 and in 2011. Abstract ID: 1460
Our research over the past 6 years has focused on the representations of children in the legal process, both by themselves as well as by the police during initial interviews and by lawyers in court. These interactions have been shown to reveal the value of barrister direction in unfolding a witness’ testimony to the court, instead of making Vulnerable witness (eg children) the sole authors of their Evidence-in-chief, which is essentially current practice. We have thus argued that the videoed police investigation should not be allowed to be shown in court/ be used as the child’s Evidence-in-chief. Further to these concerns, however, children are consistently undermined and are asked sexually explicit questions in these videoed police interviews that barristers are not permitted to ask adults in court. For this reason we have taken laws of evidence in the England and Wales judicial system into account, to consider the conceptual validity of such questions in the legal treatment of child rape. There are three main stereotypes that are relevant to the representations of children in such cases: (i) children lie/can’t reliably tell the truth; (ii) the well understood ‘rape myth’; and (iii) the ‘autonomous testosterone’ myth (or ATM) suggested by us. In this paper we consider the myriad of fame-based associations of the latter two myths to show how the ATM in part compliments but also contrasts with the ‘rape myth’, to finally consider whether signs of a child’s sexual readiness or curiosity should be considered relevant facts in dealing with child rape.

Abstract ID: 1649
Conventional metaphor has been a central subject of study in cognitive semantics in the past three decades. A number of scholars have also considered "dead" or "historical" metaphor: linguistic metaphor which existed in the lexis of English in earlier periods, but which is now opaque for speakers because the historically "literal" sense has been lost (e.g. Lakoff 1987, Deignan 2005, Goatly 2011). Although close attention has been paid to the differences between historical metaphor and other kinds of conventional metaphor, to date there has been little interrogation of the processes by which the literal senses of some linguistic metaphors are lost, while others remain in the linguistic system. In this paper, I examine a number of historical metaphors for which no "literal" sense exists in present day English, and consider how and why these "died". Some, like pedigree, do not appear to reflect any system-wide mapping, and it is perhaps unsurprising that their metaphoricality has become opaque. Others, like ardent and comprehend, seem to provide evidence for conceptual mappings that must have been active when their metaphorical senses first emerged, and which are still live in other linguistic metaphors. As well as considering the nature of the conceptual relationships between the sources and targets of particular historical metaphors, the study explores such aspects as the etymologies of the lexemes discussed, their meanings in donor languages where borrowed, and the meanings of related forms in English. I hope to demonstrate that an examination of the historical evidence for the different stages in the "life" of particular linguistic metaphors can shed light on the nature of metaphor death.

Abstract ID: 1270
While numerous studies support the hypothesis that prelingually deaf individuals are unable to develop understanding to address their phonological awareness equivalent to their hearing peers, this study hypothesises that with additional visual cues for addressed phonology, phonological awareness can develop in isolation with letter-sound knowledge. To compare tone discrimination, speech perception and general listening, the sample population recruited for this study included 24 prelingually deaf students, between ages of 20 years and 22 years, all of whom had severe hearing loss in both ears (greater than 90 dB) and both sexes were represented in each group. The spontaneous coding of presented words in a task of stress and intonation recall consisting of two separated sets of rhythmic units (both in Thai and English) was first presented, followed by a set of newly-invented visual cues to identify consistent and appropriate representations of sounds and words given, and also as alternative tool to determine their sensitivity to the phonological properties of Thai and English. Results revealed that students scored significantly better after the additional visual cues, indicating that phonological awareness can develop in isolation with letter-sound knowledge, even in the absence of reliable auditory experience, and that the ability to demonstrate phonological awareness does not appear to be related to degree of hearing loss. As it can be concluded that the access to phonological awareness can be increased by the use of the cues as viable tool presenting the relation between phonological representation and letter-sound correspondences in prelingually deaf individuals, the study also included a summary of investigation recently conducted in a group of hearing individuals who suffer from speech and/or hearing difficulties in a lesser degree including pre- and post-lingually deafened individuals (native speakers of Thai) after 12-month cochlear implantation, as well as children with Autism.

Abstract ID: 1622
Title: Word formation and cognition: A cross-linguistic study of the effects of compounds and nominal phrases on cognition
Author(s): Antonova-Baumann, Svetoslava

Although influences of language on thought have been shown in domains such as spacial orientation, colour, motion events, and the gender system, to date such studies have not included a cross-linguistic comparison of the interpretation of word formations (Konishi 1993, Slobin 2000, Levinson et al. 2002, Winauer et al. 2007). The current project aims at exploring the implications of different native languages — English, Swedish, German and Bulgarian — on cognition in the form of domain associations invoked by compound words and nominal phrases, as well as memory for 'wholes' versus 'parts'. The project investigates the relationship between the use of nominal phrases and compounds on the one hand, and conceptualisation, on the other. Some languages, such as German or Swedish, have a tendency to express concepts by using compounds instead of phrases. In accordance with Langacker's (2008: 165) claim that "[t]he component structures are not invoked for their own sake, but as 'stepping-stones' for purposes of 'reaching' the composite conception", it can be hypothesised that speakers of 'compound' languages would have more mental associations with the emergent structure of the compound, rather than the component structures (constituents). By contrast, other languages, for example Bulgarian, have a preference for nominal phrases rather than compounds. English seems to occupy an intermediate position, utilising both compounds and phrases. The crucial question is whether these formal differences outlined above have any bearing on cognition. The current experiment design will test whether speakers of 'compound' languages are more attentive to 'wholes', whereas speakers of 'phrase' languages have more mental associations with 'parts.' Exploring different types of word formation and their relation to conceptualisation will add a further dimension to the debate on language and thought, especially in the realm of thinking for speaking, i.e. online thought processes recruited prior to language production and comprehension.
Abstract ID: 1381
This study is interested in the relation between a phenomenon of verb deixis (d and n, traditionally called movement or orientation particles) and the meaning of the verb in Berber from the viewpoint of psychomechanics and its theoretical developments, enunciative systematics. Its objective is to show the relation between the verb meaning and the presence or absence of the particle d in the Kabyle dialect of Iâemranen, situated in the north-west of Bejaia (Algeria) and in which the particle n is completely absent. The deictic particle d traditionally translated by the berberologists as "towards here" is used with the majority of the verbs of the Berber language, including the stative verbs such as ili "to be". Its use is fundamentally determined by the verb meaning and the verbs fall into three classes. The study shows that the presence of d is required by verbs expressing a transition from the field of "non-being", "absence" to that of "being", "presence" to the situation, memory or the present consciousness. The presence of this particle, however, is not possible with verbs expressing the opposite movement (from the presence to the absence). As to the majority of verbs, they tolerate the presence of d according to the speaker’s intention, the situation, etc. A verb has two actual significates with and without d, corresponding respectively to a "goal-oriented" movement and its inverse or to an operation and the result it leads to, etc. This deictic particle has an incidence on tense, aspect and modality. It is also a genuine source of polysemy.

Abstract ID: 1504
The paper is meant to be a contribution to the discussion concerning the nature of novel linguistic meaning arising in the process of meaning construal motivated by both the semantic structure of language and mental representations evoked for a particular linguistic scene, driven by context created and processed by a speaker and hearer participating in a particular discourse. For instance, consider the following instances of neologic noun-to-verb conversions: (1) The hotel is so exclusive that the guest list simply 'sunned' me. Only one Pole had stayed there: Roman Polanski. (2) [forum user 1]: Which free antivirus uses the least system resources? (...) I know you can run free scans online from bitdefender, but is that enough to do that every few days? I don’t go to stupid places online, I hope. [forum user 2]: You don’t need any. Unless you are going to ‘bad boy’ sites and downloading pirated software. We propose to account for the intricacies of the mental operations and discourse-specific interactions taking place while meaning construction process unfolds in the minds of language users using Vyvyan Evans's (2009) Lexical Concepts and Cognitive Models theory combined with the Conceptual Integration Theory proposed by Gilles Fauconnier and Mark Turner (2002), and Ronald W. Langacker's (2008) Current Discourse Space. The integration of these distinct, yet, to our mind, interfacing cognitive theories shall be seen as an attempt to create a unified and, to some extent, systematised frame of reference for a comprehensive meaning construction analysis of novel expressions (such as neologic noun-to-verb conversions cited above) involving the three levels of dynamic and context-mediated meaning construal: (i) lexical representation, (ii) conceptual processing, and (iii) speaker-hearer interaction in a particular discourse frame.

Abstract ID: 1275
In this presentation we use corpus data explore the consequences for an understanding of usage events (Langacker 1988) arising out of the fact that, as we will show, individual differences in language production can be distinguished by the central components of lexicogrammar and not only by some idiosyncratic peripheral phraseology. This means that entrenchment of language production differs from entrenchment of language comprehension. Since corpora are typically comprised of language samples produced many different speakers or writers, the resulting grammatical analysis is an idealisation in the sense that it abstracts away from both language production and language comprehension to create a process-neutral view of grammar. The conflation of comprehension and production is apparent in the way that cognitive corpus linguists talk about usage-based grammar. For instance, in discussing the relation between frequency and entrenchment, Mukherjee (2005:225), states: “from a cognitive point of view, frequency in usage should be regarded as a quantitative synopsis of the degree of entrenchment.” This view is uncontroversial and would be accepted by many. However, it implies a simple input-output model and one conception of entrenchment covering both comprehension and production. To pursue this research, the speech of six White House Press Secretaries is analysed. The amount of speech transcribed is considerable and here we work with individual speech corpora of between 200,000 and 1,200,000 words of running text per speaker. We examine the frequency of use of collocations and constructions and compare inter-speaker and intra-speaker variation. It turns out that the speech of individuals is quite stable over the course of several months despite differences in topic etc. And we find that inter-speaker variation is quite marked, which means that individuals maintain their preferred routines of production and do not accommodate to the frequency of comprehension patterns.

Abstract ID: 1441
In research on irony understanding, there has been intense debate about the relative advantages of "echoic" theories and "pretence" based theories (e.g., Currie 2006, 2010, Wilson 2006, 2009; see also Camp, forthcoming). The latter can be framed in terms of pretence spaces roughly similar to Fauconnier-style mental spaces (Fauconnier 1985) and blend spaces (Fauconnier & Turner 1998). We supply a new argument supporting a pretence-based approach. It rests on the common observation that irony often involves hyperbole: for example, instead of just saying ironically "Mike's clever" as a derogatory comment on his stupidity, speakers will often say something like "Mike's a real genius." The latter is appropriate even though there's only been some suggestion, expectation or hope that Mike is "clever", rather than that he's a "genius". Wilson (2006) has suggested that hyperbole is included to make it clearer that irony, rather than a literal statement, is intended. However, it is also plausible that the speaker uses hyperbole to intensify the negative attitude. This point is at least implicit in descriptions of various accounts of irony understanding (e.g., Camp, forthcoming), but an important theoretical consequence of it has not been explored. We show that a pretence-based theory provides a cognitively more motivated account of the intensification effect than a purely echoic theory does. The investigation has also thrown up an additional new contribution to pretence-based theory of irony. This is the observation that there are two distinct types of pretence that can be involved in irony, depending on how much the pretence borrows from the real-world situation being commented upon (noting that pretences of many sorts can involve such borrowing). This issue in turn clarifies a way in which irony can be hyperbolic, different from the way mentioned above.

Abstract ID: 1698
Title: Differences in the nature and use of metaphors to teach scientific concepts in college lectures: Biology versus chemistry
Author(s): Beger, Anke

Metaphor as a means or a challenge in education has received considerable attention in research studies (e.g. Aubusson et al. 2006; Cameron 2003; Corts & Pollio 1999; Low et al. 2008), since Lakoff and Johnson (1980) postulated that metaphor allows us to understand abstract concepts in terms of more concrete ones. Especially at college level, teachers are primarily concerned with communicating abstract knowledge in form of scientific concepts that are unfamiliar to the students. This accounts for a multitude of investigations examining metaphors in academic discourse. However, in recent years, a new classification of metaphor was proposed (Steen 2008, 2011), suggesting that certain kinds of metaphors might be more important than others in teaching new concepts. Based on this new classification of metaphor and its implications, my study takes a new approach on examining the nature and use of metaphors of college professors when they teach scientific concepts. The metaphors used by a professor in four biology lectures, and by another professor in four chemistry lectures, were analyzed in regard to their linguistic, conceptual and communicative dimension (cf. Steen 2008) in order to establish if, and in what way, metaphors are deliberately used to facilitate the students' understanding of the topic. The results show remarkable differences between the biology and the chemistry professors' use of metaphors. While the biology professor's metaphors seem to be mostly unconsciously used and are simply part of the terminology, the chemistry professor deliberately uses metaphors that form a coherent model. Furthermore, the chemistry professor often uses deliberate metaphors after the students signaled that they have not yet fully understood a previous explanation, which suggests that he consciously uses metaphor as a tool in teaching scientific concepts.
Abstract ID: 1368
Title: Rhythmic differences between English, French and Tunisian Arabic. A Comparative study
Author(s): Ben Abda, Imen

It has often been felt that languages may belong to different rhythmic classes. "stress-timed" languages are exemplified by English and "syllable-timed" languages by French (Pike 1945). In the first group, stressed syllables tend to recur at regular intervals. In the second group, all syllables, stressed or unstressed, tend to be produced at equal time intervals. However, acoustic studies have not been unanimous in strictly establishing which rhythm category a given language belongs to and failed to provide empirical support of the "isochrony theory" (Bolinger, 1965; Dauer, 1983). In this research, I hypothesized that a perceptual study could generate more convincing results relevant to rhythm typology. I have adopted this approach by using language discrimination experiments such as spectral inversion and stimuli consisting of just F0 and amplitude, in order to decide the rhythmic status of Tunisian Arabic, English and French and subsequently evaluate the fit between these measurements and the empirical data collected. Another major concern of this study is the investigation of rhythmic variation or differences among the languages said to belong to the same rhythm class. Based upon the results of this study, it made enough sense for listeners to use rhythm as an essential cue to classify these languages according to their rhythmic properties. Listeners were also able to perceive differences between English and Tunisian Arabic (described as belonging to the same rhythm class) at segmental and suprasegmental levels. This implies the possibility of subclasses of a broad rhythmic category. (Ghazali et al., 2002; Hamdi et al., 2005). Surprisingly, listeners were also able to use pitch (F0) as a discriminating factor, though test results in inverted speech generated more conclusive empirical data compared to pitch.

Abstract ID: 1721
The notion of construal is central to Cognitive Linguistics and refers to the ways that linguistic utterances express and evoke conceptualizations. Different construal operations can be employed by speakers to structure given situations in a specific manner and from a certain point of view. Although there are already a variety of detailed analyses of this phenomenon (e.g. Verhagen 2007, Langacker 2008, Radden & Dirven 2007), these approaches are largely theoretical and have neglected the psychological dimension of construal operations. In order to gain new insights and a better understanding of these operations and the cognitive processes underlying them, an integration of studies from other fields in cognitive science such as psychology and psycholinguistics into Cognitive Linguistic analyses is desirable. Since Cognitive Linguistics is essentially interested in language as a mental and psychological phenomenon, this presents an important avenue for future research and theorizing. In this presentation, we will apply this interdisciplinary method and will demonstrate its fruitfulness by offering examples drawn from psychological and psycholinguistic studies of both fictive motion and perspectivation in language acquisition. For example, it has been a central finding in language acquisition research that data on children’s emerging socio-cognitive capacities such as joint attention, perspective-taking, and theory of mind proves highly relevant for their developing ability to linguistically take and express alternate perspectives on the same entity and thus construe the same scene in different ways (e.g. Clark 1997, Tomasello 2003). Additionally, studies on fictive motion have revealed that sentences involving this phenomenon (e.g. “The road follows the river”) are mentally simulated. As our understanding of non fictive motion sentences differs from those with fictive motion, the construal of a scene in terms of fictive motion can have far-reaching implications on our conceptualizations and perception (Matlock 2006, Richardson & Matlock 2010).
The problem of the said/unsaid distinction is notoriously one of the hot spots of debate in cognitive semantics and pragmatics. Several papers by H. P. Grice (Grice 1989) have provided an extensive theoretical account of the relations between the two members of this opposition in terms of what is said vs. what is either conventionally or conversationally implicated (i.e. implicatures), and later studies by Sperber and Wilson 1987/1995, Carston 1988, Recanati 1989, Bach 1994, among others (see also Bertuccelli Papi 2000), have further refined the distinction introducing such categories as explicatures and implicitures which have definitely improved the theoretical apparatus for describing the phenomena but have only slightly affected our perception that a great amount of things lie hidden between what we say explicitly and what we communicate implicitly. In this paper I will concentrate on insinuation as a form of implicit communication. Specifically, I will focus on insinuation as a dialogic strategy testifying to the difficulty of projecting the many dimensions of the unsaid onto the discourse level by means of a simple, linear logic. Insinuating, I will claim, is a complex speech act which may be performed by means of several partial micro-acts, each contributing to the emergence of meaning not via the sum of their explicit and implicit components, but via an interpretive macro-function whose dynamics is regulated by inferential processes acting upon variable portions of what is literally said, and by the mental attitudes associated with what is left unsaid. The parameters of variability are set by the context, and the types of attitudes may be constrained by socio-cultural conventions. Here, I will focus on the issue of the non linear emergence of insinuated meanings as a function of the cognitive mechanisms contributing to the construction of a complex mental representation.

Abstract ID: 1598
Recent findings suggest that language understanding can rely on both embodied and symbolic representations (Louwerse, Jeuniaux 2010; Barsalou et al. 2008). Distributional models, such as LSA (Landauer, Dumais 1997), are based on the analysis of words covariance across their contexts of use, and assume implicitly that word meanings are built into the context and by the context. Thus, the more two words share contexts, the more the words are semantically similar. Unfortunately, as long as the contexts considered are only linguistic ones, these models can hardly compete with humans in solving tasks where the information is retrieved from extralinguistic contexts (for example from objects affordances, as explained in Glenberg, Robertson 2000). If multimodal information contributes to shaping word meaning, it has to be included in word representation. For this reason, in the distributional model hereby proposed covariations are computed on visual contexts. A sample of pictures extracted from the picture sharing website Flickr constitutes the corpus on which the analysis is conducted. In Flickr, tags are spontaneously associated to the captures by their authors, in order to facilitate the retrieval by other users. Thus, tags represent salient features of the captured episode, expressing perceptual properties and emotions stimulated directly by the image, and somehow coordinated with other users (Steels 2006). In the model proposed, word meaning is therefore considered a family of context-dependent feature sets, where contexts are pictures, and feature sets are tag-sets. Hence, the vector that symbolically represents a meaning is grounded (situated), because its coordinates are expressed by association measures that link the word to each perceptual or emotional feature (co-tags) that contributed to generate the meaning in a given context. The case-study proposed focuses on colours, an inherently perceptual domain, and analyses the distribution of colour words across these visual contexts.

Abstract ID: 1674
This study deals with the children’s speech during everyday conversations at home with their parents. More specifically, the present investigation has examined 3 to 6 year old children’s Why-questions and their communicative functions in family conversations. Children’s Why-questions included in thirty video-recordings of dinnertime interactions, held by Italian and Swiss families, were analyzed. In this investigation, the presence of two fundamental functions of children’s Why-questions were brought to light. Firstly, when the parent’s opinion is put into doubt, the children’s Why-question triggers the beginning of an argumentative discussion. We defined this functions as “argumentative function of children’s Why-questions”. Secondly, when the child does not put into doubt the parent’s opinion, as it refers to an event considered already ascertained, the function of the Why-question is to solicit an explanation of its causes. We defined this functions as “explanatory function of children’s Why-questions”. Besides, the specific use of the children’s Why-question as a way to request the burden of proof, by assuming a waiting position before accepting or putting in doubt the parental prescription, were observed. The results of this study provide a contribution to research on parent-child conversation, putting into light the crucial role played by children’s Why-question as a powerful tool that allows children to ask their parents to disclose the reasons behind their prescriptions and to gather information they need in order to learn about the world and solve problems in it. Implications of these results for cognitive linguistics are discussed.

Abstract ID: 1596
Spoken dialogue, the most fundamental kind of language use, employs grammatical resources in distinctive ways that have not been adequately described. A particularly striking feature is the occurrence of ‘fragmentary’ structures. Such fragments are both frequent and functionally diverse. They occur not only in question-answer exchanges, but in ‘collaborative productions’ (when speakers offer completions or extensions of others’ statements), and within single-speaker turns (as self-corrections, elaborations, clarifications and extensions). Fragments are interpreted through various links to surrounding structures: for instance, a fragment can ‘match’ to a clausal constituent in context, or ‘sprout’, i.e. function semantically as an added constituent of a clause in context (Culicover and Jackendoff 2005: 257). In (1) we have a fragment (in parentheses) within a single speaker’s turn which matches an earlier part of the utterance (in square brackets):

(1) [What time] did you get up Kate, (three o’clock in the morning)?

Matches can also occur across speaker turns:

(2) A: And uh he said it was [temperamental].
B: Uh, (very temperamental).

Other cases instantiate both matching and sprouting:

(3) It’s [amazing] actually the number of German theologians that sided with Hitler, (quite amazing) (and changed their theology to suit).

In this example ‘quite amazing’ is a delayed match, and the conjoined element (in braces) is added to the relative clause as a sprout. A comparable cross-speaker relative clause sprout is seen in:

(4) A: Do you send electronic mail to people that you know, though?
B: Yes {and that I don’t know}.

In this paper we present an exploratory framework for analysing fragments in terms of (a) their formal and semantic links to surrounding context, and (b) their functions in discourse, drawing on further authentic spoken data from ICE-GB. We focus particularly on matching and sprouting fragments.

Abstract ID: 1385
In this presentation we focus on syntactic reduplications involving verbs, adjectives and nouns in Hungarian exemplified in:

(1) a. *Főzni főz*, de azt inkább ne edd meg.
    *cook-INF cooks but that rather not eat PREF*
    '(S)he cooks alright, but you’d better not eat that'

    b.... *háznak nem ház, szobornak lehet szobor*,
    *house-DAT not house sculpture-DAT could sculpture*

    de nemlátom mögötte a szándékot...
    but not see behind-it the intention
    ‘As for houses, it is not a house, as for sculptures, it could be one, but I don’t see any intention behind it’

In the first part of the presentation we describe these cases of syntactic reduplication in morphosyntactic, phonological and pragmatic terms, and provide evidence that the italicized parts of the three utterances qualify as grammatical constructions. In the second part of the presentation this cluster of Hungarian constructions is contrasted with similar phenomena, ranging from syntactic reduplications to the so-called Contrastive Focus Reduplication, the Echo reduplication, (S)hm-Reduplication, to some cases of non-iconic morphological reduplication proper in a variety of languages (Spanish, Croatian, English, Yiddish, Japanese, Riau Indonesian, Tibetan, Bengali, Kannada, Kazakh and Persian). We argue that what all these constructions of variable size and form have in common is dynamic, online categorization, i.e. they set up mental spaces that either narrow or widen a category, placing the events, properties and participants in the centre of the category, or at its very periphery (within a category, or outside the category). In the final part of the presentation we return to Hungarian examples and consider how such reduplications are simultaneously used for topicalization and the expression of concessivity.

Abstract ID: 1711
Research investigating the semantic relation of speech and gesture has shown that gestures modify the verbal meaning (e.g., Beattie and Shovelton 2007; Bergmann, Aksu and Kopp 2011; Kendon 2004). When modifying the spoken semantics, it is suggested that gestures, by following the grammatical structure of the verbal utterance, add only particular semantic information (e.g., Fricke 2008). Yet an analysis explaining the conceptual basis for this link between speech and gesture is still missing. We will argue that, in cases of modification, the semantic relation of speech and gestures is grounded in embodied constructions, which "serve to evoke and bind embodied semantic structures, allowing language understanding to depend on both specifically linguistic knowledge and general conceptual structures" (Bergen and Chang 2005). Our analysis rests upon 23 hours of video data from different discourse types (e.g., naturally occurring conversations, debates, political discussions) and altogether 895 strokes, in which two types of gestural repetitions were identified, which differ in their form, meaning and function (Bressem in prep.). The study was able to show that gestural repetitions, dependent on the type and its alignment with syntactical units of speech, modify the semantics of the verbal utterance by adding only limited range of semantic information. As a conclusion, we propose gestural repetitions add only particular semantic information, because the relation between speech and gesture is grounded in embodied constructions. By tying together conceptual schemas and by being grounded in "embodied simulations of action and perception that underlie thinking" (Hostetter and Alibali 2008), embodied constructions offer the conceptual and structural framework for explaining gestures' role in modifying the verbal utterance. Based on a linguistic approach to gesture analysis with a cognitive linguistic take on multimodal language use, the study offers a further step in understanding the relation of speech and gesture.

Abstract ID: 1444
This paper discusses the relationship between gesture viewpoint and argument structure in Japanese, and proposes that the perspective from which a co-speech gesture is produced depends partly on the presence of null subjects. Gestures can be deployed with Character Viewpoint (C-VPT), where an event is depicted in first person as it was experienced by the protagonist, or Observer Viewpoint (O-VPT), where the event is depicted in third person as it was observed by the speaker (McNeill, 1992). Factors proposed to explain a speaker’s choice between gesture viewpoints include transitivity of the accompanying verb, centrality of the event, inherent structure of the event, and body part involved in the gesture (Beattie and Shovelton, 2002; Dudis, 2004; McNeill, 1992; Parrill 2010). While these factors can explain viewpoint selection for speakers within languages, they may not explain differences found in preferences for gesture viewpoint across languages (Brown, 2008; Casey & Emmorey, 2009; Kita & Ozyurek, 2003). As Japanese uses a considerable number of C-VPT gestures, which are less frequent in other languages (Brown 2008), narrative descriptions of motion were elicited from fifteen monolingual Japanese speakers. Viewpoint was operationalized as gesture direction, handedness, and hand-shape. Sagittal, bi-manual, and enactment hand-shape gestures were coded as C-VPT, and lateral, single-handed, flat hand-shape gestures were coded as O-VPT. Non-parametric chi square analyses focused on the relationship between the components of C-VPT gestures and the presence of subjects in accompanying utterances. Results showed that C-VPT gestures were significantly more likely to occur when subjects were omitted, for the components of C-VPT combined ($\chi^2(1,N=84)=4.213$, $p=.04$) and for components separately (bimanual: $\chi^2(1,N=84)=6.943$, $p=.008$; enactment hand-shape: $\chi^2(1,N=84)=7.834$, $p=.005$). Results will be discussed with respect to the possible role of gesture in null subject languages and the inclusion of gesture viewpoint as a variable associated with argument structure in the syntax-pragmatics interface.

Abstract ID: 1552
The many respects in which the discursive acts of readers are bound up with social practices have not found a description that equals that of the discourse of speakers. This paper makes an attempt to address this issue. It deals with the responses of five groups of readers who were presented with the same (parallel) text in five different languages, the text being a narrative of around 300 words, translated into Chinese, English, German, Russian, and Turkish. The readers had been asked to jot down in the margins ‘what came to mind’. It can be shown that the respondents conceptualize scenes and scenarios by blending experiential frames drawn from the text (Fauconnier & Turner 2008, 2002) with their own current situations and social backgrounds. They thus became inhabitants of blended spaces in which they represent themselves in three related roles: as observer-participants of scenes and scenarios, as emotionally involved participants, and as expert participants who judge the morality, the sense and reason of what is going on, and also the pleasure drawn from the conceptually framed experience. By adopting these roles, they prepared for ‘category-bound action’ in various activity types (Schegloff 2007), and thus demonstrated the making of a discursive practice that allows to ‘simulate’ the ‘being there conceptually’ (Barsalou 2003). Those observations confirm that ‘thinking’ should count as a discursive activity, even when no word is uttered by a human voice or seen in writing. I believe that we should seriously investigate what kinds of thinking operate in discourse and what kind of reality is in view in each case. It appears to me that a start has been made by Talmy (1996). He suggests an exploration of degrees of experienced, i.e. sensed, veridicality while discussing the ‘ceiving’ of various kinds of motion as his primary concern. 298 words

Abstract ID: 1604
In our study we have used a model of social identity generation consisting of a three-level structure: (1) self-categorization, (2) categorization of direct social groups, and (3) categorization of large-scale social groups (sharing, e.g., national identity) (cp. Abdelal, Herrera, Johnston, & McDermott, 2009). The psychological significance of social identity is decreasing from (1) to (2). The main theoretical framework of our empirical research is the spatial anchor-point theory (Golledge, 2002) emphasizing that spatial perception of urban environment is hierarchically structured according to environmental anchors – functionally significant places and paths. The central anchor we are exploring in our study is the place of residence. In particular we are focusing on the impact of spatial factors and socio-economic factors on the self-categorization. In using results of a large-scale questionnaire analysis (covering whole region of Latvia – country with a multinational and not homogenously distributed population) and applying model of multi-nominal logarithmic regression, we were able to observe that self-categorization includes not only close others (as indicated by Andersen & Chen, 2002) but also important places and objects in environment. The significance ranking of the components included in self-representation is formulated as follows: (a) close others (e.g., family members), (b) place of residence (home), (c) some physically real place, (d) geographically abstract place. A special emphasis in the current study is on the spatial prepositions referring to self-identity generation. Our results are consistent and extend some of the existing models of self-representation: Andersen & Chen (2002) and McConnell (2011). Abstract ID: 1407
Bears constitute a strong, well developed and well organized group within the wider gay community. The prototypical bear is heavyset, hairy and straight acting. On the one hand, bears pose a challenge to the gay stereotype. On the other hand, they tap the traditional heterosexual ideal of masculinity in order to create an alternative, larger-than-life version of it (cf. Wright 1997, 2001 on bear culture; Sáez 2005 for some specificities of the bear movement in Spain). Conceptual metaphor (Lakoff & Johnson 1980, Lakoff 1987) acts here as a powerful identity building device. It enables the group to determine their self-representation and can achieve an empowering effect. Most importantly, metaphor provides the group with a name. Names stand metonymically for categories (cf. Kövecses & Radden 1998: 42 f.). They bring a category into being and are crucial for identity, visibility and recognition. The naming act becomes, simultaneously, a foundational act. The primary bear metaphor unfolds into a remarkably consistent network (Trim 2007) giving rise to a symbolic space where bears coexist and interact with wolves, otters, chasers and other creatures. The bear movement originates in America and is exported to Spain and other countries together with the structuring metaphor network. This gives rise to a unidirectional cultural, conceptual and linguistic hybridization. This is part of a more general phenomenon. The Western world is converging in the area of sexuality within the frame of an American-led globalization. Spain participates of this trend, especially for less conventional sexuality forms, which used to be inexpressible or, rather, nefand in the country’s tradition (cf. Llamas, Vidarte & Andreu 1999).
Personal reference is expressed through nominal expressions and pronouns in French and French Sign Language (LSF) alike. However, signs for pronouns in LSF take the same form as pointing gestures present in children’s communication system since the age of about 11 months (Bates et al. 1977, Clark 1978). Continuity between pointing gestures and language is questioned by Bellugi and Klima (1981) and Petitto (1986), based on their observations of discontinuity and pronominal inversions in deaf signing children. According to them, children’s pre-linguistic gestures are different from signs and may correspond to two distinct categories of pointing gestures: some indexical and some symbolic (Tomasello 2003). In this study, we explore the issue of (dis)continuity between gestures and words/signs. We analyze data from three longitudinal follow-ups of two French speaking children, a deaf signing child (LSF) and a bilingual hearing child (French and LSF) aged one to three, filmed at home with their parents once a month. The corpus of the bilingual child is a nice ‘missing link’ between the studies on hearing monolingual French children and deaf signing children since it gives us the opportunity to explore the role and the status of personal reference in the early stages of language acquisition in a (hearing) child acquiring LSF and French simultaneously. All the recordings were coded using CLAN and ELAN. The researchers conducted fine-grained analyses of all the pointing gestures/signs, pronouns and nominal expressions used by the children and the parents to refer to themselves and their interlocutor and coded their semantic and pragmatic functions in context. Our analyses do not enable us to differentiate “gestures” from signs and to observe any discontinuity. A very precise description of reference to self and interlocutor in the three girls’ productions leads the authors to place pointing gestures and words/signs on a continuum.

Abstract ID: 1323
The current study provides a usage-based account for the cross-linguistic variation in the coding of causal-noncausal pairs (raise/rise, melt (tr.)/melt (intr.), break (tr.)/break (intr.), go out/put out) by investigating frequency-of-use across languages. Causative and anticausative coding is not randomly distributed (Haspelmath 1993, Comrie 2006). Some verbs (‘boil’, ‘dry’, ‘melt’) tend to be expressed as causatives, while others (‘break’, ‘open’, ‘split’) tend to be expressed as anticausatives. In most previous work (e.g., Levin & Rappaport-Hovav 1995, Koontz-Garboden 2009), it was assumed that formal coding reflects the verbal semantics, such that anticausative coding is used only with verbs naming externally caused events, while causative coding is used only with verbs denoting internally caused events. Our proposal, by contrast, does not assume a particular semantic analysis of the verb pairs but instead proposes an explanation in terms of usage frequency. Frequency often determines linguistic coding (with very high frequency leading to suppletion, and lower frequency leading to greater coding length), for well-understood reasons of coding efficiency. By means of corpus-based analyses for eight languages (English, Italian, Japanese, Maltese, Romanian, Russian, Swahili, Turkish) we show that coding type is significantly correlated with cross-linguistic usage frequency: verb pairs where the noncausal member is more frequent tend to be expressed as anticausatives, while verbs pairs where the causal member is more frequent tend to be expressed as causatives. The main advantage of our approach is that, by considering both coding asymmetries and frequency asymmetries in a range of diverse languages, we identify and explain cross-linguistic trends in the way languages encode causal-noncausal verb pairs.
Spells (kulushì) are an integral part of making traditional “medicine” in the Supyire (Senufo, Gur, Niger-Congo) culture. In the spirit of Fauconnier (2009), this paper is a detailed analysis of an example of kàlàwyèrè ‘learning medicine’, whose purpose is to make children remember what they have learned in school. The recipe and spells for making this “medicine” were obtained from an old man in the village of Molasso, near Sikasso, in southern Mali. The medicine is concocted from burrs of the species Alternanthera pungens, together with food stuck to the bottom of a pot while cooking. At first glance it might seem like a simple case of analogical “medicine” (the knowledge gotten in school is made to stick to the child like a burr and like the food stuck to the bottom of a pot). Closer examination, however, reveals that both the spells that accompany the making of the medicine and the actions and materials used reveal a complex network of metaphors, metonymies, some of which are culturally sanctioned, and some more novel. The approach used draws on Sørensen (2007), though it differs in some respects. In particular, Sørensen (p. 74ff) claims that all magic rituals involve the blending of “profane” and “sacred” input spaces, but the latter is not a useful category in the making of Supyire “medicine”. The spells use ordinary language (cf. the Azande spells described in Evans-Pritchard 1937: 450ff), and do not contain archaic or incomprehensible words or out-of-the-ordinary syntax. Their chief interest in this analysis is their integration with metaphoric and metonymic action. The text of the spells makes explicit the intended meaning of the action, as well as contributing causally to producing the medicine. Abstract ID: 1641
This study investigated the role that the amount of exposure to the English language input of 2½-year-olds bilingual children plays in the performance on British-English lexical assessment tests. Most importantly, we investigated whether a cut-off point could be identified in the amount of exposure to the English language, above which bilingual children as a group would perform similarly to a monolingual group, and by which at-risk children could be easily identified. Thirty-six monolingual speakers of English and 35 bilingual children exposed to English and simultaneously to a wide range of other languages were assessed on receptive and expressive lexical language ability in English (auditory sub-test PLS Pre-School Language Scale, BPVS British Picture Vocabulary Scale and SETK-2 word production test). Parents completed the Oxford Communicative Development Inventory (CDI) and a questionnaire which calculated a percentage of English language exposure. The bilingual children as a group scored significantly lower than the monolinguals on all assessment, but not on the Auditory PLS. Hierarchical regression analyses carried out for each language measure determined English exposure as the main predictor of the vocabulary skills of bilingual children (marginal for PLS though), when demographic data (age, rank in the family, gender, and SES) were accounted for. Furthermore, bilingual children with English exposure of 60% or above performed like their monolingual peers in all receptive and expressive lexical measures. This suggests the importance of English exposure for the decision to test bilingual children on monolingual assessments. If a bilingual 2½-year-old is exposed to English more than 60% of the time, then monolingual norms on lexical tests might be useful.
Title: Language-specific effects in prototype: Evidence from processing L2 tense-aspect contrasts
Author(s): Chan, Ho Leung

Previous studies of L2 tense-aspect acquisition reported that the developmental emergence of grammaticized past (-ed and its variants) and progressive markers (be V-ing) is correlated with lexical aspect. The distributional findings were deemed robust for L2 learners from diverse L1 backgrounds. Despite the seemingly universal associations formulated under the Aspect Hypothesis [1], a principled account for these phenomena still lacks behind. One proposal concerns the formation of aspectual prototype [2]. Yet, the psycholinguistic properties of aspectual prototype and its processing consequence are less understood, as much evidence was adduced from offline learner production data. This study examined how Korean, Mandarin Chinese, and German L2 learners of English, whose L1s differ with respect to past tense and progressive aspect morphology, in addition to native English speakers, comprehended English past tense and progressive aspect contrasts during a word-by-word self-paced reading experiment. Reading times sampled at four word regions of a sentence were analyzed as a function of tense-aspect categories (past vs. progressive), lexical aspect (state, activity, achievement), and L1 backgrounds. This design enabled a joint investigation of the prototype and transfer hypotheses. Both participants and items analyses were performed when a participant’s accuracy to filler comprehension questions exceeded 85%. Importantly, token frequencies of the target inflected verbs were matched by CELEX [3]. The Michigan Test of English Language Proficiency [4] was administered for L2 participants. The central finding is that L2 learners showed clear language-specific variations in their reading time performance while conforming to prototypical representations for deictic past and ongoingness, after controlling for L2 proficiency and verb form frequencies. By contrast, native speakers did not show any reliable processing biases even though the trends were in the predicted direction according to the prototype account. This paper posits that Cognitive Grammar [5, 6] elegantly accounts for both the prototype and transfer phenomena.

Abstract ID: 1722
Certain quantifiers seem to have multiple personalities, sharing properties of both form and function with several other linguistic categories. The usages of “many”, for example (“many houses”, “the many houses”, “many of the houses”, “many were built”, “many more houses”), pattern variously with determiners, adjectives, pronouns and adverbs. The semantic domains associated with such expressions are likewise multidimensional; they can be used to express concepts including absolute, relative, approximate and comparative number (“two/most/some/more houses”), degree of a gradable property (“a little hungry”), event stage (“almost done”) and iteration (“eat more”). This paper explores the experiential basis for the multifaceted nature of expressions of quantity. Such expressions sit at the locus of size, number and extent; they can modify both entities (including complex aggregates) and events (including complex hierarchical ones). Previous work has elucidated connections between these conceptual domains, specifically between time and space, number and size, and events and objects (Lakoff and Johnson 1980, Langacker 1987). Crucially, judgments of quantity and extent are deeply rooted in both action and perception. We present a computational model that captures the inter-domain mappings underlying English expressions of quantity and extent. The model integrates (1) a number approximation system based in part on perceptual features (such as size and density); with (2) a dynamic action representation in which spatial and temporal quantities can specify the extent or duration of a process, thus capturing natural correlations between the domains (e.g., running more miles takes more time). Besides accounting for polysemy in constructions expressing quantity like those above, the model makes predictions about the ease and order of acquisition that are consistent with developmental patterns. Overall, the model demonstrates how a framework linking action and perception can provide an experiential basis for cross-domain mappings between time, space and quantity.
We have used content-oriented citation analysis to explore the history of the research engendered by the influential speech perception model "TRACE" (McClelland & Elman, 1986). The Microsoft Academic Search database shows TRACE-related citations growing significantly in 2001, and remaining strong, with some 30 citations per year. We test the hypothesis that research involving TRACE, a pre-eminent example of a successful cognitive model, does not typically involve extending the structure and functions of the model; rather, the model serves its purpose essentially in the form in which it was originally presented. Further, such models are inevitably faced with data that they are not equipped to handle. This hypothesis reflects the fact that TRACE is constituted completely from entities resulting from a particular type of abstraction – "abstract universals" and hence, even this long-standing and very productive model essentially changes very little after its initial publication; and when it is changed, or when other models are developed in competition, then such developments stay within the philosophical constraints concerning abstraction and idealization. The modularity debate in Cognitive Science has encouraged the goal of maximum simplicity, coupled with the use of abstract universals in modelling. We discuss the alternative of a "concrete universal", a far material abstraction within the domain; it is a universal by virtue of the fact that it mediates everything else within the domain. In this alternative approach, modellers aspire to achieve real-world completeness. We present a schematic of a new version of the model – "concrete TRACE" – which is able in principle to be augmented with more and more real-world detail of language processing, while actually increasing in parsimony because its "concrete universal" necessarily mediates every new entity that is added to the model.

Abstract ID: 1434
The paper deals with the core comparative semantic studies of the English and Russian prepositions. Following the principled criteria analysis (Evans and Tyler 2003, 2004) based on deducting the primary or central sense, we agree that prepositions do not denote motion as a basic meaning. Considering an endpoint as a landmark, we propose that the proto-scene meaning of the preposition can be termed as a cognitive model (Chafe 1982; Beliaevskaya 2005) integrating various sememes (Bloomfield 1933). A cognitive model associated with a proto-scene enables to interpret obsolete and actual meanings of the preposition. The model of spatial relations with regard to the endpoint can be formed by the following principal functional elements: boundedness, convergence, orientation, goal, dative, etc. These elements are represented in the semantics of English preposition to, whose cognitive model derived from the parameters mentioned above can be interpreted as a ‘functional unity of object or events, their convergence in an active point (landmark) as a result of goal achievement’. The semantic networks of Russian prepositions have been found to be more concrete and dependent on the conceptualization of the endpoint, namely on distinctions of presence or absence of contact, contextual involvement or non-involvement of boundedness, and presence or absence of a starting point of the action. The analysis of the semantics of prepositions with the common concept «movement to the endpoint» entails the conclusion that in the Russian language view of the world a conceptualization of movement depends upon the endpoint perceived as a container (preposition в), a bound (prepositions до, по), an active goal (preposition к). Thus, in English and Russian a movement to the endpoint is not designated as a real physical phenomenon, but as a sense of series of spatially contiguous locations or events, which proves a hypothesis of relativity of movement.

Abstract ID: 1456
Previous experimental findings suggest there is a single natural order for communicating transitive events. When participants describe events by means of gesture alone, they place agent and patient roles before the action relating the two, thus corresponding to the SOV word order. Because speakers of both SVO and SOV languages showed a strong preference for the “SOV” gesture order, it could be argued that these findings challenge relativist views, while supporting an innatist view of the SOV constituent order. In my talk, I will present experimental findings from a study designed partly in an attempt to replicate the earlier findings. Participants were asked to describe images of simple transitive events using only gesture. However, two conditions were included in the present study. The first was hypothesized to yield results congruent with previous findings; the second was designed to test the hypothesis that a subtle difference in the stimuli would yield agent-action-patient gesture strings (analogous to the SVO constituent order). The stimuli in the first condition featured transitive events in which an agent acted upon an inanimate object. However, a different type of transitive event was presented by the image stimuli in the second condition. In these events, the objects are products of the actions performed by the agents. The agent-action-patient/SVO pattern was predominant in the first condition. However, the stimuli presented in the second condition had a remarkable effect in that participants had a very strong preference for the same action-internal order. In light of the present evidence, it is suggested that (a) nonverbal representation may be influenced by linguistic representation; (b) gestural representation conforms to a certain logic emerging from modality-specific affordances and constraints. Therefore, a new theoretical framework is warranted. Such a theory must take into account the inherent differences between the visual-gestural and the auditory-vocal modalities.

Abstract ID: 1356
The construction process of grammatical tools and constructions takes place through collaboration between adults and children. "Repairs" made in dialogue will help reduce the discrepancies between children's production and the input. The repairs, first made by adults are then productively taken up by the children themselves. Self repairs could thus be the result of a "grammaticalization" process in children's language through internalization of social rules as well as adult grammar and constructions. We analyse the evolution of repairs in mother-child interactions in three longitudinal follow-ups from the Paris Corpus on the CHILDES database (MacWhinney, 2000) between the age of 1;6 and 4;6. During this period, we observed important differences between the three children's linguistic development. In addition, they are raised in similar upper-middle class families but with different conceptions of childhood. These linguistic and social differences are particularly interesting for the study of adults' repairs of children's utterance and their representations of their linguistic, cognitive and communication skills in interaction (Ochs 1984). Repairs are analysed, and coded according to their linguistic level (phonological, morphosyntactic, semantic, or pragmatic). We concentrate our analyses on the high correlation between the adults' types of repairs and the linguistic tools (phonological items, grammatical markers, lexicon, constructions) at the children's disposal. The linguistic levels of repairs change as the children grow up. Repairs on phonology decrease as repairs on morpho-syntax and semantics increase. Pragmatic repairs appear at later stages. Children's uptakes of other-repairs change as well: from simple repetitions of their own utterances to the assimilation of other-repairs and the production of self-repairs. The comparison between the three children suggests that the linguistic level targeted by the adults and the quantity of repairs evolve according to two main factors: - the children's actual linguistic, cognitive and social skills; - the adults’ conception of the children’s competence.

Abstract ID: 1258
The conventional wisdom in language acquisition research is that first language acquisition is uniformly successful, with all learners converging relatively rapidly on the same grammar, while L2A is more variable, with most learners failing to attain native-like competence. This paper presents the results of two experimental studies which challenge this conventional wisdom, and discusses their implications from a CL perspective. Study 1 tested the comprehension of passives and two types of sentences with quantifiers by high academic attainment (HAA) and low academic attainment (LAA) native and non-native speakers. Both HAA groups were at ceiling on all constructions. The LAA participants were also at ceiling on the control condition (active transitives), showing that they had understood the task, were cooperative, etc., but performed significantly less well than the HAA groups on passives and on quantifiers. Surprisingly, the LAA non-native speakers outperformed the LAA natives. Study 2 used the same grammatical comprehension test and also tested vocabulary and non-verbal IQ. There were significant correlations between vocabulary size and comprehension on all three experimental sentence types; moreover, vocabulary was a much better predictor of grammatical comprehension than native v. non-native speaker status. Since vocabulary can be viewed as a proxy for language experience, this finding confirms the usage-based prediction that grammatical mastery is a function of entrenchment. It is also consistent with the constructivist view that grammatical constructions are form-meaning pairings just like lexical items, and hence similar cognitive mechanisms are responsible for the acquisition of both. Non-verbal IQ had a different effect on different constructions and interacted in interesting ways with native speaker status. This corroborates earlier research (Street and Dabrowska 2010) suggesting that the acquisition of different constructions may depend on slightly different constellations of cognitive abilities.

Abstract ID: 1616
To multiply the averages of opposite sides is an ancient rule for finding the area of an arbitrary quadrilateral. It can be traced back to the agricultural origins of geometry, to the very first human attempts of measuring areas in Egypt, Babylonia, India, China, and Roman Civilization. In the domain of Euclidean Geometry it applies only to some few particular cases, being conceived as a deficient, or incorrect, or approximate, or deceiving rule by the historians of mathematics. The same could be said of cubação, a discursive practice among Brazilian illiterate farm-workers that includes a variant of the same rule. Used since colonial times for measuring land, the algorithm of cubação is transmitted orally from one generation to another, and also does not yield exact Euclidean results for most quadrilateral shapes. However, as Dal Pian (1990) argues, the practice of cubação belongs to agriculture, to a different discursive and cognitive domain. One does not gain too much information about people’s reasoning simply by re-expressing the algorithm in Euclidean terms. In an attempt to create a dialogue between cubação and Euclidean Geometry for pedagogical purposes, Dal Pian (1990) formulated a new geometrical system with elements borrowed from both domains under certain constraints. She created a kind of blended space in which not only the rule of multiplying the averages of opposite sides correctly applies, as it is possible to solve the ancient problem of squaring the circle. The solution involves metaphoric projections but also metonymic ones, which seems rare in cognitive mathematics. Following Fauconnier & Turner (2002; 2008), the present work looks in detail at the kinds of compression that operate in framing and solving the problem.
Conceptual integration, or blending, is a cognitive operation central to our thinking and reasoning activities. Blending creates dynamic networks out of two or more input spaces that can be partially matched, and their structure can be partially projected to a new blended space. In the creation of the network, conceptual mappings take place, and an emergent structure is developed in the blend through composition, completion, and elaboration (Fauconnier & Turner, 2002). Stories that draw on conceptual blending usually make mappings transparent through language. Readers easily know when a metaphoric or a metonymic projection is involved and appreciate the understandings they gain. However, projections are typically not conscious during use (Fauconnier, 2006). They need to be pointed out when required, as in situations concerned with epistemological or pedagogical issues. The same happens with cognitively active compressions and integrations that give rise to phenomena like metaphor and metonymy (Turner, 2006). In the present work we look at short story, a peculiar kind of discourse that seems to make compressions less opaque by virtue of its own nature. We show that the formalizing model that imposes brevity to a short story systematically prompts for integration. Blended spaces are constructed as part of the story’s plot, and mappings are set up in context. As a result, compressions happen to be incorporated into the content of the story, being more readily perceived by the reader. Interestingly, the incorporation of compressions seems to confer to short stories an ingenious and creative character. We illustrate our point by means of some well known short stories.

Abstract ID: 1437
This paper aims to highlight the fact that metaphors have proved essential in the description, explanation and understanding of the current economic and financial crisis. Over the years, cognitive linguists have noticed and analysed the universality of many conceptual metaphors (e.g. Lakoff and Johnson, 1980). However, recent studies have indicated that, although one can identify universal conceptual metaphors at a generic level, when analysed at a specific level, the metaphorical expressions may follow a variety of different patterns (Kövecses, 2005). As English and Romanian belong to two different language families and represent very different cultures, our purpose is to show to what extent one may speak of universality and variation in the case of the metaphors used to describe the current economic and financial crisis that affects the whole world. In order to achieve this, we have carried out a comparative study of English and Romanian conceptual metaphors used to describe and explain this global crisis. We have worked on a corpus of English and Romanian economic and financial articles, which were published starting with May 2009 in the English journal The Economist and the Romanian journal The Financial Week. In compiling the corpus, this particular year was taken into account because it coincides with the official acknowledgement of the financial crisis by the Romanian government and the ensuing drastic measures that have severely affected the population of this country. The quantitative and qualitative analyses of the data obtained are meant to show both the similarities of perception and the different conceptualizations of the same economic and financial phenomenon in view of the linguistic, cultural and socio-political factors that have a bearing on the shaping of metaphors.

Abstract ID: 1391
In many languages the future is in front and the past behind, but this mapping is not universal: in Aymara the past is in front (Núñez & Sweetser, 2006). Is it possible to find this mapping as an alternative conceptualization of time in other cultures? If so, what are the factors that affect its choice out of the set of available alternatives? We observed that sometimes Islamic participants produce forward gestures when talking about the past, although their language uses the front-future back-past metaphor (Hamdi, 2007). We substantiated this pattern by using a temporal version of the Bob task, in which a character (Bob) is presented with a box in front and another box behind. Participants are told that tomorrow he is going to visit a friend who likes animals and yesterday he went to visit a friend who likes plants, and are asked to place an animal in the box that corresponds to future events and a plant in the box that corresponds to past events. Islamic participants tended to locate the past event in the front box more often than Spanish participants. We hypothesized that this result is due to the greater cultural value assigned to tradition in Islamic culture. The same pattern was found in a sample of Spanish elders, suggesting that the crucial factor is attention to the past and not culture or language. Final confirmation was obtained from Spanish young adults: after answering questions about their past they also showed the past-front pattern, whereas questions about their future accentuated the future-front pattern. Thus, attended events are mapped to front space in agreement with the experiential connection between attending and seeing. When attention is paid to the past, it tends to occupy the front location in spite of available alternative mappings in the language-culture. If practiced, this spatial strategy can become a habit of thought.
Israeli Hebrew (Israeli hereafter; see Zuckermann 2006) is known to have seven verbal patterns, five of which have internal morphological imperative forms (Coffin and Bolozky 2005:44). In spontaneous speech, however, a new way of imperative formation has been adopted, and none of the morphological imperative structures is used; imperative forms are derivatives of the verbal prefixed forms rather than independent morphological patterns, and they are derived phonologically, by truncation of the first syllable of the prefixed form. Apparently, it looks like there are many more imperative forms than verbal patterns in spontaneous speech: some of the imperative forms are similar to traditional morphological forms, others look completely different; some of the imperative forms are different from their parallel verbal pattern’s prefixed forms; others are identical to their parallel verbal pattern’s prefixed forms. Although it may look as if there are many imperative forms in Israeli, the mechanism of the imperative formation in Israeli is quite simple, and is predictable. It depends on two factors: the morpho-phonological distribution of the prefixed form of the verbal pattern that is used to derive the imperative and the phonological distribution of the root that is integrated into it.

Examples:

\[ \text{Truncation process of the first syllable:} \]

\( (1) \) tišmeɣi > šmeɣi ('keep, save'; root š-m-ɣ, pattern: qal)
\( \text{(PRE-2-F-SG)} \rightarrow \text{(IMP-2-F-SG)} \)

\( (2) \) titkašyi > tkašyi ('call'; root k-š-ɣ, pattern: (h)itpael)*
\( \text{(PRE-2-F-SG)} \rightarrow \text{(IMP-2-F-SG)} \)

\( (3) \) talbiši > talbiši ('dress'; root l-b-š, pattern: (h)if(')il)*
\( \text{(PRE-2-F-SG)} \rightarrow \text{(IMP-2-F-SG)} \)

* In brackets: sounds are not pronounced.

The types of roots and patterns that determine the derivation of the imperative will be elaborated in this lecture.

Abstract ID: 1262
This paper addresses the metonymic grounding of conventionalized illocutionary meaning from the perspective of the *Lexical Constructional Model* or LCM propounded by Ruiz de Mendoza and Mairal (2008, 2011) and Mairal and Ruiz de Mendoza (2009). The LCM is concerned with developing a comprehensive theory of meaning construction capable of explaining all facets of meaning. The model is structured around four levels: level 1 deals with argument structure representations, level 2 handles with implicated and explicated meaning based on low-level situational cognitive models, level 3 deals with illocutionary meaning and level 4 captures discourse structure and relations. In the LCM, inferred meaning is seen as the result of affording metonymic access to situational cognitive models by means of activating one relevant part in them. In *He waved down a taxi*, for example, making the waving sign stands for a situation in which someone waves his hand to stop a taxi, gets into it and asks the driver to take him to his destination. The treatment of metonymy as an inference schema (Panther, 2005) is, however only one aspect of its communicative import. The present contribution shows that metonymy motivates the semantic import of grammatical choices and lies at the base of the conventional value of a wide range of illocutionary constructions. I will analyze how the weight of inferencing in a construction differs according to the points of reference provided by the metonymy. Requests based on *Could You XVP?* pattern require less inferencing than sequences like *I Want XP* since are capable of providing speakers with more metonymic points of access to the corresponding cognitive model and are thus more conventionalized. On the whole, this study will allow us to recognize the role of metonymy in the conventionalization of illocutionary constructions and understand the specification mechanisms of grammatical resources for the expression of implicated meaning.

Abstract ID: 1498
Title: Cognitive iconicity in gestures  
Author(s): des. Silva, H. Ladewig

In most cases, gestures co-occur with speech and provide redundant or supplementary information to what is expressed verbally. However, it can be observed that gestures substitute speech. In these cases, the reference object is not introduced verbally but by the gesture alone. The question arising from this observation is how do observers interpret such gestures? The study aiming at an answer of this question investigated interrupted spoken utterances, exposing a syntactic gap occupied by a gesture. Syntactic analyses of 66 instances, identified in 20 hours of video data, revealed that gestures joining in interrupted utterances preferably occupy syntactic positions of nouns and verbs. (Ladewig 2011) Experiments conducted with observers of these multimodal utterances demonstrated that gestures are capable of conveying meaning on their own without speech (Ladewig & Bressem fc.; Müller 2010) that helps establish a conceived reference object. Using concepts of Cognitive Grammar and Sign Language Linguistics, we argue that same as words and signs, gestures can be conceived as symbolic structures exhibiting a phonological and a semantic pole (Langacker 1987; Wilcox 2002, 2004). Furthermore, the “inherent meaning” of a gesture (Ladewig & Bressem fc.) can be captured in terms of “cognitive iconicity”, conceiving iconicity in terms of “a relation between [...] between two conceptual spaces.” (Wilcox 2004) As such, gestures depicting an object by representing its properties (Müller 1998) show a greater distance between the poles than gestures re-enacting an action (ibid.) and address basic motor patterns and activities. Following a linguistic and a cognitive-semiotic perspective on gestures (Bressem & Ladewig 2011; Fricke in press; Mittelberg 2008; Müller 1998) the study aims at reconstructing the cognitive-semiotic processes involved in the meaning making process of multimodal utterances. Furthermore, it takes a step towards identifying the principles that govern a multimodal cognitive grammar.

Abstract ID: 1545
Title: Framing Taste: Patterns in Linguistic Realizations of Taste Perception
Author(s): Diederich, Catherine

Descriptions of taste perceptions in everyday language use differ from the standardized definitions in scientific contexts (Lehrer 2009). The sensory scientific notion of taste only includes the five basic taste terms (bitter, salty, sour, sweet, umami), however, from experience we know that the perception of taste and its linguistic encoding does not only involve that which we perceive via our taste buds but also other perceptual domains such as texture, odor and color. This work researches grammatical and conceptual relations in the usage of taste- and texture-related adjectives as occurring in the Corpus of Contemporary American English (http://corpus2.byu.edu/coca/). Applying Charles Fillmore’s theory of “frame semantics” (1976) as well as the related project FrameNet (Fillmore et al. 2002), the aim of this work is to semantically frame the lexical items: while for example a “crunchy salad” refers to a product’s freshness, a “crunchy cookie” links to the sound effect during biting. Different associations are evoked depending on co-occurring words and context. An analysis of a sample of N = 211 tokens of "crispy" and N = 222 occurrences of "crunchy" shows that these lexical items show differences in regard to their meaning and reference. While 81.1% of the “crispy” hits refer to food products which have undergone a preparation process (cooking, frying, baking, etc.), only 2.8% refer to a products in their natural state. The results regarding “crunchy” are rather noisy; 24.3% of the occurrences denote a natural property of a food product and 37.8% of the tokens are found in the context of a food preparation process (remaining tokens of “crispy” and “crunchy” are found in a non food-related context). After a qualitative analysis to identify the frames, the appearance of the respective frames are quantified in order to evaluate their significance in the corpus.

Abstract ID: 1665
Though in the grammaticalization framework the notion of construction and construction grammar has been extremely useful for the investigation of procedural aspects of grammaticalization in synchronic as well as diachronic perspective, constructional concepts so far have lacked an adequate descriptive devices for the specific make-up of grammatical paradigms (which per definition are the target of any grammaticalization process). The notion of grammatical paradigms is understood in a broad sense including but not restricted to inflectional morphology, i.e. systematic oppositions (distinctive features) between a defined and bounded set of grammatical markers within a functional domain encoding relational meaning. The present study suggests remedying this draw-back of earlier constructional approaches by introducing the notion of paradigmatic construction as a distinct type of construction. It draws (i) on earlier discussion of different hierarchical layers of abstraction in constructions (e.g. Traugott 2008, Trousdale 2008), (ii) on suggestions concerning the number and features of chronological stages in grammaticalization (Diewald 2009, Diewald & Smirnova [in print]), (iii) on counterarguments against defining paradigms as constructions like those presented in Hilpert (2011), and (iv) on usage-based concepts of change (Bybee 2010). Arguments for treating paradigms as constructions will be derived from characteristics of periphrastic and suppletive paradigms and their diachronic development. It is proposed that the notion of paradigmatic constructions captures a linguistic fact and is indispensable for distinguishing lexical and grammatical items - and thus the target of grammaticalization processes - in constructional frameworks.

Abstract ID: 1726
Title: Doing identity: Emotional components in intersubjective identity work of impaired and non-impaired children (6 yrs) in inclusive school contexts
Author(s): Diewald, Gabriele; Lüdtke, Ulrike

This study is an interdisciplinary endeavor in linguistics and slp research (speech & language pathology) based on a qualitative multimodal analysis of verbal and nonverbal discourse between impaired and non-impaired children (6 yrs) in an inclusive model of primary school. It investigates the process of establishing „dialogic identity“ in spoken discourse, i.e. the ongoing building and modification of self-other-representation during interaction. Special attention is given to relevant emotional-evaluative aspects (“stance”) and their realization in the linguistic and non-linguistic medium. The underlying semiotic concept of dialogic identity applied in this study combines linguistic and discourse analytic frameworks (cf. Clark 1996, Lucius-Hoene & Deppermann 2004, Bamberg, De Fina, & Schiffrin 2011, Diewald & Kresic [to appear], Diewald 2010), on one hand, with the notion of intersubjectivity (Trevarthen 2009, Foolen et al. 2012) on the other. Our hypothesis is, that the mutual process of “doing identity” is fundamentally based on emotional and evaluative components which are expressed by the interaction of various linguistic and non-linguistic markers (Wilce 2009, Wierzbicka 1999, Lüdtke 2012). In particular, the study pursues the following aims:

• A classification of the non-linguistic and linguistic markers and strategies chosen by the impaired and non-impaired children (6 yrs) in inclusive school contexts in putting across emotional and evaluative meanings concerning identity concepts of the interlocutors.
• An explanation why and to what extent the features mentioned are important for identity management.
• Correlations or contradictions between the linguistic and the non-linguistic channel and their function and effect on mutual identity negotiation.

The impact of our empirical study is to provide data on the intricate relation between language and emotion in spoken discourse of impaired and non-impaired children (6 yrs) which lay the gorund for for language intervention programs in inclusive school settings to be developed in future.
Abstract ID: 1502
Previous descriptions of the development of BE going to (e.g. Perez 1990, Bybee et al. 1994, Elsness 1994, Pertejo 1999) describe a purposive with a motion sense developing a non-motion intention sense (1). This later developed into a general future (2).  1. John is going to fail the exam. (because he intends to) 2. John is going to fail the exam. (because he is lazy) Langacker (1998) argues that increasing subjectification underlies the changes (Langacker 1998: 80), rather than a SPACE IS TIME metaphor, which is a convincing analysis for inanimate subjects in the later developments. However, the initial change from the purposive is not as clear as has been claimed. Firstly, the OED is mistaken in citing (3) as the earliest example of a non-motion 'intention'; the extended context (4) reveals it as a purposive because the spirits are already on their way to hell.  3. thys onhappy sowle (…) was goyng to be broughte into helle  4. (...) the forseyde wykyd spiritys and minystryes of the deuhl ware dullyd and made onmyghty and fyl done to the gronde wyth the sowle that they had (1482. The Revelation to the Monk of Evesham. p. 43) Secondly, data from the 16th Century Early English Books Online corpus reveal that intention and non-intention uses actually appear simultaneously c. 1570, with an 'imminence' sense similar to about to. This was influenced by non-motion 'change of state' uses of GO, which had already long existed and I argue that analogy alone can account for the development of the single BE going to future from the purposive. On this view, the subsequent changes to (1) and (2) are volitional and non-volitional expansions from prototypical usage events. In contrast to a polysemy or monosemy analysis, I offer some evidence from an empirical study that supports the view that BE going to has distinct ‘micro-senses’, based on this developmental distinction.
We propose a distributional framework for analysing linguistic corpora. The analysis is based on groups of minimally contrasting sentences. Such groups can be considered as representing agreement relations in the generalised sense of Drienkó (2004a, b; 2006, 2009). It can be shown that agreement groups, understood as linguistic patterns, are computationally learnable (Drienkó 2011). Agreement groups can be related to the notion of ‘frame’ used in its various senses in the research literature: item-based phrases (Cameron-Faulkner et al. 2003, Stoll et al. 2009), frequent frames (Mintz 2003, Chemla et al. 2009, Wang and Mintz 2010), flexible frames (St. Clair et al. 2010). Since agreement groups provide a means of representing novel sentences on the basis of sentences already encountered, we tested to what extent they can account for novel utterances in the database. We used the Anne files from the Manchester corpus (Theakston et al., 2001) of the CHILDES database (MacWhinney, 2000). It was examined to what extent the agreement groups at a given stage of development can account for the utterances of the immediately following 30-minute session. Agreement groups were extracted from the body of utterances encountered up to the test stage. Examining the data of approximately two and a half months we found that at each developmental stage 6-8.9% of the utterances of the new session were compatible with the agreement groups extracted from the previous sessions. The results may provide new impetus for distributional research. Furthermore, due to the theoretical connection between agreement groups and linguistic agreement patterns, and to research findings suggesting that children tend to store word sequences in memory during language acquisition (Bannard and Matthews 2008) agreement groups might help in advancing linguistic theory.
Abstract ID: 1515
Theories of lexical ambiguity resolution (for review cf. Reichle et al., 2006) describe mainly successful processing of ambiguous words. I suggest that errors in meaning selection are also important for modeling the perception of ambiguous words. The purpose of the present study was to analyze samples of natural communication with real and imitated errors in meaning selection and to reveal how factors affecting meaning selection could lead to errors. The findings discovered during eye-tracking experiments (Duffy et al., 1988; Binder & Rayner, 1998; Rayner et al., 2006; Sereno et al., 2006; etc.) forms the theoretical framework used in this study. All samples were from http://bash.org.ru/ (collection of quotes from ICQ, forums and everyday life). I considered samples like this one (translated): <xxx> who could help me with configuring my router? <yyy> model? <xxx> me? why, I'm not <yyy> of router. More than 200 samples were analyzed from the point of view of: a. the cause of the error, b. consistency with theories of lexical ambiguity resolution. The samples were divided into 5 groups according to the error type. The results of the current study demonstrate that: a. existing theories are applicable for situations containing errors in meaning selection but only if we treat separate models as strategies / algorithms without opposing them; the success or failure of the processing often depends on the selected strategy / algorithm; this seems to be consistent with the results from the studies in hemispheric asymmetry during lexical ambiguity resolution (Coney & Evans, 2000; Mason & Just, 2007; Meyer & Fedelemeier, 2007); b. both a producer and a recipient are aware of lexical ambiguity and possible errors in meaning selection and also take advantage of errors possibility for their own purposes. 

Abstract ID: 1744
Polysemy raises the problem of the basis for distinguishing different senses for the same word. A recent proposal (Evans 2009) posits a distinction between the linguistic system, composed of highly schematic lexical concepts not involving any simulation of bodily states, and the conceptual system, populated by cognitive models of non-linguistic knowledge analogue with bodily experience. While this model seems to provide principles allowing for reduction of polysemy, in Evans' application of it to actual usage it distinguishes four different lexical concepts for the one verb 'fly' in the uses illustrated below. (1) The bird is flying. [SELF-PROPELLED AERODYNAMIC MOTION] (2) The pilot is flying the plane. [OPERATION OF ENTITY CAPABLE OF AERODYNAMIC MOTION] (3) The child is flying the kite. [CONTROL OF LIGHTWEIGHT ENTITY] (4) The flag is flying. [SUSPENSION OF LIGHTWEIGHT OBJECT] As pointed out by Murphy (2011), however, no justification is provided for the distinction between these lexical concepts; it could very well be that the verb contributes the same meaning but its arguments modify the overall message. The goal of this paper will be to follow up on Murphy's suggestion that in some cases polysemy is only apparent, taking as a case in point the English preposition 'for'. The latter is attributed nine senses and 27 sub-senses by the Oxford English Dictionary. It will be demonstrated that these can all be reduced to one highly schematic meaning which has the semantic potential to produce very different effects according to the way it is exploited in actual usage (for a model of how such a meaning is actualized, cf. Duffley 2006). This constitutes further evidence in support of the existence of schematicity in human language (cf. Langacker 1987, 2008).
Title: Playing with Words: Improvisation, Embodiment, Conceptual Blending, and Schema Development

Author(s): Duffy, Peter

The first part of this talk summarizes research conducted on the overlap between cognition, creativity, language development and improvisation. Magerko, et al, describe improvisation as the “creation of an artifact and/or performance with aesthetic goals in real-time that is not completely prescribed in terms of functional and/or content constraints.” [1] Topics such as transfer, shared mental models, narrative development, and mental schemas will be discussed along with their connections to theatre. The second section of the talk shares research conducted with ten-year-old American students. The study examines how shared mental models can be developed as a schema through improvisation that deepen and reinforce a student’s understanding of the classroom’s curricular objectives. The study compares four classrooms of similar socio-economic make up, gender distribution, and school rankings. Two classes were trained in improvisation, two were not. The students trained in improvisation were then brought through a theatrical process that required them to create characters based on their curriculum and interact with their peers in character. At the end of the improv, the students were then asked to write an informational essay about the topic that they covered. Additionally, they watched a video of their improvisation and were asked to recall what they were thinking about in the moment of the improv. The non-trained students were taught about the same material in a more conventional manner. They, too, were asked to write an informational essay about the topic they covered and to comment on what they were thinking about during the lesson as they watched a video of it. The final section of the talk shares the results and makes suggestions for further areas of study.

Abstract ID: 1327
In English, two contrasting perspectives are implicit in temporal expressions: the Moving Time metaphor conceptualizes time moving forward towards the ego and the Moving Ego metaphor conceptualizes the ego as moving forward towards the future (Clark 1973). These two conceptualizations are claimed to be “equally likely” adopted in a neutral context (Boroditsky and Ramscar 2002). This claim has received support from studies investigating preferred temporal perspective, which tested the psychological reality of temporal metaphors through priming, using university students as their sample (e.g., Boroditsky 2000; Núñez 2007). However, using students as the benchmark is problematic as the lifestyle of a student is not representative of the general populace. The aim of Experiment 1 was therefore to investigate whether lifestyle might influence an individual’s approach to time, comparing the preferred responses of university students to the Next Wednesday’s meeting disambiguation with those of administrators. We observed a difference in responses between the two groups, with administrators responding Monday and students, Friday. Furthermore, as noted by Hauser et al. (2009), investigating personality-related differences could provide a more fully explanatory framework for theories of the representation of time. The aim of Experiment 2 was therefore to investigate whether individual differences in time perspective (Zimbardo and Boyd 1999, 2008), as well as extroversion (John 1990) might influence the temporal perspective adopted in response to the Next Wednesday’s meeting disambiguation. We observed a relationship between extroversion and disambiguation responses, with highly extroverted participants responding Friday but no effect with time perspective. These results present a challenge to the claim that participants may be sampled in a neutral context, as individual differences in lifestyle and personality may influence peoples’ perspectives on the movement of events in time.

Abstract ID: 1705
According to Conceptual Metaphor Theory (CMT), abstract thought is firmly based on physical metaphors which link nonconcrete concepts (e.g. affect) to concrete sensory experiences. For example, we tend to conceptualise evaluative terms good/positive and bad/negative referring to the experience of spatial vertical position: what is good is up, whereas anything bad would be down. A series of experiments conducted by Meier and Robinson (2004) show that manipulation of verbal stimulus vertical location may influence evaluation latencies for positive and negative words of different types. In the present study, we intended to examine if a similar effect would occur for a constrained group of emotion words. Emotion words are considered as highly abstract. Therefore, according to CMT, they should be strongly associated with more concrete domains such as physical space. Semantic analyses reveal that several dimensions might be distinguished within emotion words: valence, activity and dominance. The activity dimension could be also conceptualised in terms of vertical position: active as being up and passive as being down in space. Therefore, an interaction between these two dimensions of emotion words referring to the same vertical image schema might be expected. To check this hypothesis, we conducted a study in which participants evaluated Polish emotional words belonging to four groups: positive active, positive passive, negative active and negative passive. The results replicated Meier and Robinson’s finding, that positive words are processed faster when presented up but did not show that negative words are processed faster when presented down. The activity dimension was found not to interact with up-down location of stimuli. Though, it was found that activity serves as a moderator of processing speed for the positive words: positive and active words seem to be accelerated. The results are discussed considering CMT and specificity of emotional words.
Bidialectal infants hear two dialects of a single language in their input, as such these infants pose an interesting case as for this unique group, morphology and syntax are similar but most words are cognates and phonology can differ considerably. Current evidence suggests bilingual infants detect mispronunciations of words later than their monolingual peers (Fennell, Byers-Heinlein & Werker, 2007, Ramon-Casas, Swingley, Sebastian-Galles & Bosch, 2009). Explanations for this include the resource limitations hypothesis (Fennell et al, 2007, Werker & Byers-Heinlein, 2008) and recently the proportion of shared cognates (Ramon-Casas and Bosch, 2010). We suggest that increased phonological variability in the input could be a factor and propose that bidialectal infants could help to disentangle these explanations. Using a traditional Inter-Modal Preferential Looking task infants were shown pairs of images for 5s, at the mid-point of the trial one of the images (the target) was named, either correctly ('bath') or incorrectly ('dath', 'beth'). Looking times to each image were recorded and analyses conducted using the longest look measure, specifically the difference between the longest look to the target and distracter in the pre and post naming phases. As expected a significant interaction between naming and pronunciation was found (Mani and Plunkett, 2007), suggesting infants respond differently during mispronounced trials. This is supported by a significant main effect of naming for correct trials but no significant effect for mispronounced trials. Interestingly, planned comparisons revealed that the pronunciation and naming interaction was significant only for monodialectal infants suggesting that mono- and bidialectal groups respond differently to mispronunciations. This might be due to the increased variability, or the high number of cognates the dialects share, allowing for a more flexible representation of words in their lexicon. This could then also explain the different behaviour of bilinguals and monolinguals (Fennell et al, 2007, Ramon-Casas et al, 2009)
We report two studies using the picture-word task to examine lexical selection in bilinguals and monolinguals. In Experiment 1, Spanish-English bilinguals named objects using both their L1 and L2 (in separate blocks of trials). In Experiment 2, monolinguals named objects using common names (e.g., DOG = "dog") or, in a novel experimental manipulation, using synonym names (e.g., DOG = "hound", GLASSES = "spectacles"). Both experiments produced a very similar pattern of results. When the bilinguals named in Spanish (L1), and when monolinguals produced common names, there was facilitation when the distractor word was identical to the target response (e.g., PERRO+perro, and DOG+dog), but no reliable effect when the distractor was a translation (e.g., PERRO+dog) or a synonym (e.g., DOG+hound). When the bilinguals named in English (L2), and when monolinguals named with synonyms, there was facilitation both when the distractor word was identical to the target (e.g., DOG+dog and HOUND+hound) and when it was a translation (e.g., DOG+perro) or a synonym (e.g., HOUND+dog). Synonyms in monolinguals simulate the pattern of results found from translations in bilinguals in the picture-word task, which suggests that there are commonalities in monolingual and bilingual lexical selection.

Abstract ID: 1621
Title: Awareness of self and awareness of selfness: why the capacity to self-model represents a novel level of cognition in humans
Author(s): Edwardes, Martin

Being self-aware is often seen as a binary state: you either are, or you aren’t. However, this dichotomy subsumes a whole range of awareness states. There is the issue of sleep and coma – when awareness is low, what happens to the self? There are the questions of whether the self determines awareness of itself, and what the self is aware of when it is self-aware. And there is the question of what kind of self-awareness arose in humans, and what it enabled humans to do that they could not do before. This paper gives an overview of self-awareness, showing that it has many levels: from the internal-external differentiation of amoebae through to the self-analysis of humanity, self-awareness represents a continuum of mind-body relationships. The paper also looks in detail at the particular self-awareness of humans: while not always in this state, we do have the capacity to step outside of ourselves and model ourselves as if we were other people. As well as an awareness of self as an entity, we have an awareness of selfness, which give us this capacity to model ourself. The paper considers the side-effects of awareness of selfness for cognition and for communication, showing that the range of messages transmissible grows exponentially when communicants have the capacity to model themselves as communicants. It reviews the language capacity in terms of the minimalist requirement of recursion, arguing that it is certainly a key marker for language; but that recursion is an emergent feature of pre-existing language-like behaviour and the development of awareness of selfness, rather than the touchstone for language. The paper also looks briefly at the likely evolutionary timescale for the emergence of awareness of selfness, and what made it possible.
Abstract ID: 1274
There are two crucial properties of allomorphs: identical meaning and complementary distribution (Haspelmath 2002). However, not all examples of allomorphy fulfill these criteria perfectly. This paper aims to demonstrate how the notion of allomorphy can be optimized on the basis of extensive corpus and experimental data analyzed with quantitative methods. In particular, I provide a cognitive account for a non-trivial empirical case, which otherwise would be neglected due to its marginal status. I explore non-prototypical allomorphy found in the distribution of three Russian aspectual prefixes O-, OB- and OBO-. They are semantically identical in the forms of the same paradigm (obo-drat’ - ob-deru ‘flay’), but otherwise can carry strikingly different meanings (o-sudit’ ‘condemn’ - ob-sudit’ ‘discuss’). The few phonological restrictions on their use tolerate much variation. Thus, the prefixes fail to satisfy the two crucial criteria of allomorphy: 1) their distribution is not precisely complementary; 2) their semantics can be non-identical. However, I argue against the Split Hypothesis (Krongauz 1998) and propose that the allomorphic status of these prefixes should be recognized on the grounds of statistical measures of their distribution. I show that O-, OB- and OBO- exhibit different centers of gravity in the same radial category documented by analysis of 1,039 perfective verbs attested in the RNC. Two factors are found highly statistically significant – the base (verbal vs. nominal) and onset consonant manner of articulation (Chi-Square = 170.04 and 153.77 respectively, degrees of freedom = 3, p-value < .0001 for both factors). The data collected in a psycholinguistic experiment with nonce words run on sixty subjects also support these results. Although the distribution of the three prefixes is not complementary, there are statistically significant differences. The meanings of the prefixes always belong to the same network. These distributions suggest that the three prefixes represent a single morpheme exhibiting non-prototypical allomorphy.
The perspective from which an event is described is the linguistic correlate of the way an individual in an event experiences the event, thus the term character perspective. Narrator perspective is the narrator’s indication of referents as given/new, salient/peripheral, and of events as foregrounded/backgrounded, i.e. the monitoring of the story in relation to the communicative situation. In sign languages the two perspectives can be expressed by the same manual and nonmanual means. Signers may personify characters in the narration, imitating their gaze direction and facial expression (character perspective), or they may keep eye contact with addressees and briefly index referents in space by their gaze direction (narrator perspective). Both means of expression are iconic and based on gesture. Introduction of a new referent is particularly relevant to studying narrator and character perspective and their interaction because narrators monitor the status of a new referent in relation to the storyline, but may also present a secondary new referent from the protagonist’s perspective. I will present the results of a study of how four adult signers and ten children (6;5–9;9) introduce a new referent in short narratives elicited by means of cartoons. Adult signers of DTS typically introduce protagonists by a noun followed by a predicate characterizing its appearance. Secondary referents are introduced as they appear to or interact with the protagonist in complex combinations of manual and nonmanual signals. The signers personify referents in productively formed predicates while maintaining elements of the narrator’s perspective simultaneously. In spite of the gestural origin of the expressive means, the children have a hard time combining them in personifications. They tend to use lexemes rather than productively formed predicates, and when they manage to describe spatial relations between referents, they do so at a younger age manually than by means of gaze directions.

Abstract ID: 1351
Child language research has shown that L1 learning is item-based, rooted in formulas and formulaic frames, with an open slot for the insertion of semantically sanctioned lexical items, and moving towards an increasingly schematized constructional inventory (e.g., Tomasello 2003). Recently, such a constructional approach has come to the fore in second language (L2) research (e.g., Ellis & Cadierno, 2009). This paper undertakes an innovative investigation of L2 learning in terms of an empirically grounded, emergent grammar, based on spontaneous language use, as I investigate the interplay between stable and productive aspects of L2 construction learning over time. The paper draws on an audio-visual corpus of American English L2 classroom interaction. The data for my focal students, two Spanish-speaking Mexican men, span over three years. The modus operandi is inspired by the traceback methodology developed by Lieven and colleagues (2003, 2009), who recorded four children one hour daily over 6 weeks. For each of the children, the authors took all multi-word utterances from the final hour of recording and searched backwards in the child’s database for similar utterances to trace the nature of open slots in recurring patterns and the nature of the syntactic operations required to produce novel utterances. Preliminary findings from applying this traceback procedure to my L2 data reveal that L2 learning is rooted in recycled formulas and formulaic frames, and that the syntactic operations identified by Lieven and colleagues, namely SUBSTITUTION of semantically similar items in open slots and ADDING of a unit onto the beginning or end of an utterance, also apply to adult L2 learning. Recycled formulas and novel utterances based on formulaic frames and brought about by SUBSTITUTION or ADDING account for more than 80% of my focal students’ production – a result which mirrors the findings in the work of Lieven and colleagues.

Abstract ID: 1673
Cognitive Linguistics provides us with models of thought which allow us to reconsider a common feature of Old English poetry: its play with the familiar. Fulfilment or disappointment of expectations evoked by the familiar in a poem enables the creation of an extra-textual level which often supersedes the explicit in beauty and complexity. Bernard Huppé claimed that the interest of an Old English poem lay ‘in the topography of that journey, in the delight of the maze.’ (1970: xvi) This ‘web of words’ is not only of interest for literary studies, however. It gives insight into playful techniques of engaging with many of the cognitive processes which lie at the heart of cognitive linguistics, feeding from cultural knowledge, personal experience and knowledge, and priming within the text itself. A similar link between medieval studies and cognitive sciences has already been explored by Mary Carruthers in her work on medieval concepts of the mind and memory (2000 and 2003). Among other techniques, she discussed the use of notae, patterned points of access to larger chunks of knowledge and memory. Similarly, trigger-point expressions within the poems function as nodes within a cognitive network – the ‘true’ poem. They are labels which have a group of attributes associated with them. Literal and schematic attributes are stored here alongside frequent patterns of usage and scriptural tradition. Attributes shared by more than one label trigger an association between them, and in some cases evoke further nodes which are never explicitly mentioned. Thus a web of meaning, separate from the linear poem, is created. Transcription patterns suggest that scribes viewed this cognitive web as the actual poem, not the written text.

Abstract ID: 1484
The recent emergence of simulation-based accounts of language understanding (e.g. Barsalou et al. 2008; Zwaan 2004) has provided a promising perspective on the relationship between language and conceptual structure in facilitating linguistically-mediated meaning construction. However, these accounts have tended to largely equate semantic structure—semantic representation associated with language—with conceptual structure. This potentially confuses the respective roles of the linguistic and conceptual systems in meaning construction. The present paper argues for a principled distinction between semantic structure and conceptual structure. It does so, taking the Theory of Lexical Concepts and Cognitive Models (LCCM Theory), as its starting point (Evans 2009, 2010, To appear). The main point of the paper, based on linguistic evidence, is to delineate the nature and key characteristics of semantic structure. I argue that semantic structure is highly schematic in nature, a requirement for being directly encoded in language. Semantic structure contrasts with conceptual structure in that the latter relates to rich aspects of perceptual and subjective experience. The importance of this finding for simulation-based accounts of language is that semantic structure cannot directly give rise to simulations. Rather, the function of semantic structure is to provide a level of schematic structure which provides the necessary ‘scaffolding’ for conceptual representations, thereby facilitating linguistically-mediated simulations.

Abstract ID: 1536
Wittgenstein's celebrated Philosophical Investigations purports to show that categories are not innate, but develop their working form as a result of language interaction. He introduced the notion of a language game whereby people communicate by sending and receiving propositions. We claim that category emergence is possible in a simple language game simulation and extend the investigation to include a semantically richer assertion set. The ubiquity of one discrete set of properties for a concept covering the definition of all category members would render a concept highly inflexible in its membership coverage. As such the classical theory of categorisation is too restrictive in demanding that members of a category all display replicated properties. We introduce a prototype model of categories embedded in a conceptual space. Such a geometrical representation allows a notion of conceptual distance and so we represent each concept by a single prototype and a concept inclusion boundary. We represent each concept boundary as an uncertain distance from the prototype (unlike Gardenfors' Voronoi representation of concepts), allowing both concept overlap and non-exhaustive coverage of the space. This loosens the restrictions of the concept dependence arising from a tesselation of the space. Uncertainty is built into the cognitive model allowing interpretation of semantically vague linguistic propositions and a platform for manipulation of imprecise information. Building on the literature of multi-agent simulation of language games we investigate language evolution involving vague concepts with our prototype representation. We show how different types of assertions result in different degrees of system concurrence, and of concept overlap.

Abstract ID: 1483
The causative construction expresses a change of state or a change of location of an entity, caused by another entity. Every language expresses causation using at least one of several grammatical constructions: lexical, morphological, and periphrastic. All three types of causatives occur in Persian, though only a fourth type of causative construction is truly productive: the light verb construction (LVC). LVCs lie at the core of the Persian verbal system and provide the only way to construct new verbal notions. As can be observed in example (1), switching one LV for another can result in a change in causativity, though this alternation isn’t always systematic. (1) CAUSATIVE NON-CAUSATIVE qælt zædæn qælt xordæn sommersault hit (= do a sommersault) sommersault eat (= roll over) However, not all verbs alternate and learning the idiosyncratic rules determining which particular verbs alternate in a given language represents a challenge to children. This phenomenon has given rise to debates on how children limit productivity and avoid rampant overgeneralization that is latent in a purely rule-based system. In this study, we use spontaneous speech samples from a corpus of three monolingual Persian-speaking children, aged 2;0 to 5;0, as well as their parents, to describe this phenomena and revisit the problem of productivity in Persian child language. We map out how causative constructions and alternations develop: which types emerge first, which are most productive, and which ones are prone to more errors. We delineate discrete stages of acquisition of the causative, and provide evidence for productivity through error analysis. We find that children master the light verb alternations from an early age, despite the compositional syntax of the construction relative to lexical verbs. Furthermore, in the stages described in our analysis, there is a progressive increase of light verb use in expressing the causative (from 30% in the first stage to 48% in the last stage). This study sheds light on the development of item-based versus class-based uses of the causative, as well as language-particular properties and their role in language acquisition.

Abstract ID: 1589
Title: On conventional association of sound and 'meaning'
Author(s): Feeney, Andrew; Sztencel, Magdalena

Since Aristotle language has been seen as a system that links sound and meaning. This conceptualisation of language remains implicit in many approaches to linguistic theory, and the Chomskyan tradition in particular reconstructs this idea by attributing both phonology and semantics to linguistic expressions. On this view, linguistic expressions are taken to be double-interface syntactic objects [PHON + SEM] constituted by phonological and semantic properties. It has been argued (e.g. Burton-Roberts and Poole, 2006) that this double-interface view of a linguistic expression derives from Saussure’s notion of a signifier and a signified that stand in both a semiotic relationship and a mereological (part-part) relationship in constituting a third entity, the sign. From its earliest days, the Chomskyan notion of an ‘autonomous syntax’ has rendered the consideration of meaning/semiotics as irrelevant – as unimportant as the colour of the speaker’s hair (Chomsky, 1957). However, Chomsky (2000, 2003) himself has spoken of words as ‘pointers’ to/‘labels’ for conceptual structures. But this is incompatible with a view of words as partly constituted by semantic properties – notice that pointers/labels do not, in principle, have the properties of that which they point to/label. Meaning, we argue, arises in virtue of a semiotic relation between a physical semantic-less sign and a semantically/conceptually constituted thought. In regarding words as pointers Chomsky implicitly acknowledges this notion of a semiotic relationship. We introduce the Representational Hypothesis (e.g. Burton-Roberts, 2011) a conceptual framework, in which it is claimed that the mereological relationship is i) insufficient, ii) unnecessary and, in fact, iii) conceptually impossible in explaining meaning in language. What is required, we argue, is an unambiguous conceptualisation of any particular ‘language’ as a system that licences certain phonetic phenomena for the semiotic representation of structured internal thought, which is the only locus of syntactico-semantic properties.

Abstract ID: 1392
In this paper we present commonalities in the sound systems of language and music and some cognitive and evolutionary explanations emphasizing the key role of vowels in the language-music relationship. Authors looking for parallels in the sound inventories of language and music [e.g. 1,2] often compared the whole phonemic inventory to musical pitches per octave and found that the number of phonemes across languages varies to a much greater extent ("from 11 in Polynesian to 141 in the languages of the Bushmen" [1]) than the number of pitches per octave ("typically between 5 and 7" [2]). We choose a different approach in the search for analogies in the sound systems [3]: Since vowels play a decisive role in generating the sound or sonority of syllables, we compare the inventories of vowel systems and musical scales across cultures. The correspondences found: A minimum of 2-3 elements, a maximum of roughly 12 elements, and the 5-vowel systems and pentatonic scales as the most frequent pattern. Do languages with a higher number of vowels tend to a higher number of pitches in melody? First evidence [4] for such an assumption was gained by data of Australian Aboriginal language and music. The present study examines this hypothesis in more detail, using Nettl’s [5] descriptions of indigenous Amerindian music and linguistic descriptions of the respective languages. The results: Languages with up to 4 vowels (e.g. Navaho, Cheyenne) tend to have tritonic or tetratonic scales, languages with 5 vowels (e.g. Creek, Yuchi) pentatonic scales, and languages with more than 5 vowels (e.g. Hopi) hexatonic or heptatonic scales. These correspondences are discussed from an evolutionary perspective on music either as “protolanguage” or on both language and music as descendents of “half-musical” utterances [6], and with respect to recent experimental studies [7,8] showing strong processing interactions between vowels and melody.

Abstract ID: 1382
Title: Metaphor, culture and cognition: the conceptualization of urban violence in Minas Gerais, Brazil

Author(s): Ferreira, Luciane Corrêa

This study departs from Lynne Cameron’s research on metaphor, empathy and terrorism in the UK and Ana Cristina Pelosi’s research on metaphor and urban violence in Fortaleza, Brazil. We aim at investigating the emergence of metaphor used to talk about urban violence in Brazil, especially in the state of Minas Gerais. In order to achieve this goal we use the theoretical framework of Conceptual Metaphor Theory (LAKOFF/JOHNSON, 1980, 1999; LAKOFF, 1987, 1993), as well as metaphor led discourse analysis (CAMERON, 2009) in the identification and analysis of metaphors which emerged in the discursive interactions among individuals and communities when they talk about feelings of insecurity generated by acts of violence. Our research questions are: What are the key topics on urban violence which emerge in the discussions on focus groups when these interact verbally? Why do participants use metaphor when they talk? We adopted the following methodological procedures: 1) metaphor-led discourse analysis (CAMERON, 2009), which enables us to reflect on the way how brazilians face situations of urban violence and the type of figurative language they use in order to conceptualize violence and to show empathy; 2) we have also analysed the conceptual metaphors motivating the discursive interactions. Based on our data, we identified eight discursive topics. We have also highlighted when a story index has been taken into account in order to report on an event. We tried to investigate the motivations for this use, for instance when someone mentioned the case of Isabela Nardoni’s murder when reporting on some urban violence event. Our results support Pelosi’s et al. (2011) evidence that cognitive metaphors of CONTAINER are recurrent when victims of violence describe a safe place (INSIDE THE CONTAINER) and an unsecure place (OUTSIDE THE CONTAINER), that is in the streets.

Abstract ID: 1557
While several studies aimed at clarifying the distinction between the processing of conventional and novel metaphorical expressions (Anaki et al. 1998; Mashal et al., 2005, 2007; Pobric et al., 2008), the differences were mainly attributed to semantic distance processing, and not to the difficulties of establishing novel mappings. The repeatedly found right hemispherical activations for novel metaphors are in line with the graded salience hypothesis (Giora, 2003), and the coarse semantic coding theory (Beeman, 1998), but figurative meaning processing has been scarcely examined independent of semantic distance. To examine the interaction of these two factors an event related fMRI experiment has been carried out with four categories of German noun noun compound words presented in a semantic decision task: a) conventional metaphors b) novel metaphors, c) conventional literal, and d) novel literal compounds, controlled for length, frequency, imageability, arousal, and emotional valence. When compared to the similarly novel literal condition, novel metaphorical expressions induced BOLD signal change in Wernicke’s area, and left temporal pole, suggesting a fine grained semantic activation and integration, according to the BAIS framework (Jung-Beeman, 2005), probably due to the filtering of appropriate semantic features in order to establish figurative meaning. Conventional metaphorical compounds relative to conventional literal expressions induced BOLD signal change in left inferior frontal regions, suggesting a semantic selection procedure, also in a fine grained manner (Jung-Beeman, 2005). The results are challenging predictions concerning the right hemisphere’s involvement in metaphorical language processing. Previous studies might have found right hemispherical activations mainly because of semantic distance processing, but since the present experiment carefully controlled for semantic relatedness, it was possible to parse out neural correlates from the processing of novel metaphorical expressions.

Abstract ID: 1519
In this paper a more detailed approach than others hitherto proposed is presented for modelling the mental lexicon of bilingual speakers. It assumes non-selective, integrated organisation, as supported by much of the recent psycholinguistic evidence, and suggests how a principle of cortical proximity of near-equivalent word columns in more than one language could function between intertwined language-specific networks. Such networks are seen as distinguished by – and activated through – differential phonological anchoring. The model emphasises the level of lexical concepts and the recombination of shared bundles of ‘micro-functional’ features in processes likely to be involved in expressing the same conceptual content in one language or the other. This is illustrated with examples of the hypothetical production of near-equivalent English and French sentences by a bilingual speaker. It is proposed that fluent early bilinguals utilize the micro-functional level more fully than late second language learners, thus largely bypassing the need for lexeme-to-lexeme translation. The role of overlapping ‘macro-functional’ scenarios is also discussed, as is the question of how adjacent word columns for cross-linguistic near-equivalents may be associatively linked.

Abstract ID: 1413
This paper presents and tests a new process for automatically creating Multiple Alternative Choice (MAC) test items called 'CAREs' (Construed Antonym Realisation Exercises). CARE is the name I have given to MAC test items that have been created using theories about construal and antonymy. Computational Linguistics techniques are used to identify pairs of lexical items that co-locate within antonymic syntactic patterns. Two lists of statements are then generated by applying each process from a recognised system for categorising construal operations, to the contexts in which the word pairs were identified. One of the lists illustrates 'correct' construal of these word pairs and the second list of statements illustrates erroneous' construal. A Construal analysis form has been designed to assist in the manual application of this process. A template is then used to generate CAREs from the word pairs and the two lists of statements representing different instances of available construal operations. The process is tested using a domain specific evaluation method whereby a domain expert selects one 'AC item set' from each of 32 pairs of 'AC item sets' (a 'AC item set' consists of a stem question and two alternative responses). One AC item set from each pair was generated using the proposed process while the other was created using traditional manual methods. Combinations of the selected AC item sets from each pair were combined to form the CAREs used in the test routine. The results table for this experiment indicates how many of the CARE AC item sets were used without applying any changes, how many were used following changes and how many were rejected in favour of the manually created AC item set. The results provide sufficiently positive evidence to support the application of future experiments which are described in the final section.

Abstract ID: 1454
North Ambrym, an Oceanic language of Vanuatu, represents a typological oddity with regards to its possessive classifier system. Typically, possessive classifiers in Oceanic languages are said to be relational classifiers. This type of classifier system is defined by the ability of a possessed noun to occur with different classifiers dependent upon the intended relation of the possessor on the possessed item (Lichtenberk 1983). The following example from Paamese depicts this.

1(a) ani a-k
   Coconut FOOD-1SG
   'my coconut to eat'
(b) ani ma-k
   Coconut DRINK-1SG
   'my coconut to drink'

Lynch, Ross and Crowley 2002:42. However, experimental data has shown that the possessive classifiers in North Ambrym act more like a lexical classifier system and nouns tend to be predetermined as to with which classifier they occur with (Franjieh & Von Prince 2011). There are five different possessive classifiers in North Ambrym, class one denotes animals, food and some kinship terms; class two denotes liquids, containers of liquids, holes and buildings; class three denotes baskets; class four denotes fire and flammable items; and the last class is a general classifier that subsumes all other nouns that are not included in the above four classifiers.

In this talk I will argue that as a lexically based classifier system certain nouns are deemed to be more central members of a classifier and thus the system shows prototypicality affects. Though, there may be an underlying semantic domain that unifies different nouns under a particular classifier, I will instead argue that speakers’ perception of central members of a classifier are instead underpinned by the length of time a person possesses an item or by its multifunctionality, as shown from results of linguistic experiments on North Ambrym speakers.

Abstract ID: 1252
Title: Word information as a measure of cognitive effort in sentence comprehension  
Author(s): Frank, Stefan  

As a sentence unfolds, each word conveys an amount of information to the reader or listener. From a cognitive perspective, this information content corresponds to the amount of “mental effort” or “cognitive load” experienced on encountering the word, which can be measured in psycholinguistic experiments. From a computational perspective, a word’s information content can be quantified using probabilistic models of language. In this context, two cognitively relevant formal definitions of information have been suggested: Surprisal (Hale 2001; Levy, 2008) and Entropy reduction (Hale, 2003, 2006). Surprisal quantifies the extent to which a word’s occurrence was unexpected, whereas entropy reduction is a measure of the extent to which a word reduces uncertainty about the remainder of the sentence. Several studies (e.g., Demberg & Keller, 2008; Frank, 2010; Frank & Bod, 2011) have demonstrated that word-reading times are predicted by the information conveyed by words’ syntactical categories. The information content of a word itself, rather than its syntactical category, is much harder to estimate accurately and, consequently, has received only little attention. This is true in particular when information is quantified in terms of entropy reduction. We will present a recurrent neural network model that estimates surprisal and entropy-reduction values for each word in a set of sentences that were randomly selected from (little known) English novels. The same sentences were read by human participants in a self-paced reading study and in an eye-tracking study. Regression analyses showed that word-information values form significant predictors of both the time required to read a word, and the change in pupil size after fixating on a word. These results confirm that the formal notion of word information is indeed cognitively relevant, and show that recurrent neural networks can estimate accurate word surprisal and entropy-reduction values.  
Abstract ID: 1426
This presentation discusses the processes of lexical-constructional integration (subsumption) that the verbs phone and email undergo. Within verbs of communication, these verbs belong to the subclass of verbs of instrument of communication (Levin, 1993) and display differentiating features that are worth exploring in detail. For this purpose, I make use of the Lexical Constructional Model (LCM), as propounded by Ruiz de Mendoza & Mairal (2008, 2011) and Mairal & Ruiz de Mendoza (2009). This model, which integrates insights from cognitively-oriented constructionist and functional approaches to language, postulates that subsumption is regulated by internal and external constraints that operate at four levels, which range from argument structure and implicature to illocution and discourse relations. Aided by the analytical and explanatory tools provided by the LCM, I present a principled account of the regulating factors that either license or block the subsumption of the verbs phone and email into certain constructional configurations. A case in point is the ditransitive construction, which is initially compatible with my target subclass (Mary emailed me the report). According to the LCM, the Lexical Class Constraint determines whether a set of lexical items belonging to the same class can or cannot become integrated into a given construction. However, a more complex analysis is needed for examples like Mary emailed me about the situation vs. *Mary emailed me the situation), in which the semantic nature of the direct object forces the use of a variant of the ditransitive construction, which I will call the about construction. My study suggests that verbs of instrument of communication constitute a hybrid subclass that encompasses properties borrowed from sister subclasses (tell verbs) and others inherited from give verbs. Therefore, objects that call upon topics that are suitable for discussion (the situation, the problem, etc.) require the use of the about construction.

Abstract ID: 1560
Title: Decomposing Posture Verbs into Frame Attributes
Early comprehension of agent-patient relations in the transitive construction in Hungarian
Author(s): Gamerschlag, Thomas; Petersen, Wiebke

Posture verbs such as 'stand', 'sit' and 'kneel' make reference to gestalt properties and spatial information, which are perceived by particular modules of human cognition (e.g. gestalt recognition, spatial orientation). By consequence, they qualify as an ideal object of the investigation of the interaction of language and cognition. Different factors determining the distribution of posture verbs have been identified, for example properties of the ground, the kind of support, the body part involved, the orientation and form of the localized object (Berthele 2004, Kaufmann 1995, Kutscher & Schultze-Berndt 2007, Lang & Carstensen 1990, Newman 2002, and Serra Borneto 1996 among others). Kaufmann (1995) argues that among these properties the orientation of the most prominent object axis and the way the figure is kept in place are of particular importance. For example, 'lie' differs from 'stand' by the horizontal versus vertical orientation of the most prominent axis of the figure, whereas 'sit' differs from 'kneel' by the body part which is supported (buttocks with 'sit' and knees with 'kneel'). In the talk, we present a decompositional analysis of posture verbs in terms of frames. According to Barsalou (1992), frames, understood as recursive attribute-value structures, "provide the fundamental representation of knowledge in human cognition". Frame representations show a flexible degree of complexity (zooming in and out by expanding/not expanding nodes), which has already proven fruitful in analyzing the evidential use of perception verbs (Gamerschlag & Petersen to appear). We argue that all the elements of a location scenario (figure, ground, locational relation, type of support,...) can be naturally expressed by a system of particular frame attributes. Furthermore, we demonstrate that our frame approach enables us to capture different analyses in one uniform format without resorting to any extra-representational devices.

Abstract ID: 1370
The aim of this work is to present the theoretical and methodological issues which arise from the development of a frame-semantics-based electronic trilingual dictionary built for the 2014 FIFA World Cup to be held in Brazil. Such lexical resource will cover the frames (Fillmore, 1982, 1985) belonging to the domains of Tourism and Football and the lexical units which evoke them. It builds upon the methodology deployed for the Kicktionary – electronic multilingual resource for the vocabulary of football – (Schmidt, 2006; 2007; 2009). This is to say that the dictionary adopts a bottom-up methodology for building the frames. First, sentences containing the target lexical units are surveyed in a trilingual corpus built specifically for this project. Secondly, sentences are annotated in regards to the frame elements related to the lexical unit being annotated. Finally, after the annotation of a set of sentences, a frame is proposed for the domain of Tourism. The relation among the frames and among the words evoking them, even their equivalence in the three languages involved – Brazilian Portuguese, English and Spanish –, is configured in a WordNet-like ontology. Hence, this dictionary, as well as the Kicktionary, brings together contributions from the FrameNet (Fillmore, Johnson & Petruck, 2003; Ruppenhofer et al., 2010) and the WordNet (Fellbaum, 1998) projects. Moreover, this study discusses the need for creating more specific frames for the domain of Tourism, in order to allow the lexicographic descriptions made to be used in the development of a technological innovation. The project has been developed by the FrameNet Brazil team (Salomão, 2009), from the Federal University of Juiz de Fora, in cooperation with the FrameCorp team at UNISINOS and the Berkeley FrameNet team in the International Computer Science Institute.

Abstract ID: 1683
In Gavins and Stockwell (forthcoming, 2012), an argument is put forward that the wide diffusion of cognitive science into literary scholarship has sometimes been accompanied by a relative neglect of textuality (here used to mean the sum of the lexicogrammatical choices and linguistic patterns in evidence across a literary work) and texture (meaning the experienced quality of textuality, cf. Stockwell 2009). As more scholars have become interested in the possibilities for accounting for interpretation, emotional response, and the inter-relations of literature and mind, the emphasis has broadened and often become part of an apparently larger cultural project (see, for example, the shift in emphasis from Turner 1991 and 1996 to his work (with Fauconnier) in 2002 and 2006). Cognitive approaches to literary discourse can be seen to have become more interested in mind than in text over recent years, with aspects of shared humanity and cultural consensus being viewed as perhaps more significant than the individual peculiarities and singularities of literary works (see Currie, 2004 and Hogan, 2003 for insightful examples from this tradition). This paper continues the discussion begun in Gavins and Stockwell (forthcoming, 2012), extending the argument there advanced for a cognitive poetics necessarily grounded in text and textuality and based on the rigorous analytical principles of stylistics. The paper argues, more specifically, for the particular suitability of Text World Theory (see Gavins, 2007; Hidalgo Downing, 2000; Werth 1999) to this task, demonstrating the textual focus and literary-linguistic meticulousness of the text-world approach to discourse analysis through the examination of the poem ‘Forgetfulness’ by Billy Collins. In particular, deixis and negation are shown to be of central importance in the conceptual structure of the discourse and are analysed as key components of the poem’s texture which risk being overlooked without a proper symbiosis of cognition and stylistic scrutiny.

Abstract ID: 1546
Pragmatic theory considers metaphor and metonymy as two distinct phenomena. Metaphor has been described as a conceptual operation based on broadening and narrowing of lexical concepts (Wilson & Carston 2007) or mapping between two different domains (Gibbs 1999). Metonymy seems to involve a conceptual shift and also to affect the grammatical structure (Panther & Thornburg 2003). Do these differences correspond to variation in processing dynamics? It has been shown that metaphoric referential descriptions are understood more easily than metonymic ones (Gibbs 1990), but most investigations are limited to either metaphor or metonymy, and the available evidence is sparse (Glucksberg 2003; Frisson & Pickering 1999; McElree et al. 2006). In this experiment we investigate the processing dynamics of metaphor and metonymy by employing Multiresponse Speed-Accuracy Trade-Off, a technique that allows us to disentangle accuracy from timecourse in computing a sensible interpretation (Reed 1973). Participants performed sensicality judgments on figurative expressions (metaphor: Those dancers are butterflies; metonymy: That student reads Camilleri), and their literal and anomalous counterparts. The time-course profiles showed that metaphorical and literal expressions are processed in equal time but metaphorical meanings are less likely to be reached. This result replicates previous findings for metaphor (McElree & Nordlie 1999) and is consistent with what was shown for other cases of conceptual elaboration, such as synonym verification (Ratcliff & McKoon 1982). Metonymy also resulted in lesser availability than literal language, and in addition exhibited slower processing speed with respect to literal controls. Similar temporal dynamics were described for grammatical phenomena such as syntactic reanalysis (Bornkessel et al. 2004). A plausible interpretation of our findings is that the animacy violation produced by metonymic referents might trigger a time-consuming reanalysis in order to reach a plausible interpretation. Combining linguistic-pragmatic distinctions and experimental evidence, this study supports the idea that metaphor is based on conceptual elaboration, while metonymy entails a combination of conceptual processing and grammatical reanalysis.

Abstract ID: 1599
Research relating metaphoric models to language teaching have become more frequent, however, this literature falls short of studies that investigate the relation between more recent approaches to metaphor and mother tongue teaching. This paper, therefore, aims to fill a void in the literature and develop a better understanding about the association between the work with metaphor in mother tongue classes and the occurrence of metaphor in the discourse of other school subjects. On that account, this research proposes to (i) analyze the approach to metaphor in course books of Brazilian Portuguese; (ii) investigate the occurrence of metaphors in course books of other subjects; (iii) present a discussion from cross-checking the data obtained from the analysis; (iv) propose a reflection on the work with metaphor in mother tongue classes. This is a qualitative research from analysis of documents that intends to examine course books and reach a better understanding about the work developed with the metaphor phenomenon. Even though the exploration will be done on course books, we suggest orientations for the development of didactic materials in general. The analyses developed indicate that the theoretical assumptions that are the basis to the approach to metaphor in mother tongue course books (ARISTÔTELES, 1997; GRICE, 1957, BLACK, 1954, among others) are not the same that foster the occurrence of metaphors in course books of other subjects (LAKOFF; JOHNSON, 1980; CAMERON, 2003). This means that there is a contrast between the widely accepted theories in the work on metaphor in course books of Brazilian Portuguese and the occurrence of metaphors in course books of other subjects, which points to the necessity of a new proposal for the work with metaphor in mother tongue teaching, in order to fully explore the potential of this phenomenon.

Abstract ID: 1631
Is there a preferred or a default utterance interpretation? Unlike coded meanings of words and collocations, which are retrieved directly from the mental lexicon (Giora, 1997, 2003), utterance interpretations are noncoded but constructed on the fly. Admittedly, there are a number of notions of default utterance interpretations in the literature. They differ in the (minimal-maximal) extent to which they involve reliance on specific contextual information (Ariel 2010; Jaszczolt 2010). With the exception of Grice’s (1975), the various views of default interpretation do not explicitly commit themselves to any degree of (non)literality. Adopting a minimalist view, we propose here a novel notion - default nonliteral utterance interpretations. For a nonliteral interpretation to be a default, it has to be derived under the following conditions: 1. Constituents have to be unfamiliar so that coded nonliteral meanings of expressions and collocations should be excluded; if negative utterances are considered, they should not be Negative Polarity Items so that conventionality is avoided. 2. Semantic anomaly or any kind of internal incongruity (triggering nonliteralness) should be avoided so that both literal and nonliteral interpretations are permissible. 3. Informative contextual information should not be involved so that pragmatic incongruity or biasing information may not invite a nonliteral interpretation. In this talk negation will be shown to generate nonliteral interpretations by default. Findings collected from 5 experiments demonstrate that some negative utterances of the form “X is not Y” (This is not a safe), “X s/he/it is not” (Ambitious she ain’t), and “X is not his/her/forfe/best quality (Supportiveness is not her forte)”, conforming to conditions (1-3), are interpreted metaphorically or sarcastically by default: (i) when presented in isolation, they are rated as nonliterally compared to their affirmative counterparts and (ii) are processed faster when embedded in a context biasing them toward their nonliteral than toward their (equally strongly biased) literal interpretation. These findings are hard to account for by existing processing models.

Abstract ID: 9993
It is the common place of modern cognitive linguistics that metonymy and metaphor are cognitive phenomena rather than mere figures of speech. However, different attitudes to the cognitive basis of metonymy and the correct cognitive demarcation between metonymy and metaphor are located too far from each other to be figured out as the common place (Kövecses and Radden, 1998, Croft 2002, Peirsman and Geeraerts 2006, Croft 2006, Peirsman and Geeraerts 2006a, Barselona 2011). The main point of the author is that the well-known in psychology, but hardly applied to linguistics, cognitive mechanism, called complex thinking (Vygotsky 1986, Cole and Scribner 1974, Luria 1976, Tulviste 1991, Wertsch and Tulviste 1992, Cole et al. 2011), proves to be the cognitive basis for metonymy. The difference between complex and conceptual thinking is also helpful to distinguish between conceptual metonymy and conceptual metaphor. According to a view on this issue through the lens of the cultural-historical theory, we can state that conceptual metonymy is the basic way of semantic evolution in pre-theoretical cultures (the traditional ones, that of Ancient Egypt, Ancient Babylon etc.), whereas conceptual metaphor emerges in theoretical cultures, such as Ancient Greek, to describe the structure of abstract cognitive domains. In order to illustrate these points with a case study, the semantic evolution of the word hulē (matter) from Homer to Aristotle, based on the analysis of more than 600 occurrences of this word in Ancient Greek texts, is considered.
A common approach in the field of spatial cognition is to analyse people’s verbal spatial descriptions in order to access their mental representation of an environment (e.g. Daniel & Denis 1998, Tenbrink & Wiener 2009). However, less attention has been paid to the features of language that people use in complex and conceptually demanding spatial situations; for instance how they treat missing information when making spatial inferences under difficult conditions. While research in cognitive psychology suggests that experts differ systematically from novices with respect to the solution strategies and conceptualizations of complex tasks, effects on language use have not often been the target of research. To the extent that language can serve as a representation of thought, we suggest that linguistic analysis of verbal representations supports the identification of cognitive inference processes in experts and novices. Our current research addresses the following questions: a) To what extent and in what ways can inference processes related to spatial tasks be associated with linguistic representations of spatial concepts? b) What are the effects of previous knowledge, i.e. expertise, on problem solving behaviour (planning & execution) and on features of the language used along with it, such as granularity levels and choice of references? We report from our current empirical studies related to these questions. In particular we present insights on a) how people judge the quality of route instructions (extending the findings of Denis, 1999, and Lovelace, 1999), b) how experts in a wayfinding scenario differ from novices with respect to their global description strategies as well as content (reference to spatial elements) and use of linguistic markers - signalling uncertainty and on-going exploration and orientation, and c) novice discourse production on collapsed building scenarios and their performance on oral picture description tasks.

Abstract ID: 1424
Many of the early foundational works in cognitive linguistics were carried out in close relation to literary texts or were successfully adapted to the study of narrative, fiction and style. Systemic functional linguistics has also been used as a powerful instrument for the study of language system and its relation to the meaning of the literary work: Halliday (1971) showed that particular syntactic regularities observed in a literary text relate significantly to interpretation of the meaning of whole work. In this paper, I illustrate how an increased frequency of certain grammatical constructions contributes to the narrative dynamics in "The Chronicles of Narnia" by Clive Staples Lewis. In particular, I show that the presence of a prominent number of ‘reflexive’ comparatives in a given part of the novel can be associated with a rapidly unfolding plot, while low incidence of such constructions goes along with lack of action in the narrative (‘reflexive’ comparative constructions have co-referential comparee and standard of comparison). This finding can rather successfully be accounted for in terms of mental space pattern that the author of the narrative resorts to: a ‘reflexive’ comparative is formed when the trigger and the target are the images of one and the same person, or fiction character, in different Time or Place Spaces, the comparative conjunction being the space-builder (Fauconnier 1994).

Abstract ID: 1916
Title: Errors of agreement: Is agreement computed or stored?
Author(s): Gorokhova, Svetlana

The paper addresses the issue of case agreement in highly inflected languages such as Russian. In Russian, the attribute adjective/possessive pronoun and its head noun have to agree in case and the adjective/possessive pronoun form has to be computed based on the head noun form. At the same time, some of the case forms of an adjective/possessive pronoun are homonymous. I analysed 274 naturally produced “reversed agreement” errors (slips of the tongue) in modifier-head [Adj/Pron+N] constructions, when a speaker selects an (irrelevant) head noun case form based on the pre-modifier adjective/possessive pronoun form (while it is in fact the reverse that has to be done). Processing the adjective/possessive pronoun, whose case forms (e.g. plural locative and plural genitive) are homonymous, the language production system is faced with ambiguous information and has to select one of the two or three alternative noun interpretations; this decision may fail, leading to the selection of an irrelevant noun case form (e.g. genitive instead of the target locative). A comparison between the frequencies of occurrence of target and error modifier-head [Adj/Pron+N] constructions in the Russian National Corpus reveals that speakers tend to substitute more frequent constructions for less frequent constructions (p (274) < 0.001). The result seems to suggest that the production mechanism makes use of the probabilistic information about a relevant modifier-head construction stored in long-term memory and that the error construction may be a recurrent pattern, which a speaker, basing on their experience, tends to use as a default schema. Such lower-level agreement schemas may override generalized constructional schemas, causing agreement computation to derail.

Abstract ID: 1397
The research attempts to study movement causation constructions such as They laughed him out of the room from the perspective of Cognitive and construction grammar. These are the constructions of close type, the ones with the rigid predicate-argument structure and stable syntactic-semantic parameters. Also called resultative constructions, they render cause-consequence relations: the situation rendered with the help of the predicate expression containing the finite verb is the cause for the change of location (or condition) of its object, which is rendered by contracted sentential complement. The aim of the research is to reveal linguistic and cognitive factors allowing the use of the above mentioned constructions in the English language. It suggests the description of semantic, lexical, grammatical characteristics of these constructions, the conceptual basis and mechanism for their formation. The results of the research showed that movement causation meaning of these constructions does not appear unless the verbs are placed in such a context. So, as we conclude, the constructions possess special compositional or integral type of meaning. Following the idea of linguistic conceptualization of interaction of linguistic units, best developed by Mental Spaces Theory and Conceptual Integration Theory, the constructions can be treated as linguistic conceptualization of two cognitive entities at once, representing a row of events in their cause-effect connection and thus forming new integral conceptual structure, that is a blend of two input spaces, one of a verb and the other of a satellite. This new integral structure is formally represented in the language by the structure similar to a simple sentence with a phrasal verb.

Abstract ID: 1943
From a Cognitive Grammar perspective (Langacker 1987, Langacker 2008), the following examples of complex spatial expressions can be claimed to represent different construals of the same reference scene: (1) Die Flasche ist auf der vorderen rechten Seite (auf dem Tisch). The bottle is on the front (ADJ) right-hand (ADJ) side (on the table) (2) Die Flasche ist vorne rechts (auf dem Tisch). The bottle is front (ADV) right (ADV) (on the table) The use of dimensional adjectives in (1) foregrounds the object-level of the reference scene more strongly than the use of dimensional adverbs in (2), which, by contrast, effects a foregrounding of space itself (i.e. in the absolute sense, cf. Carroll 1993). Expressions of the type represented by (1) can thus be classified as object-focused expressions, expressions of type (2) as space-focused expressions. The fact that “true [dimensional] adverbs” (Carroll 1993: 27) and thus expressions of the type represented by (2) are available to German speakers but not to English speakers (cf. e.g. Carroll 1993, van Staden et al. 2006) leads to the hypothesis that German speakers generally prefer construing this particular type of spatial object-object relation in a space-focused manner while English speakers prefer more object-focused construals. To investigate this hypothesis, a German-English corpus of complex spatial expressions of the above type was compiled using a tailor-made elicitation task. Analyses of these corpus data not only lend support to the assumed cross-linguistic differences in preferred construal, but, in addition, provide intriguing insights into differences between German and English speakers as regards (inter)relations between language-specific (convention) and speaker-specific preferences (entrenchment). In a follow-up experiment, the investigation of language-specific (and speaker-specific) differences is extended to cover possible correlations between the observed differences in (linguistic) construal and performance in related (non-linguistic) tasks testing perceptual attention to and/or explicit memory of object-related vs. space-related features of scenes.

Abstract ID: 1478
Traditional grammars and dictionaries treat apenas ‘as soon as, hardly, barely’ as an immediacy marker (Alcina y Blecua. 1975, Bello. 1988, Beristain. 2006, Cuervo. 1981, Pavón Lucero 1999, DRAE 1973, DUE 2007) that can portray an array of seemingly unrelated meanings: difficulty (1), reduction, small amount (2) and immediacy (3): 1. La falda penas llega hasta la rodilla (CREA) ‘The skirt hardly goes all the way to the knee’ 2. Apenas nos hablamos (CREA) ‘We barely talk to each other’ 3. Apenas puesto el pie en Veracruz, emprendieron el viaje. (CREA. Libros). ‘As soon as they put their feet in Veracruz they started their journey’ While these and other meanings exist no analysis has been provided to account for the emergence of the reduction and the immediacy values from the root meaning: ‘in pains/painfully’. This paper attempts to provide not only the determining conditions that motivated the emergence of these meanings but also, and more importantly, the syntactic-semantic conditions determining its contrasting behavior as a modal adverb, as a clause connector and as an epistemic pragmatic marker. From a cognitive grammar perspective it is demonstrated that these meanings derive from two determining factors: the force dynamic configuration (Talmy 1985) of the core meaning of apenas and the actions art of the verb as combined with the aspectual configuration of the event (perfective/imperfective). The interaction of these two criteria determines the event to be constructed either objectively or subjectively (Langacker (1985, 1991). The more objective ones are linked to the time of the utterance and/or to the time of a preceding event. Subjective readings are calculated imposing different scalar representations and frames imposed by the speaker’s values. More puzzling is the behavior of apenas in causative (4) and modal (5) constructions: 4. La artritis apenas le permite caminar (M. Davis) ‘Arthritis barely lets him walk’ 5. María está enferma apenas quiere comer ‘Maria is ill, she barely wants to eat’ Where the conditioning factor is not morphological but lexical. This is an iconic reflex of complexity where the force dynamics of modals and causative verbs act as profile determinants. Finally, in contrast with well established grammaticalization paths (Traugott 1998, 1995a, b), it is shown that apenas runs against the cannon: from subjective to objective values, a phenomenon accounted for as a determinacy of the core semantic composition of the base form.

Abstract ID: 1666
Title: Cognitive Grammar, Construal and The New York Trilogy
Author(s): Harrison, Chloe

This paper tests the boundaries and capabilities of the four different types of construal established in Langacker’s Cognitive Grammar model: specificity, prominence, perspective, and focusing, specifically under consideration for Auster’s New York Trilogy. Langacker’s approach is underscored by the conceptual metaphors TEXT IS SCENE; READER IS VIEWER. To study how real readers undertake these processes of construal, I use naturally occurring data of readers’ comments from an online forum, although my own interpretation and viewing point is also included. These data are used alongside construal processes to account for the notion of ‘prototypical’ readings and to account for potential targets within a construction’s dominion. With this methodology established, the main tenets of Cognitive Grammar, and in particular the notions of the Current Discourse Space and readerly construal, are applied and analysed with a view to draw conclusions about reader-expectation in literary experience. Thus far Cognitive Grammar has mainly been applied to sentence-level analysis, but this investigation is part of a wider study which aims to ‘scale up’ the theory by applying it to stretches of narrative as opposed to purely micro-level examples (see Stockwell 2009). This analysis is conducted with the intention that, if successful, such an approach could be applied more generally at the discourse level of literary narratives.
Abstract ID: 1431
In cognitive linguistics, negation is dealt with in terms of space. Johnson (1987) posits containment and path schemata to account for the principle ‘Either P or not-P’. Langacker’s (1991) basic epistemic model situates irrealis as a region of conceptual space outside the cognizer’s immediate reality or ‘epistemic center’. In Discourse Space Theory, Chilton (2006) uses a geometric grid to plot the cognizer’s judgements of reality along a modality axis, which ranges from ‘real/true/right’ at the deictic center to ‘unreal/untrue/wrong’ at the axis endpoint. Fauconnier’s (1985) mental space theory explains that a negation builds both a negative space and a positive space for comparison (cf. Sweetser 2006). Finally, Lapaire (2006) examines reification and blending in negation to propose a ceptual script in which negating propositions amounts to removing or destroying unwanted objects. This paper combines these approaches into one model. Positive and negative mental spaces are placed along a gradient axis running from proximal to distal regions of the cognizer’s conceptual space. These spaces offer CONTAINMENT for reified objects of negation, which move between spaces situated along a gradient modality axis structured by PATH and SCALE schemas. When speakers negate and perform gestures associated with negation (Calbris 1990; Harrison 2009; Kendon 2004), the sagittal and horizontal axes in gesture space may reflect the mental space structure and image schematic logic of the modality axis in conceptual space; furthermore, the salient form dimensions (Hassemer et al 2011) and semiotic modes of gestural representation (Müller 1998) appear to be motivated in part by the ceptual scripts underpinning negative speech acts. This paper presents the model and uses a corpus to demonstrate how negative gestures serve as a way to quantify conceptual spaces and measure cognitive distances that negations are said to evoke (Harrison in prep.).

Abstract ID: 1748
Using the framework of Cognitive Grammar (Langacker 1987, 1991, 2008), this paper presents a critical discourse analysis of press reports of violence in recent UK political protests. The paper compares the alternative construals of violence evoked in the discourse of The Telegraph vs. The Guardian and suggests ideological motivations for such differences. The data analysed comprises online articles published in the immediate aftermath of the G20 protests, the Student Fee protests and the TUC protests. In comparing the way the two papers report outbreaks of violence in political protests, we find systematic differences in conceptualisation across a number of parameters. For example, The Telegraph tends to frame violent encounters in terms of a “one-sided” action chain with only protestors as agentive actors. The Guardian, on the other hand, tends to construe violence in terms of a “reciprocal” action chain. And within the action chains evoked there are further differences in focal adjustments such as foregrounding and profiling, as well as in participant role allocation. The ideological motivations behind such systematic differences, it is suggested, lie in the attribution of responsibility for the violence that occurred and reflect more dominant discourses concerning the State and civil disorder. The grammatical constructions favoured by The Telegraph attribute responsibility solely to the protesters and serve to obfuscate any potential instances of police violence. The grammatical choices of The Guardian, by contrast, assign mutual responsibility for the violence that occurred. The paper represents a significant step forward in the synergy between Critical Discourse Analysis and Cognitive Linguistics, which has hitherto found expression only in applications of conceptual metaphor theory (see, e.g., Charteris-Black 2004, Koller 2004, Musolff 2004) and has not yet explored the efficacy of Cognitive Grammar for ideological discourse analysis (cf. Hart 2010, 2011).
German has quite a variety of word formation patterns deriving nouns from verbs, the most productive ones being ung-nominalization (e.g. Landung 'landing'; Entwicklung 'development') and infinitive conversion (e.g. das Gehen 'walking'). The diachronic development of the former one exhibits a huge increase of formation restrictions probably due to the lexicalization of some highly frequent word formation products (cf. Demske 2000), while the latter one seems to fill the gaps resulting from that process (cf. Barz 1998). But how did this diachronic change come about, and how can it be explained? This paper argues – based on an extensive corpus study of Middle High German and Early New High German nominal abstracts – that the lexicalization of certain frequent ung-nominals can be explained as an increase of prototypicality: The meaning of the respective word formation product moves away from the semantics of their respective base verb, in some cases to the point that it designates something concrete or even animate (e.g. Heizung 'heating installation'; Bedienung 'waiter/waitress'). But even in less obvious cases, a more prototypically nominal construal of New High German ung-nominals, as compared to their Middle High German and New High German equivalents, can be shown. In order to establish a framework to determine the "nouniness" or "verbiness" (cf. Ross 1972, 1973, Sasse 2001) of a derived nominal, the concept of verb-proximity is introduced and elaborated, comprising different theories of argument structure / argument inheritance, Aktionsart, and conceptualization of events and/or objects. It will be shown that German ung-nominals have suffered a significant loss of verb-proximity since the Middle High German period and that the same process is about to set in regarding Nominal Infinitives, although they are – according to Barz (1998) – not as eligible candidates for lexicalization as ung-Nominals.
Our talk has two general objectives. Firstly, we shall demonstrate how perceptible properties of a physical object determine the possible metaphorical applications of the term denoting the object. Secondly, we shall show that in some cases, properties relevant for a metaphorical interpretation are of a character which renders a semantic representation by means of abstract universal features impossible. To this end, we shall examine metaphorical applications of the English term sandwich (as a verb, as a simple noun, and particularly as part of compounds like sandwich construction, sandwich man, sandwich board, sandwich boat, knuckle sandwich, among others). We shall demonstrate how our perception of the source domain 'sandwich' (in most cases visual, in other cases gustatory or tactile) influences all metaphorical uses. The resulting metaphors – the 'new' perceptually-grounded mental representations of the target concept – differ from case to case: • The metaphorical mental representation may be determined by additional situational information (sometimes expert knowledge) which goes beyond the input representation of source and target. • The metaphorical mental representation may presuppose an automatised and instantaneous use of basic metaphorical conceptualisations such as e.g. 'time is understood in terms of space' (Lakoff 1993, Lakoff and Johnson 1980, 2006). • The metaphorical mental representations may presuppose a spatial manipulation of the (mostly visually-based) concepts, e.g. rotation. The above characteristics are incompatible with semantic theories based on the computation of binary semantic features (e.g. Fodor 1975, Chomsky 1991, Pinker 2007). They follow naturally from cognitive reasoning rooted in the view that words and sentences function as cues to perceptually-based mental representations (Barsalou 1999, Strømnes 2006, Paivio 2007).
This paper compares and analyses the characteristics of several schematic variations of the grammatical construction 'X-wa Y-ga Z (adjective)' in Japanese, through the analysis of corpus data. The target construction has been discussed intensively in the past studies and several classifications have already been established according to the type of adjectives in Z slot and their complements in Y slot, or a grammatical relationship of X slot and Y slot etc. This research provides further empirical evidence for such classification based on the corpus data, and also shed light on the schematic variations for the construction. Frequency data retrieved from the corpus indicates some different inner units within the construction, and the key words such as inalienability (in the case of sensory adjectives), transitivity (in the case of transitive adjectives), idiomaticity (between Y and Z slot), grammatical proximity (between X and Y slot) are contributing to the formation of such smaller units in the construction. Such differences in each unit seem to regulate the appearance of pronouns in the X slot, the length of direct objects in the Y slot for transitive adjectives, and the changes of grammatical structures in the case of sensory adjectives etc. This study further argues that such schematic differences observed in the target construction in Japanese should manifest themselves more visibly when they are encoded in a different language, i.e. in English in this case. The inalienability for the sensory adjectives could take the form of a noun compound or a prepositional phrase, transitive adjectives are encoded by transitive verbs and direct objects, and an underlying structure which presupposes a genitive case can be translated into a possessive verb such as have in English. These processes show that bilingual encoding involves some constructional alignments rather than lexical matching. Abstract ID: 1582
Grounded on the functional notion of 'Guidance', the 'Minimal path-constraint' (Stosic 2002) accounts for utterances where the original meaning of the spatial phrase 'à travers' (meaning 'way through/across') seems to survive (recall that à travers stems from Latin 'tran(s)versu(m)' – 'oblique, across'). Like the French verb 'traverser' ('to cross'), 'à travers' then requires that the Figure reach the other side of the Ground; the contexts under consideration frequently include such verbs as 'passer' ('to pass'). In this paper, I put Stosic's hypothesis to the test in a diachronic perspective, by extending it to all prepositional phrases containing French 'travers' ('through') that were used in the 16th and the 17th Centuries. While only marginal uses of 'à travers' are characterised by means of the 'Minimal path-constraint' in present-day French, my analysis shows that, in the past, it applied to a much larger group of uses of various phrases. This result strongly suggests that a grammaticalisation process has taken place. Indeed, it turns out that the semantic feature directly descending from Latin ‘tran(s)versu(m)’ proves much more salient during the transitional stage between Middle and Classical French than in Modern French, which indicates that its productivity has been diminishing in time. This contribution is part of a larger research project that aims at providing a complete diachronic-semantic description of all the uses of the nearly unexplored spatial phrases containing French 'travers' and Italian 'traverso' (meaning both 'through'). It belongs to the research tradition of historical semantics of Romance languages, and combines diachronic semantics with cognitive methods.

Abstract ID: 1290
Consider the following sentence: (1) John is easy to fool. The construction in the example is called the tough construction (Postal 1971), or TC for short. The composition of the TC is somewhat exceptional because the grammatical subject is the notional object of the infinitive clause verb i.e. John is the target of fooling in example (1). The TC in English has a few different functions: The TC makes the following of the information principle possible i.e. old or given information may appear at the beginning of the sentence (Biber et al. 1999). The TC can also create structural symmetry and coordinate nonsentential items. In addition, the TC preserves the canonical SVX order which makes the processing easier for the hearer (Hietaranta 1984). In this paper, special attention is paid to Hietaranta's claim about the SVX order. Earlier, for instance, Chomsky's (1969) research on children learning the TC seems to contradict the claim, but Nanni's (1980) complex adjective analysis of the TC would support it. In this paper the matter is approached from a cognitive angle. The semantic properties of the adjectives (and nouns) that enter the TC will be analyzed and compared to other adjectives that cannot occur in the TC. Then, the complex interrelationships between the tough adjective, the to infinitive, the subject and the possible experiencer are analyzed in terms of grammatical structure and conceptual structure. One particularly interesting relationship is the occasional possibility to omit the to infinitive, which depends on the (discourse) context and the nature of the subject (Langacker 1999). The hypothesis is that there is a significant discrepancy between form and meaning: even though the grammatical form is somewhat obscure and complex, it boils down to a rather simple and possibly single conceptualization. Abstract ID: 1251
In recent years a new kind of socio-cognitive line of thinking has emerged in the study of social interaction (inter alia Levinson 2006, Hougaard 2005 and 2008, Hougaard and Hougaard 2008, 2009 and forthcoming, Schegloff 2006). It looks for the “mental” with a stern commitment to accountable praxis taking care not to overwrite the latter with “mental jargon”. This paper situates itself as generally in line with this kind of work. The focus is on social interaction in the form of sensemaking in the reading of ads. While not a primordial example of social interaction, the reading of ads foregrounds one potential venue for “mentalism” in social interaction, namely the “binding” (cf. Levinson 2006) of semiotic resources. In the reading of ads the text (e.g. the slogan) and the image integrate to produce a “super-level” of meaning (the integrated meaning) which readers will understand as the “message” of the ad. The present study is based on ethnomethodologically (Garfinkel 1967) inspired introspective analyses (treating the analyst as an ordinary “member”/reader) of dozens of ads combined with ad hoc-collected “naturally occurring” readings and prompted readings of ads. The main ideas that the paper will entertain include: • The reading of ads is an ordered piece of social interaction which to a great extent can be accounted for by reference to “common sense knowledge” and praxeological methods and procedures for the local accomplishment of sense. • The “binding” of semiotic resources is also to a great extent a methodical accomplishment that can be accounted for by reference to praxeological methods and procedures. • Yet, the “binding” of semiotic resources also involves “mental” resources that interact with, are guided by and complete the praxeological work that constitutes a basis in the readings of ads. The theory of conceptual blending (Fauconnier and Turner 2002) is a candidate for such a “mental” resource.

Abstract ID: 1919
Clahsen and Felser’s (2006) claimed that second language learners’ syntactic representations, even for high-proficient learners, are shallow because second language learners cannot make use of syntactic information but lexical, pragmatic, and contextual information during grammatical processing as opposed to native speakers who can process all these cues. However, the occurrence of syntactic priming in learners who learn Mandarin as a second language argues against such a shallow representation account for grammatical processing in L2 learners. Two syntactic priming studies of syntactic priming in intermediate-above proficiency Mandarin L2 learners and in Chinese native speakers in production were conducted to investigate their syntactic representations using Mandarin SVO-ba alternation. The results indicated that second language learners can compute a syntactic representation of ba-construction that does not exist in their native languages and that supports the occurrence of syntactic priming. The effects that are not statistically different between Mandarin L2 learners and native Chinese speakers suggest that L2 learners’ syntactic representation can be as deep as native speaker during grammatical processing. The results also suggest that a deep syntactic representation can be built during grammatical processing in language learners through learning their second language. These results can be explained in terms of priming as learning account (Chang, Dell, & Bock, 2006). Abstract ID: 1715
This paper proposes an analytical framework for meaning construction that is based upon two separate but compatible models in cognitive science. The first model explores a mechanism of information retrieval (Hintzman, 1984, 2010), and the second model investigates the interaction between language and cognition (Perlovsky, 2009). I shall argue that these two models, one operating on a horizontal axis, and the other operating on a vertical axis, can work effectively to explore how we understand new information on the basis of existing experience, such as when reading a fictional narrative. According to Hintzman (1984), the process of memory retrieval operates upon interaction between secondary memory (SM) and primary memory (PM) in that PM sends out retrieval cues to SM, and receives a series of parallel and simultaneous ‘echoes’ that are drawn upon a pool of episodic memory traces in SM. The most activated information in this retrieval process is the one that receives the strongest echo. Perlovsky (2009), with the focus on neural networks, proposes a dual model based on dynamic logic, which implements both top-down and bottom-up mechanisms to evolve vague and uncertain models into crisp and specific models in both language and cognition (see also Barsalou, 1999, 2008). Both models are hierarchical, and employ a similarity measure to restrict or allow information process. I shall argue in this paper that a combined framework based upon these two models can account for crucial aspects involved in meaning construction when processing a narrative discourse. This combined framework will be illustrated through the analysis of Terry Pratchett’s text Witches Abroad (1991), which calls upon the reader’s existing knowledge of classic fairy tales for the construal of a magical story in Discworld.
Vagueness is defined here as the problem of associating inexact application criteria to ordinary concepts such as red, rich, bald, etc. A concept is ‘diagnosed’ to be vague if its applicability is susceptible to the Sorites Paradox, according to which unnoticeable difference between a pair of objects mandates uniform applicability of the concept to both of them (Wright, 1975). The theoretic challenge is to explain how ordinary cognizers could employ a vague concept without knowing how to locate the division between objects the concept applies to and objects it does not. In this paper I advance a cognition-linguistic solution to the Sorites by arguing that the theoretic challenge has been wrongly-posed by conflating the cognitive question about the form of conceptualisation with the metaphysical question about the object of conceptualisation. It is argued that were there to be no division to be drawn between objects that fall into a mental category and objects that do not, one would be forced to sort out objects into a single category, which amounts to no categorisation at all. Hence, from the viewpoint of our cognitive practice of categorisation, it is necessary, hence justifiable on a priori grounds, that the very construction of a mental category is boundary-imposing. In other words, conceptual vagueness does not amount to lack of division, as is often conceded (Sainsbury, 1990) in relation to the Sorites, but only to the indeterminate objectification of the location of the division. Lastly, I extend the proposed solution to the problem of higher-order vagueness, arguing that in principle, higher-order vagueness is eliminable by the logical possibility of constructing infinitely fine-grained conceptual categories. Nonetheless, drawing upon the insights from research on basic category (Rosch, 1973), it is suggested that the optimal generality of categories imposes a cognitive constraint of running vagueness into higher orders. Abstract ID: 1360
When you learn a foreign language at college, does this language affect your vision of the world? This question is taken up in two experiments. French and Mandarin language talk about space differently. According to Talmy (2000), French is part of a Verb-framed language, while Mandarin, for Slobin (2004), part of an Equipollent-framed language, where path and manner are encoded by a serial verbal construction. Twenty French native students of Mandarin in the University of Paris 7 have participated in our longitudinal study of 20 months. They were asked to solve several cognitive tasks. Two experiments will be highlighted in this article. In the « frog story » task, the subjects were asked to tell the story, in Mandarin, for 3 times during 20 months with a ten-month interval on average. The results show that directional verbs are easier to learn than manner verbs by our French subjects. However, a complete mastery of deictic verbs in Mandarin was not observed even in the corpus of advanced level. Actually, presented with the same scene, French and Mandarin favor different perspectives. In another experiment, subjects were asked to explain the operation of a two-level bike storage unit. The structure BA (which is a disposal form as well) is necessary to express these causative actions in Mandarin. Our French learners of Mandarin seem to privilege the second subevent, consisting of bodily motion in Talmy’s causal-chain windowing (2000/I) while native Mandarin speakers rather emphasize the penultimate subevent. It is concluded that (1) French learners of Mandarin, after a period of learning time, start to attribute their attention to different parts of the conceptualization of movement while speaking Mandarin. (2) When talking about an intended causation, French learners are strongly influenced by their habitual thought, which is determined by their native language.

Abstract ID: 1602
Kathy’s 1st-person narrative in Kazuo Ishiguro’s Never Let Me Go depicts the relationship of the three leading characters, Kathy, Ruth and Tommy. In a world of clones, which is a vehicle for the metaphor of the real world, the characters try to maximise the meaning of their lives while they are aware of their destiny to donate their vital organs for the procurement of others’ lives. Figurative expressions in Kathy’s narrative tend to appear in the form of simile or with explicit markers of similitude such as ‘like’ and ‘the sort’. For example, the frequency of ‘like’ is quite high, and when it is compared with the one in the fiction section of the BNC, the Keyness of ‘like’ as a subordinator or preposition in the novel is 335.77, which is far larger than the critical value, 15.13.

The primary focus of this paper is to examine the effects which are achieved by such similes and how they contribute to constructing this fictional world. When ‘like’ is used to introduce a character’s inner state as in “It was like she was too ashamed of the matter…,” it provides the 1st-person narrator/character with the advantage of knowing others’ inner thoughts and makes her interpretation more acceptable to the reader by hedging her forthrightness as a narrator. The signalling device also allows the narrator-character to suspend revealing her intentions while constructing the textual worlds. In other cases, metaphors are achieved with common nouns such as ‘spiders’ and ‘mother’. These prototypical vehicles smoothly bring schemas of the outside world into the clones’ world and show contrasts between the two worlds. This helps the reader come to realization that their world is constantly overshadowed by the outside world in spite of the fact that the clones live in secluded environments with limited contact with the outside world.

Abstract ID: 1343
This work was performed as part of the cognitive-discursive paradigm of modern linguistics. The object of the investigation is the concept "computer virus" and its linguistic representation in a computer virology discourse. The research is based on the texts from the Corpus of Contemporary American English. The first stage of the linguistic and conceptual investigation of "computer virus" is based on Metaphor Investigation Process (MIP) developed by the Metaphor Lab at VU University Amsterdam. The identification procedure includes the following main steps: reading the text/discourse, acquiring a general understanding of its meaning, selecting lexical units from the text/discourse, and establishing their contextual and contemporary meanings. If the contextual meaning contrasts with the basic meaning but can be understood in comparison with it, the lexical unit is marked as metaphorical (Pragglejaz Group 2007). The second stage of the investigation is based on the method of metaphorical modeling, which implies taxonomic categorization, developed by S. Mishlanova (Mishlanova 2002). On the basis of corpus analysis a metaphorical model "computer virus" was constructed. The model represents a taxonomic structure, which includes the basic taxons "man as a social subject," "man as a biological creature," and "animal." The most representative areas of source domains included, "military operation" (represented by such linguistic metaphors as attack, strike, defeat), "diseases" (crippling, succumb, infected), and "interpersonal relations" (be angry at, enter into, want). At the current stage of computer virology development, metaphor plays a very important role as a universal tool for conceptualisation and categorization of new knowledge that relies on the preceding experience of the person participating in the cognitive process. The structure of the concept "computer virus" is a hierarchical system, fixing the unscientific notion of a computer virus, the peculiarities of its functioning, and the ways to combat this malicious program.

Abstract ID: 1389
Within the framework of cognitive linguistics human language is investigated in close correlation with the other overall cognitive capacities of man: perception, thinking, memory, imagination, etc. The study of the content side of language in its interrelation with mental structures is the focus of attention of cognitive semantics of late. It is quite natural so long as "meaning is a cognitive phenomenon where certain structures of knowledge are encoded" (Kubryakova, 1997, p.256). Our research is devoted to one of the most challenging problems in cognitive semantics: the relation between language and perception. We share the idea (V. Evans and M. Green, 2006) that cognitive approach also offers exciting glimpses into hitherto hidden aspects of the human mind, human experience and, consequently, what it is to be human. The paper highlights the role of visual perception, namely, how much perception gets into the meaning of primary English nouns denoting natural space objects (names of rivers, mountains, ravines, etc.). In other words, we investigate the role and salience of visual features such as size, shape, colour, etc. as semantic components within the meaning of polysemous English nouns. As it turns out, close semantic correlation of perceptual features within the lexical meaning of English nouns results in the formation of perceptual paradigms and attributive sets which constitute the perceptual image of an entity. Secondly, we assume that perceptual features (or perceptual experience) embedded within the meaning of primary polysemous English nouns could serve as a cognitive source for different semantic shifts (mostly metaphorical) between semantic domains. Our research shows that these perceptual features (size and shape in the first instance) provide, for example, cognitive basis for encoding different abstract concepts such as TIME, SPACE, QUANTITY, etc. as well as concepts modeling mental, intellectual and emotive world of a person in the dynamic process of indirect nomination.
Title: "More than meets the eye". The role of conceptual blending in the modification of phraseological units via lexical substitution
Author(s): Jaki, Sylvia

One relatively common trend in Phraseology today is the analysis of creatively modified multi-word lexemes in newspaper headlines, for example by means of lexical substitution (Love at first byte). This technique offers a variety of strategies for exploiting different meaning and form levels, in order to play with a large number of associations that are connected with both the canonical and modified forms. The goal of this project is to establish a novel, empirically-driven model of lexical substitution in German, English and French, accounting for the complex relationships between the original and modified forms. In order to gain a deeper insight into such intentional manipulations, we use a cognitive focus, in which the enriched meaning is considered to be the result of a complex blending process involving the canonical and the modified form as well as co- and contextual factors. Our reception-oriented approach further guarantees that the findings are not exclusively based on the hitherto commonly accepted introspective analysis of modifications. More specifically, this project tries to go beyond a model based on a very limited subset of conceptual blends, aiming instead at detecting blending patterns that repeatedly appear in our data set. Another contribution of this project is a characterization of the instances where conceptual blending fails to explain lexical substitution because of its reliance on simpler mechanisms. In order to get a better grasp of what readers associate with given substitutions, an association test has been conducted with 100 students at Munich University. The results provide answers to a wide range of questions, such as what role the retrieval of the canonical form plays. To a certain extent, these results are also applicable to conceptual blending, since the associations reveal the mental spaces the participants fall back on in the understanding process.
Abstract ID: 1577
Title: Be going to versus Will: A Cognitive Linguistics representation
Author(s): Jan, Hana

One of the areas of difficulty for second language learners is differentiating between English future markers, will and be going to, and the environments that govern the use of each. Part of the problem is that many second language grammar textbooks make minimum or vague distinctions between the two, when – in fact – they vary in subtle, but important ways. In contrast, linguistic accounts that discuss the two constructions provide complex lists of future usage types associated with each construction. However, without insightful, accessible descriptions of the semantic distinctions between will and be going to, acquiring the appropriate distinctions is likely to require a lot of exposure before learners could reach near-native understanding of the various uses. Recently, insights from Cognitive Linguistics (CL) have provided many explanations to the seemingly arbitrary nature of meaning and have informed second language instruction and applied research, by providing usage-based, “motivated, [and] precise explanations of linguistic phenomena, including some of the most difficult areas for L2 learners” (Tyler, Mueller, & Ho, 2010, p. 31). Second language learners, as well as instructors, could potentially benefit from a model that provides a ‘motivated’ cognitive explanation to describe the different concepts associated with future markers. Motivated by the need to identify a schematic definition that can take into account future markers’ usage types, the current paper investigated meanings associated with be going to in light of embodied experience and image schemas. Based on data from the Corpus of Contemporary American English (COCA), a regrouping of classical categories is proposed. Informed by Tyler et al.’s representation of the modal will, three CL representations are proposed for be going to: (1) prior intention where projection of reality originates from the source of the motion, (2) potential future based on physical clues, and (3) potential future based on conceptual clues.
Abstract ID: 1317
This study examines how abstract concepts are metaphorically constructed ad hoc in the course of conversations. The research focuses not on well-defined concepts but on ones for which speakers do not have well-established names. The study is based on corpus data covering spoken English (COCA). The corpus origin of the data ensures authenticity of the language and allows testing the research hypotheses on relatively numerous examples in a broader context. In Lynne Cameron's data, verbs and verb phrases constitute 63% of the carriers of linguistic metaphor, compared to 22% of the nominal metaphors (Cameron 2008). This tendency is replicated in other data sets. This observation led me to focus on verb + object constructions. These constructions proved to have the function of perspectivization, characterization and creation of ad hoc concepts, as well as maintenance of coherence in texts, which makes them somewhat similar to the so-called shell nouns, described systematically by Schmid (2000). The verb initially selected for examination in a pilot study (Janowski, 2010) was to tap into. The results of the preliminary analysis showed that the objects of the verb ranged from concrete (e.g. tap into groundwater) to highly abstract (e.g. tap into NRA members’ distrust of democratic leadership) and the abstract uses greatly outnumbered concrete ones (a ratio of over 30:1). The present study is a broader examination of ad-hoc concepts created metaphorically with such verbs as feed into, eat into, decay into, etc. + object. The objects accompanying such verbs are at all levels of abstraction, from very specific (relatively rare), to moderately and highly abstract. The current study provides a broader analysis of the target domains resulting from the use of the verbs and provides insights on formation of ad-hoc, underspecified concepts through the use of verbs.

Abstract ID: 1366
Title: The expression of caused motion by adult Chinese learners of English
Author(s): Ji, Yinglin

The domain of space presents some specific properties. Although spatial understanding by human beings is based on a universal image schema that has a kinaesthetic basis, the linguistic system to represent one's spatial experience varies significantly across individual languages. The present study explores implications of this contrast in the field of second language acquisition by examining how Chinese learners of English at three proficiencies (low, intermediate and advanced) express caused motion events as compared to native speakers of Chinese and English. Responses were elicited in a production task in which 60 adults were asked to describe 16 animation clips showing caused motion events with varied types of manner and path to an imaginary remote addressee. Our findings showed, first of all, the effects of typology on language use. Natives of English (satellite–framed) characteristically encoded caused motion events in a 'cause–manner verb+path particle' combination whereas natives of Chinese (both satellite– and verb–framed) frequently expressed more varied types of manner and path with greater explicitness at different loci across an utterance, apart from adopting the English mode. As to L2 learners, our results revealed that they tended to focus exclusively on the aspect of typological similarity between L1 and L2, and got tuned in to the target system very rapidly. Across proficiencies, L2 learners produced responses that are target–like with respect to the selection of motion components for expression and the syntactic means to organise selected information components over an utterance. These results suggested the potential role of L1 in L2 acquisition of caused motion expressions, thus providing some fresh insight into the relation between language and cognition.
Abstract ID: 1353
In this paper, I deal with usage patterns of the English prepositions in and on and their Swedish equivalents i and på. The study is based on dictionary data (from Macmillan English Dictionary for Advanced Learners, 2nd ed., The Shorter Oxford English Dictionary on Historical Principles, Natur och Kulturs Stora Svenska Ordbok, and Svensk Ordbok Utgiven av Svenska Akademien) (SOEDHP), and corpus linguistic data from the British National Corpus and the Swedish Language Bank’s corpus Parole. Although English prepositions have been extensively studied (e.g. Brugman 1981, Lakoff 1987, Tyler and Evans 2005, Lindstromberg 2010, and Herskovits 2009), extensive corpus-based comparisons between English and Swedish prepositions have not been made. Comparisons between the two languages, however, highlight aspects of the construal of spatial meaning that are not typically paid attention to. These include e.g. the order of in/on and prepositions of path (e.g. English on to vs. e.g. Swedish upp på (lit. up on) and focus on figure vs. focus on ground (e.g. English someone on the stairs/starting grid focusing on the location of the figure vs. Sw. någon i trappen (Lit. in the staircase/in the starting grid focusing on the entire ground/the ground as part of something else). In the present study, the usage patterns of English in and on is compared to accounts on the semantic representations underlying their use (e.g. Tyler & Evans 2005, and Herskovits 2009, and Lindstromberg 2010). Moreover, systematic patterns in the construals of spatial meaning highlighted by a cross-linguistic comparison are discussed.

Abstract ID: 1499
Most of the accounts of metonymy in Cognitive Linguistics focus on finding a single principle that will account for all metonymic types. We propose instead that metonymy might not be motivated by one single mechanism, but by many of them, which manifest as different patterns in metonymic realizations. As a first step toward describing such mechanisms, we developed a taxonomy of metonymies based on a review of the examples found in the literature. Starting from the notion that metonymy involves a reference shift between phrasal constituents [Nunberg 1979], we defined for each example the type of the source entity, of the target entity and of the relation between them. In order to avoid idiosyncratic choices in the selection of appropriate entity and relation types, we used the subclasses in the Suggested Upper Merged Ontology (SUMO) [Niles and Pease 2001] as reference. The result is a "map" of the entities and relations involved in metonymy. We found that most metonymic shifts are based on "real-world" relations. For example, in "THE WHOLE TOWN showed up", the intended referent is "the people who live in the town". This is not a conceptual relation, like e.g. similarity; it does not depend on the way we mentally structure the world, but on actual events involving metonymic source and target. We also found that different metonymic mappings can be grouped into small classes according to the cognitive principles of salience proposed in [Radden and Kövecses 2007]. Different principles seem to prevail in different groups. For example, "human for artifact" patterns (e.g. "We played MOZART", "This is HARRY" for "Harry's jacket") are governed by the principle "human before non-human"; "artifact for human" patterns are instead motivated by other principles, such as "perceptually immediate before non-immediate" (see e.g. "THAT CAR took the turn too quickly" for "that car's driver", "THE RED JERSEYS are our team").

Abstract ID: 1745
Studies have shown that postponing new elements has some major advantages for the speaker and the hearer. This goes in line with a general tendency to put given before new information as new information is less available and needs more time for cognitive activation (Haviland & Clark 1974; Ferreira & Yoshita 2003; Arnold et al. 2000). The present study investigated this phenomenon from a developmental perspective. Developmentally, the notion of given and new information has been primarily investigated in the domain of referent encoding (Salomo et al. 2010; Mathews et al. 2006) and word order (Baker & Greenfield 1988; Narasimhan & Dimroth 2008) whereas there is little work on the complex sentence level. In a comprehension experiment we investigated whether 3- and 5-year old (English-speaking) children are sensitive to information-structural cues (in line with processing factors such as clause order) in their language. We investigated whether children changed the order of given and new information in their acting out of complex sentences. The study revealed that both 3- and 5-year old children tended to change the order of information to given-new when they were exposed to a new-given order in the test sentences. In contrast, the proportion of changes from given-new to new-given was significantly lower. The study suggests that children are highly sensitive to information-structural cues in their language on the complex sentence level. The results also support the assumption (mainly reported in studies with adults) that there is a major processing advantage for the hearer if given information precedes new information.

Abstract ID: 1384
A major tenet of Cognitive Grammar is the "Content Requirement" (Langacker 1987), according to which every grammatical construct must be defined exclusively in terms of phonological and semantic properties. In many cases, it is not immediately clear how such a definition could be effected. For example, while major subclasses of masculine nouns in Spanish (e.g., those ending in -o, or those referring to masculine animals) can be straightforwardly defined in terms of semantic and phonological properties, the class of masculine nouns as a whole does not initially appear to be subject to such a characterisation. Langacker (2008), however, shows that such a characterisation is indeed possible if we allow for "extrinsic" properties, in particular the property of occurring in a certain construction (such as the [el + NOUN] definite NP construction). In this presentation, I develop a usage-based model of how categories based on extrinsic properties may be learned and represented. It is suggested that learning a category such as "masculine noun" amounts to learning the relation between the different constructional schemas in which masculine nouns participate, in a manner similar to the way that Word and Paradigm models in morphology capture the notion of a "stem". This model is also extended to another phenomenon that is potentially problematic for the Content Requirement: nominal extraposition ("movement"). For example, when defining a (non-subject) wh-question construction, what comes after the wh-word, auxiliary, and subject NP? In a traditional approach, it would be a verb phrase containing a "trace" or a "gap"—but these are "contentless" entities. It is argued that what goes here must be some sequence of words whose properties are typical of those verb-phrase fragments that are attested as parts of declarative utterances.
Descriptive metaphysics in the well-known sense of P. Strawson's *Individuals* aims to lay bare the fundamental and most general structure of our thinking about the world. In his outline of descriptive metaphysics, Strawson focuses on the role of spatial and temporal particulars. He regards these particulars as the most fundamental category of ontology, since the reference to them is the precondition for any reference to entities or features of other categories. Thus, Strawson's (largely Aristotelian) position suggests that the category of spatiotemporal particulars has to be regarded as fundamental to all other categories and is invariant through history and across regional boundaries. Cognitive psychologists such as M. Minsky and L.W. Barsalou, partly in accordance with E. Rosch's theory of prototypes, assume that each perceptual experience activates some of the structures we have acquired in the course of previous experience. These structures, i.e. organized patterns or frames, do not only represent material objects like chairs or persons, but also stereotyped situations or events like being in a certain kind of room or attending a certain kind of party. Thus, on the one hand the acquisition as well as the use of frames or of schemes depend on culture-relative categorization mechanisms that differ significantly from Strawson's idea which rests on spatiotemporal particulars. On the other hand, this view seems to be tacitly implied when frame theory analyses objects of different types likewise into bearers, attributes and values. Both approaches share the general presupposition that categorization mechanisms enable us to break up the whole range of our perceptual experience into meaningful and more manageable components. If re-identifying situations or events rests on re-identifying the objects involved in them, there are good reasons to assume that categorization in the sense of cognitive psychology presupposes the non-adaptive pre-categorization of spatiotemporal particulars.

*Abstract ID: 1268*
This paper presents the results of the on-going project ‘Database of semantic shifts in adjectives and adverbs’, and namely analysis of non-standard semantic shifts, which can’t be described as metaphor and metonymy, i.e. as based on similarity and contiguity. Ex ru strashnyj: rasskaz/ radost’ // deu schrecklich: Geschichte / Freude ‘terrible’: ‘story’ / ‘joy’ ru blestjashij: pugovitsa/pevec // deu blitzend: Knopf/Sänger ‘button’/ ‘singer’. In the talk will be detailed discussed the mechanism and the main features of the shifts, which we term rebranding, the list of the meanings derived via rebranding, the sources of the meanings and their classification. As said above, the mechanism of rebranding is based neither on similarity nor on contiguity. It reflects a complex semantic and grammatical restructuring of a lexical unit. The main features of the rebranding are semantic bleaching, change in combinability, morphosyntactic changes (including: limitations on basic paradigm), conventionalization of implicatures, graduality. In the result of the rebranding the following meanings appear:  } intensity (ru strashnaja radost’, deu furchtbare Freude, ‘terrible joy’)  } big / small quality (ru horoshaja/smešnaja porcija, deu gute/lächerliche Portion ‘big/ridiculous portion’)  } positive / negative estimation (ru fantasctičeskij otpusk, deu phantastischer Urlaub ‘fantastic holidays’, ru žutkij otel’, deu schreckliches Hotel ‘horrible hotel’)  } size (ru zdorovaja palka ‘big stick’) The sources of these meanings are semantic zones, containing the relevant implicature, e.g. ‘extremely bad or serious’, ‘mentally ill’, ‘unreal’), ‘corresponding to a norm’, etc. Cross-linguistic comparison with the German data has also revealed new semantic zones, such as ‘of considerable size’ (groß, riesig ‘big’), ‘arousing revulsion’ (scheuβlich, ekelhaft ‘disgusting’), etc. In the talk there will be also discussed interaction peculiarities of the meanings within a lexeme and – generally – within a semantic class (source).
As radical Whorfianism holds it, different languages encode different concepts at a lexical level, therefore, users of different languages utilize different conceptual systems. In this view, the concepts are deemed to have issued, spontaneously, from a timeless denomination, the essence of being English, German, French, Italian, Russian, Buryat, etc. The purpose of our talk is to lay the foundation for an alternative: these languages do not differ deeply at a conceptual level. We will illustrate this assumption with a variety of examples. How can concepts be the same in different languages if, being "mental particulars" (Fodor 1998: 22), they are language-bound and permanently anchored in the given language? We offer a theory explaining the essence of "sameness": concepts in different languages are not the same from the point of view of their embodiment in the neural networks (Lakoff, Johnson 1999), but they can be the same as analogous knowledge structures. We argue that the evolution of concepts in different languages is a consensual process depending on the similarity of their cultural and social contexts. Conceptual systems are social products since that is where their motivation lies. The shared extralinguistic facts and phenomena are internalized as analogous conceptual structures. Disanalogy of concepts can lead to a conceptual change. Its cognitive mechanism consists in attracting concepts from other languages and assimilating them. For example, concept C1 can originate in a certain language L1, where it is expressed in the verbal expression E1. Then C1 is attracted by another language L2, that is, it becomes a mapping instruction, leading to emergent C2 which is expressed in E2. The emergent concepts can be viewed as consensual borrowings; putting them together amounts to casting some light on simulation semantics.

Abstract ID: 1259
After the implementation of marketization policy, British higher education institutions have been increasingly subject to market forces and intensifying competition at a global scale. Universities have become more business-oriented and transfer concepts and practices from businesses in their operation. Not only has phenomenon been claimed to impact the operation of universities but also their discourse, ideology and cognition (Mautner 2005). Metaphor analysis can potentially shed further light on this phenomenon as it proves insightful for the study of ideological struggle in discourse (Koller 2004). This paper diachronically investigates metaphor in university’s job advertisements before and after marketization was implemented. Data consist of 120 university’s job advertisements in 1970s and 2010s. Conceptual metaphor (Lakoff and Johnson 1980) and critical discourse analysis (Fairclough 2010; van Dijk 2009) are employed as theoretical frameworks of this study. Data analysis indicates the dramatic increase in the number of metaphor used in university’s job advertisements. The 1970s university’s job advertisements contain only 73 occurrences of metaphoric expressions, whereas the 2010s university’s job advertisements contain 210 occurrences of metaphoric expressions. The metaphoric expressions in the 1970s data mainly involve the use of spatial metaphor and the concept of scale to conceptualize salary as well as the conceptualization of universities as machines. In the 2010s data, however, there is an emergence of CUSTOMER metaphor. In addition, there are metaphoric expressions from PATH, WAR, SPORT, LIVING ORGANISM, MACHINE, ROMANTIC RELATIONSHIP, BUILDING and BODY source domains. These metaphors present universities in a positive light and construct a dynamic movement scenario. Central to this scenario is PATH metaphor with conceptual support from LIVING ORGANISM, WAR, SPORT and BUILDING source domains. It may be concluded that, after marketization, UK university’s recruitment discourse seems to show an import of market ideology is replete with metaphors that construe dynamism and competition. (297 words)

Abstract ID: 1634
In Korean, it is generally assumed that the 3rd person pronoun does not exist in discourse (Kim 2001, An 2008). The forms 'ku (he)' and 'kunye (she)' have been widely used as 3rd person singular pronouns in written Korean, only since the well known Korean novelist Dong-in Kim innovated these forms in his writings in 1948, as an influence of the western literature (An 2008). Although these novel forms of 3rd person pronoun have been extensively studied (Kim 1995, Kim 2001, Chu 2001, An 2008, and so on), the 3rd person pronouns are still believably not to exist in spoken Korean, thus have not been observed much. This paper aims to fill this gap. This study particularly examined the grammaticalization of 'ai (child)' into 3rd person pronouns in spoken Korean. The grammaticalization process of ‘ai’ was demonstrated into three subsequent stages. This process illustrated that ‘ai’ gradually loses its literal meaning ‘child,’ progressively acquiring more generalized meaning, and becoming to be used in more extended contexts. Specifically, it was shown that ‘ai (child),’ used only by its literal meaning in the first stage of grammaticalization, became to be used to refer ‘a person who the speaker knows well, and/or has a positive feeling toward’ in the second stage, especially when combined with demonstrative deictic expressions ‘i (this),’ ‘ku (that, out of sight),’ and ‘ce (that, in eyesight).’ In the last stage, the whole construction [demonstrative deictic expressions + ai] became to be fused and phonologically reduced into ‘yay,’ ‘kyay,’ and ‘cyay,’ respectively. It was demonstrated in this final stage that ‘ai’ in [demonstrative deictic expressions + ai] construction, has completely lost its meaning of ‘child’ and became to mean ‘any 3rd party to whom the speaker is not obliged to speak in honorific style in discourse.’

Abstract ID: 1656
Infinitival-to omission errors (e.g. *I want ___ hold Postman Pat) are commonplace in English-speaking children’s language during the third and fourth years of life (e.g. Limber, 1973). Previous corpus research (Kirjavainen et al., 2009; Kirjavainen & Theakston, 2011) suggests that competition between a superordinate verb-X (e.g. WANT-X, I want juice) and subordinate verb-to (e.g. WANT-to, I want to eat it) construction may be one reason for these errors. The current paper tested this explanation by conducting a priming experiment with two and three year-old children (36 aged 2;6-3;0, 39 aged 3;6-4;0). We hypothesised that if children are learning two constructions for WANT and if competition between these contributes to infinitival-to omission errors, the immediate discourse context should differentially affect the subsequent provision of to in to-infinitive constructions. Children should provide to relatively more frequently if they have produced and/or heard the sequence WANT-to in the previous discourse context, and produce infinitival-to omissions relatively more frequently if the discourse contained the competing WANT-X construction in comparison to contexts in which neither construction occurred. We found that when the 2-year-olds heard/produced instances of the WANT-to construction in prior discourse, their provision of to in the target utterances significantly increased. The 3-year-olds provided to significantly less frequently in target utterances when they had heard/produced instances of the WANT-X construction. Furthermore, they provided to significantly more frequently when they had themselves produced instances of the WANT-to construction. These results support the suggestion that infinitival-to omissions result, at least partly, from the enhancing/inhibiting effect of the WANT-to and WANT-X constructions in the prior discourse. The reason why both age groups are primed, but in different ways, will be discussed.

Abstract ID: 1295
Conceptual metaphors aid comprehension by structuring abstract domains in terms of more concrete domains. Evidence for these can be found in language (Lakoff and Johnson, 1980). In mental health studies, it has been suggested that people with various mental health disorders draw heavily upon certain conceptual metaphors. For example, those with depression have been found to structure their experiences through an elevated use of HAPPY IS UP-SAD IS DOWN orientational metaphors (McMullen & Conway, 2002). To date, no studies have looked at which conceptual structures may be significant for or specific to people with obsessive-compulsive disorder (OCD) or related anxiety problems. OCD is a debilitating anxiety-related condition in which the person experiences persistent obsessions and/or compulsions. Obsessions are unwanted thoughts that cause distress. Compulsions are repetitive behaviours that are enacted to reduce the distress brought on by obsessions. This paper explores the conceptualisations through which people with OCD structure their experiences of the disorder. Fifteen participants diagnosed with OCD completed a written description of their disorder and a written story-telling task. The data were analysed using Conceptual Metaphor Theory and Cognitive Discourse Analysis, a technique that combines functional-systemic approaches with frame semantics and localist semantics. Participants’ personal agency was found to be reduced through frequent use of personification of the disorder, metonyms (e.g. the disorder to stand for the person) and implied Agents. Conceptual metaphors of THE SELF, THOUGHTS and ILLNESS were key in the structure of perceived agency. Practitioners recommend Cognitive-Behavioural Therapy as an integral part of treatment for OCD (Salkovskis, 1985), thus we discuss the implications of these findings for therapy sessions. Greater sensitivity to the client’s positioning of the self and the disorder in language could allow therapists to work with their clients on issues of personal agency.
The aim of my talk is to compare the associative patterns of three groups of German learners by means of a free, continuous word association (WA) test allowing multilingual responses. My goal is to find the differences and the similarities in terms of quantitative and qualitative measures between the three groups. The novelty of my research consists in (1) the new categorisation method allowing a more fine-grained analysis of the data and (2) the associative patterns of L2 learners with Dyslexia/Dysgraphia (LWD), never examined before. WA tests are a valuable tool for the assessment of the structure of lexical knowledge and of the differences in the organisation of the first and the second language (L2) mental lexicon. In addition, a WA test reflects lexical and conceptual processing, as well. The participants (N=201) were Hungarian native speakers (<16 years) classified into three groups: a control group divided into two subgroups of low and high proficiency students (based on the results of a vocabulary test) and the group of the LWD. In a questionnaire German learning students' lexical knowledge was examined, including a WA task with 18 German words. With the aim to present the new method (based on Collins & Loftus, 1975, McClelland & Rumelhart, 1986, Barsalou, 2003, Simmons et al., 2008) I have analysed the six verbs from the WA test. The quantitative measures reveal significant differences between the groups, while the qualitative measures show mixed patterns (without an extremely high deviation in the patterns of the LWD group). Rather, the characteristic differences can be found in simpler patterns and in the absence of certain categories in the LWD group. The association strength of the paradigmatic responses is the highest in the dyslexic group (with one exception). This is a remarkable difference in comparison to the results of international research.

Abstract ID: 1497
Cognitive Linguistics as a Mature Science
Konat, Barbara

The aim of this presentation is to examine the defining moment when cognitive linguistics rejected generativist philosophical assumptions and stated its own perspective, achieving the status of mature science. Cognitive and Generative linguistics differ not only in method or scope but also on the level of philosophical assumptions underlying them (Evans & Green, 2006; Lakoff, 1991, 1997). The exact nature of this difference however, hasn’t been yet clearly described in formal methodological manner. According to the Idealization Theory of Science (IToS), idealization is the method characterizing exact sciences like physics (Nowakowa & Nowak, 2000). Chomsky used the method of idealization for his ideal speaker – hearer model (Chomsky, 1965). Idealization does not seem to be present in CL. Instead, CL shows methodological resemblance with Darwinian biology. For modeling the natural selection, Darwin used a method called pseudoidealization (Nowakowa & Nowak, 2000: 67). In place of creating an ideal model (where the influence of peripheral factors is neglected) he analyzed the specific subset of objects (island species), where the influence of peripheral factors was close to zero (Nowakowa & Nowak, 2000: 63–95). The same method was used by Lakoff. He discovered that for the specific subset of objects – irregularities (Lakoff, 1970), some causative sentences, everyday language (Lakoff, 1997), metaphors (Lakoff & Johnson, 1980) – the explanation provided by generative enterprise is insufficient. The reason is, that the level of grammaticality – the factor considered by GG to be the most important – is in those cases close to zero. Acceptability of those expressions has to be then determined by other factors. This dependence observed for special subset of data was extended to all utterances. In my presentation I will present full reconstruction of pseudoidealization as a method in Cognitive Linguistics and demonstrate how this determines the scope and method of current empirical research in CL.

Abstract ID: 1369
Defining a frame in verbal semantics remains an unresolved problem to the present day. In our paper we are proposing to use electronic corpora materials to establish contextual markers of a stable number of features forming the content of a word. We are considering the word “patriotism” as a key word in American culture. An extensive analysis of over 2300 contexts of the word “patriotism” over the period of 20 years in the COCA (Corpus of Contemporary American English) allows us to claim that the meaning of a word exists as a set of contextual limitations on its use. The nature of these limitations allows us to establish and define the content of the word itself as an element of a linguistic code and also to reveal the evaluative nature of this content. Thus, we propose to consider frames to be stable context modules representing a scope of situations in which the word “patriotism” can be meaningfully used in American English (Sense 1 patriotism is a positive character trait of an individual committed to the core political ideals; Sense 2 patriotism is an irrational urge to support the state in a war conflict (may be ambivalent); Sense 3 patriotism is an attachment to rituals involving the state symbols (negative evaluation prevalent)). The context modules have a clear evaluative nature and can be termed value judgements. Corpus materials demonstrate the evaluative ambivalence of the word “patriotism” in modern American English and point to the presence of a value conflict in the language community. Variations within the evaluative and chronotopical aspects of the context modules constitute the polysemy structure of the word in question. References 1. Wierzbicka Anna. Understanding Cultures through Their Key Words English, Russian, Polish, German, and Japanese. New York, Oxford, 1997. 2. http://corpus.byu.edu/coca/
Abstract ID: 1544
Since Martha Kutas found components of human brain event-related potentials (ERPs) specifically related to processing linguistic stimuli (Kutas & Hillyard 1980), most electrophysiological studies of language have been done within the classical theoretical (Chomskian) framework, in which particular ERP components are assumed to manifest the activity of a specialized semantic processing module, other ERP components are supposed to manifest a specialized syntactical processing module, etc. There are two theoretical alternatives for this classical cognitivist approach, that is, connectionism (e.g., Grossberg) and the usage-based functional approach (e.g., Tomasello). As regards neurolinguistic (ERP) studies that follow connectionism, they are strictly limited to the experiments on processing single unrelated words; as regards those that follow the usage-based approach, I do not know any. We have conducted several ERP experiments whose expected results substantially differed dependent on the theoretical context in which the observed electrophysiological manifestations are interpreted. The results obtained are best in accordance with the usage-based functional alternative. These data indicate that the classical (cognitive, modular, computational) approach is not the only possible theoretical framework for the electrophysiological analysis of the processing of written and spoken language, other approaches can result in a better prediction of experimental results.

Abstract ID: 1611
This paper studies the role of predicative metonymy (Panther and Thornburg, 1999) taking into account some of its occurrences in medical discourse. Predicative metonymies mostly represent relationships in events, and occur as an interaction of relations and participants. The interpretation of the cases is based on the definition of metonymy proposed by Barcelona (2003). The source of metonymy highlights the target meaning that becomes salient in a given communicative situation. The examples were extracted from research articles published in medical journals in English and classified in four groups representing metonymic situations:

1. **PREDICATIVE ADJECTIVE FOR NOUN, VERB OR ADVERB** represents an interaction of the predicate and other participants. For example: But the proposal that he seems most enthusiastic about is a plan to promote health-savings accounts (The Lancet Vol. 365).

2. **ONE TENSE FOR ANOTHER TENSE** is a variant of the conceptual metonymy PART FOR PART in the time domain. For example: Some investigations have shown an association with obstetric complications but findings have been inconsistent owing to differences in sampling and methods (JAMA Vol. 292).

3. **ONE ACTION FOR ANOTHER ACTION** represents the WHOLE-PART relationship in the action domain. For example: Vitamin D deficiency often goes undetected (JAMA Vol. 292).

4. **Metonymic situation GENERAL FOR ACTUAL** is highly productive in English scientific language. It is realized by the construction to be likely + infinitive, or verbal construction tend+ infinitive: The Bosnia group were younger; less likely to be married, more likely to have remained in service, and only from the Army (BMJ Vol. 327). The role of metonymy in these cases is to highlight the aspect of an action which is salient in a predicate and thus allows a more precise understanding of an action, or a usage in accordance with scientific language conventions.

Abstract ID: 1688
This paper aims to account for three Korean EV markers that consist of the Korean Evidentiality (EV) system (Kwon 2011, cf. Chung 2007; J-M. Song 2007; K-A. Song 2009) within Mental Spaces theory (MST, Fauconnier 1997).

The explanation needs novel ways of elaborating mental spaces other than normal space evocation in the theory: Backgrounded Information Accommodation (BIA) and Indirect Epistemic Space Triggering (IEST). This paper elaborates the two proposed ways of creating spaces, and models the Korean EV constructions within MST, employing the proposed ways. Modern colloquial Korean has a three-term EV system: the firsthand EV -te-, the inferential EV -napo-, and the reportive/quotative EV -ay (Kwon 2011). MST can provide a unified account of details of the Korean EV markers where a chain of events are evoked: an event that is observed and the speaker’s observing event. The account covers their event structures, different informational statuses of the events, and the speaker’s different epistemic stances. The proposed ways of space elaboration are employed in the representations: first, BIA represents a precondition licensing an EV marker that the speaker has obtained information in question via a certain mode of access prior to speech act time. Contrary to a periphrastic EV expression (e.g. I heard from John that it was raining), when an EV marker is used, the speaker’s SE is backgrounded, and the focal event that linguistic content indicates is asserted. Second, EST is employed in the representation of the reportive EV construction. The way the speaker’s hearsay space is constructed differs from normal space evocation, because evidence that is immediately accessible to the speaker has to trigger them. The proposed model captures different epistemic stances posed by the speaker in reportives (weak – an unidentified disseminator) and quotatives (strong – the exact authorship).

Abstract ID: 1341
Frames and Constructions: building the Brazilian Portuguese Constructicon

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This work is linked to the FrameNet Brazil project – FN-Br – (Salomão, 2009), developed in association with the International Computer Science Institute (EUA) and in cooperation with the Berkeley FrameNet, led by Charles Fillmore. The FN-Br project aims at creating an online lexical resource (available at http://www.framenetbr.ufjf.br/) for the Brazilian Portuguese, based on Frame Semantics (Fillmore, 1982; 1985) and supported by corpus evidence. Following what has been performed by the Berkeley FrameNet, and also considering a long tradition in Cognitive Linguistics (cf. Fillmore & Kay, 1999; Fillmore, Lee-Goldman & Rhodes, forthcoming; Goldberg, 1995; 2006; 2010), FN-Br is moving into studying the relation between frames and constructions by building a repertoire of the Brazilian Portuguese constructions, the BP Constructicon. In order to start building the BP Construction, the Para Infinitive family of constructions was chosen (cf. Torrent, 2009; forthcoming). Such family is composed of eleven constructions sharing the [NP V A/NP para Vinf] syntactic schema and the Purpose frame or some other frame related to it. Those constructions were chosen due to the fact that they form a both formally and functionally motivated network in Brazilian Portuguese. Also, they all evoke frames which are related to each other by FrameNet. Hence, by proposing and annotating the constructions in the Para Infinitive family, following the methodology used by the Berkeley FrameNet Constructicon (Fillmore, Lee-Goldman & Rhodes, forthcoming) we aim at discussing whether the inheritance relations observed among constructions (cf. Fillmore & Kay, 1999; Goldberg, 1995; 2006) parallel the frame-to-frame relations proposed by the FrameNet project (cf. Ruppenhofer et al. 2010).

Abstract ID: 1623
The aim of this study is to investigate the relationship between grammatical categories and cognition by examining whether grammatical gender systems affect categorisation. In order to shed light on the underpinnings of gender-related cognitive constructs and thus further our understanding of how languages interpret experiences and how these interpretations interact with cognition, a three-phase experiment was designed to uncover and represent potential differences and/or similarities in the cognitive processes of speakers of five different languages representing three language families: Indo-European (Germanic and Romance), Uralic-Altaic (Finno-Ugric) and Afro-Asiatic (Semitic). The languages selected for this study also provide the most comprehensive coverage to date of the gender loading scale proposed by Guiora, including all four levels of gender loading: zero (Hungarian), low (English), high (Spanish, German) and very high (Hebrew). Comparison of the possible effects of a grammatical category, such as grammatical gender, in these five languages is expected to unveil how linguistic categories may affect cognitive categories. Though several studies have set out to investigate this relationship between language and cognition, the results seem inconclusive and somewhat contradictory. It seems of particular interest to undertake further studies in the area, and the aim of this project is to establish the groundwork for targeted research into the key issues surrounding the relationship between grammatical gender and cognition. Results yielded from this study will contribute to our knowledge of cross-cultural understanding of language and gender, as well as having potentially wide-reaching implications for a range of areas from language education and translation to gender stereotyping in literature.

Abstract ID: 1628
Finnish is a primarily postpositional language with also a few prepositions (Grünthal 2003). There is also a group of adpositions that can be used in both functions, called bipositions (Grünthal 2003: 59). Many bipositions indicate a path, e.g., kautta ‘via’, läpi ‘through’, pitkin ‘along’, and yli ‘over’, ‘across’. In my presentation I discuss semantic differences that depend on the use of the path adposition (PAdp) as a preposition or a postposition. Sometimes there is no meaning difference between the prepositional and postpositional use of the PAdps; in other context the differences are clear. A crucial semantic difference can be seen between actual motion (typically indicated by postpositions) and directional existence or occurrence of entities scattered along the path (prepositions). In the latter case, Talmy’s (2000: 71) notion of sequential perspectival mode plays a central role: there is a possibility of “scanning” in a particular direction from a certain perspective point, attending attention to a particular portion of the path. However, the dynamic reading of the sentence does not only arise from the semantics of the PAdps, but also from the meaning of other functional elements in the sentence (Sinha & Kuteva 1995, Evans and Tyler 2005: 250-252). Here I discuss the verb of the PAdp constructions. It is rather expectable that PAdps most often co-occur with verbs of motion. The data shows that semantically schematic motion verbs e.g. mennä ‘go’, liikkua ‘move’ tend to co-occur with postpositions and express a canonical motion event. More specific verbs, such as ones denoting ‘spreading’ like levitä ‘spread’, or indirect motion, kiertää ‘circulate’, tend to co-occur with prepositions and express rather occurrence of entities on the path. In my presentation I set out to find connections between such semantically rich motion verbs and the other features that motivate the use of a preposition.
Title: The influence of language-specific morpho-syntactic properties on children's acquisition of verb meanings in German
Author(s): Leischner, Franziska

Our study investigates the question when in language development the lexical representation of a given verb, specifically the relation between verb meaning and argument structure, has become stable, such that this verb will not be interpreted differently from its target-meaning when used in a non-target like argument structure, e.g. The cow goes. vs. *The cow goes the dog. Studies on the acquisition of verb meaning in typologically different languages provide evidence that language learners universally start to induce the meaning of a verb, possibly in combination with other linguistic and nonlinguistic factors, by deriving its argument structure from the number of noun phrases in the sentence (e.g. Lidz, Gleitman & Gleitman 2003). Further, they suggest that verb acquisition is a lengthy process which may be influenced by factors like the semantic structure of the verb (e.g. motion verb, causative verb) and the language specific morpho-syntax (e.g. flexible word-order, case) of the target language (Naigles et al. 1992, 2006). In order to evaluate these latter morpho-syntactic factors on the development of verb meaning in German compared to English, which is lacking them, we adopted Naigles et al.'s (1992) design, asking three- to ten-year-old German learning children and adults to act out grammatical (The cow goes.) and ungrammatical (*The cow goes the dog.) sentences. We found that in German as in English the meaning of transitive verbs consolidates before the one of intransitive verbs. However, contrary to English the verb consolidation process seems to happen much earlier in German learning children. We will argue that this may be attributed to the morpho-syntactic difference between the two languages, and that the comparative study of the impact of morpho-syntactic differences between languages on verb acquisition is a window to the structure of the language learning mechanisms of the child. 295 words
Abstract ID: 1462
This presentation focuses on an explanatory account of the mental grammatical system and its development in very early L2 learners of English. The ungrammatical structures produced by these learners not only deviate syntactically from the target language pattern but also semantically and in terms of the arguments that the learners express. I propose the Multiple Constraints Hypothesis (MCH) to account for these very early L2 structures. The MCH is based on Processability Theory (Pienemann 1998; 2005) and Lexical-Functional Grammar (Bresnan 2001) and includes the following claims about the initial L2 grammatical system: • The grammatical system of early second language learners is highly constrained at the level of constituent structure as well as at the level of argument structure. The constraints at the level of argument structure inhibit the mapping processes from argument structure to functional structure. This results in direct mapping processes from argument to constituent structure. • The lexicon is gradually annotated in the process of L2 acquisition. • The overall development of the grammatical system is in line with Processability Theory. To test these hypotheses I conducted a combined cross-sectional and longitudinal study of 24 primary school learners of English as a second language. The distributional analyses performed on this corpus lend strong support to the above hypotheses.

Abstract ID: 1482
Utterances differ in subjectivity, their degree of speaker involvement. For example, fragment (1) is subjective, because it reflects a claim-argument relation arising from the speaker’s mind. Fragment (2) is objective; it indicates a causal relation that exists between events in the real world. (1) The lights are out, so the neighbors are not at home. (2) He fell into the river. As a result, he was wet all over. It has been suggested that the notion of subjectivity is likely to be the cognitive mechanism underlying the use and categorization of causal connectives (see Sanders & Sweetser 2009). Recent corpus-based studies have shown that differences in subjectivity can account for the usage of causal connectives (because, so) in major European languages like French, German, Dutch, and Polish (see Dancygier 2009; Keller 1995; Pander Maat & Degand 2001; Pander Maat & Sanders 2001; Sanders & Sweetser 2009). For instance, Dutch has connectives that are specialized in objective relations, such as daardoor ‘as a result’ and daarom ‘that’s why’, and relatively subjective connectives such as dus ‘so’. If the notion of subjectivity is cognitively relevant, it should also play a role in the categorization of connectives in non-Germanic languages. Therefore, we investigated whether the theory of subjectivity and the way it is operationalized are applicable to Mandarin Chinese, and whether the Chinese counterparts of the causal connective so – yushi, yinci, and kejian – show systematic variation in terms of subjectivity. We performed a corpus-based analysis of these connectives using four subjectivity indicators: modality, domain (following Sweetser 1990), and the presence and identity of a Subject of Consciousness, the person responsible for constructing the causal relation. Results show that subjectivity theory and its operationalizations can be applied to Mandarin Chinese indeed, and that the three supposedly equivalent causal connectives display different profiles of subjectivity.

Abstract ID: 1350
This study investigates two phonetically similar forms in Mandarin (-de 得, henceforth -de1, and -de 的, henceforth -de2, both have reduced vowel quality and neutral tone) that are competing as markers of secondary predication (a complex expression where an additional modifying predicate ascribes further information to the primary event encoded by the main predicate, or a participant of the primary event (Himmelmann and Schultz-Berndt 2005, Verkerk 2009). -De1 (得) and -de2 (的), being etymologically distinct, are represented by different characters in Chinese orthography. Both markers are highly polysemous and incorporate partially overlapping functions in the conceptual space of secondary (modifying) predication. As markers of secondary predication, -de1 is canonically attached to the main predicate (denoting the primary, dynamic event), and -de2 to the secondary (modifying) predicate (denoting a stative, modifying property). Mandarin users, however, frequently substitute one for the other in writing (more frequently, -de2 for -de1). The confusion is often raised as an issue in orthography standardization, with the conceptual and functional motivations underlying the phenomenon overlooked. Aside from phonetic resemblance, the boundary between a primary and a secondary event, hence an originally -de1 and -de2 -marked predicate, respectively, becomes less clear when the two predicates are of similar semantic salience, and hence their primary vs. secondary status is ambiguous and subject to the construal of language users. A detailed corpus-based study will be conducted on the distribution of the two forms in different semantic functions, with data drawn from online bulletin boards (PTT Bulletin Board System, telnet://ptt.cc) and online newspaper archives (http://udndata.com/). The results not only bear relevance to the lesser investigated relationships between phonetic and semantic parallels of constructions in grammaticalization, it also has implications to how humans conceptualize events and express them in language.

Abstract ID: 1898
Recent studies in linguistics have shown that metaphor and metonymy serve a variety of communicative functions. This has important consequences for language learners who need to use them appropriately in their speech and writing. This study aims i. to provide a preliminary measure of the amount and distribution of metaphor and metonymy used by language learners in their writing across Common European Framework of Reference for Languages (CEFR) levels of language ability and ii. to explore the functions that it is used to perform at each level. The CEFR, which forms part of a wider EU initiative, is a series of descriptions of language abilities which can be applied to any language and can be used to set clear targets for achievements within language learning. It has now become accepted as a way of benchmarking language ability all over the world. There are six levels (A1, A2, B1, B2, C1 and C2). Each level contains multiple ‘can-do’ statements, which describe the various functions that one would expect a language learner to perform in reading, writing, listening and speaking, at that level. Two hundred essays written by Greek and German-speaking learners of English were examined for their use of metaphor. The findings were that the overall density of metaphor increases from CEFR levels A2 to C2, whereas the development of metonymy was more sporadic. At lower levels, most of the metaphoric items were closed-class, consisting mainly of prepositions, but at B2 level and beyond, the majority of metaphoric items were open-class. Metaphor was used to perform increasingly sophisticated functions at each of the levels. At B2 level significantly more errors started to be perceived in the metaphorically-used words and there was more evidence of L1 influence. Descriptors are provided for CEFR levels A2-C2 regarding the use of metaphor and metonymy.

Abstract ID: 1342
This paper investigates the linguistic sequencing of Mandarin motion verbs modeled by conceptual sequencing. In the cognitive processing of human mind, motion events usually start from the specification of manner, path, direction, endpoint, and the final landmark. Such process can be illustrated by “We fly to London”, in which we firstly chose how we would get there, and then decided on the route of the journey with a fixed direction, and finally we reached the destination. What is theoretically significant is that this cognitive process can be mirrored by the morpho-syntactic patterns of Mandarin motion verbs, for which a conceptual prototype is proposed. As illustrated by the corpus data taken from Google, Mandarin motion verbs are highly analytical and can stack together, reflecting the cognitive process depicted by the conceptual prototype. For example the verb zou ‘walk’ lexicalizes the manner and the manner zou ‘walk’ can be followed by the verb hui ‘return’ which constitutes path, direction and endpoint, preceding the locus jia ‘home’, and also a deictic verb qu ‘go’. To sum up, the present paper explores the theoretically significant cognitive-linguistic correspondences evidenced in Mandarin motion verbs, which are often overlooked in previous literature. Specifically, a conceptual prototype is proposed based on their distinct morpho-syntactic characteristics. It will be shown that a verb may lexicalize one or more components in the conceptual prototype. More interestingly, a linguistically stacking of motion verbs is also observed, in accordance with the linear order of the conceptual components specified in the prototype.

Abstract ID: 1446
Referentiality, traditionally confined within nominal domain but prototypically represented by indexical, determiner or pronominal items, will be analysed in the present study with respect to formulaic sequences. While in form-based classifications of formulaic sequences, referentiality draws a line between lexical and grammatical/discursive prefabs (Bolinger 1976), and in function-based accounts it should represent one of the main propositional act functions (Croft 2001), in a cognitive/constructionist framework (Hoffmann, Trousdale, to appear) the whole pairings of form and meaning show various degrees of referentiality according to their level of generalization, fixedness and size/complexity. For example, participants in a codified scene can be variably included and their roles variably formed in argument structures. Likewise, Clitic constructions in Romance languages, a language-dependant sub-type of pronominal constructions, are partially schematic predicative constructions, or frame configurations, which license different verb classes. They inherently show an extra-linguistic context-dependant referentiality which can be affected by prototypical factors characterizing formulaicity, such as frequency and idiomaticity. More specifically, Italian clitic constructions encode from one to three frame elements whose referentiality/indexicality is totally altered or lost in more idiomatic and formulaic sequences a. Mi piace I like it b. Glie-lo do I give it to him/her c. Ce la aggiungo I add it(fem.) to it d. Ce la posso fare I can make it/ I can manage e. Ce la metto tutta I try hard Formulaicity (Wray 2009) largely depends on the relationship between such partially schematic constructions and the verbal fillers appearing in the slot. Accordingly, the results of a collostructional analysis (cf. Stefanowitsch, Gries 2003, 2004) of this type of constructions will be presented, to provide statistical evidence as to what extent formulaicity can affect referentiality.

Abstract ID: 1300
Title: Morphological knowledge and the Representation Redescription model: from sensitivity to awareness
Author(s): Lorandi, Aline

The present study is about the morphological knowledge of Brazilian children and its relation to the levels of mental representations postulated by the Representational Redescription model (Karmiloff-Smith, 1992). The data consist on regularized verbal forms, changing of inflectional suffixes and lexical novelty taken from spontaneous speech and on three morphological tests, which involve derivation of nonce words, extraction of nonce base from derived nonce words, inflection of nonce verbs and judgment of words as well as explanations of why these verbal forms are incorrect. The survey of the responses shows morphological knowledge from sensitivity to linguistic awareness. This means that all level of representations – Implicit, Explicit 1, Explicit 2 and Explicit 3 were at least suggested by the data. I believe that this study consists on a first step towards an explanation of the mental representations that underlie morphological knowledge and of the morphological knowledge that children produce.
Abstract ID: 1466
Spatial particles, including adverbs and prepositions, have been variously analysed in linguistics in general works (Talmy 1991, Herskovitz 1986, Langacker 1992, O'Keefe 1996), and in in-depth studies of single items or groups of them (Evans and Tyler 2004, Dirven 1989), where the inherently polysemous or polyfunctional character of these elements has been repeatedly highlighted. Starting from a cognitively-oriented approach to the study of the lexicon, whereby meaning is constructed on-line, and emerges from the interplay of different properties (Bertuccelli Papi and Lenci 2007), this contribution presents the results of a study on the interaction of spatial particles with a group of non-spatial verbs, namely English verbs of vision. This lexical set displays blurry edges, and the boundaries between actual visual perception and cognition cannot always be clearly established. Particularly the most frequent and basic verbs of vision, such as look and see display a strong tendency to co-occur with spatial particles not only in occurrences which can be analysed as instances of the so-called ‘fictive motion’ construction (Talmy 1996), but also in prepositional and phrasal verbs. While meaning is entirely compositional in some combinations (look at, see through, stare at), other occurrences, such as look down on, see into or even see someone to are not entirely transparent, and display some degree of idiomaticity, which can be assimilated to some (on-going) grammaticalization process, while in some other cases a complex interplay of metaphors, such as ‘knowing is seeing’, and ‘more is up’ (Lakoff and Johnson 1980) can be useful in their interpretation. Our corpus-based study will present a survey of the main typologies of interaction between verbs of vision and spatial particles, attempting to provide an interpretation of their meaning with the aid of conceptual integration (Fauconnier and Turner 1998).

Abstract ID: 1639
The study tests the relative contribution of case marking and word order cues in transitive sentence comprehension and argument identification strategies in two and a half and three and a half year-old Hungarian-speaking children. Previous results by Pléh and MacWhinney (1985, 1989, 1990) indicated growing reliance on case marking in the assignment of thematic roles among children aged 3 and over. Our study complements these observations by 1) testing children under 3, 2) testing comprehension with novel verbs, and 3) analyzing the availability and reliability of word order and case marking in child-directed speech. Children heard a series of SVO, OVS and SVS sentences and after each sentence they were shown two videos from which they had to choose the one matching the sentence. We varied word order and nominal suffixes (S: nominative, no case marker, O: accusative) to test the role of the different linguistic cues in early sentence interpretation. Sentences contained either a familiar or a nonsense verb to test the generalizability of strategies and cues. 2.5 year olds relied on word order and case marking to the same extent, while for 3.5 year-olds, case marking was the dominant cue, with both real and novel verbs. We also performed an analysis of Hungarian child-directed speech from the CHILDES database to investigate the explanatory power of the children’s previous linguistic experience on the experimental results. The results show that word order is a reliable, but not readily available cue (reliability: 81.4%, availability 7.7%), suggesting that the universality, salience and reliability of this cue makes the agent first strategy dominant in early interpretation until the availability and reliability of other cues build up in the language. The shift towards case marking in older children is in line with the availability (27.7%) and reliability (100%) of this cue in adult speech.

Abstract ID: 1689
Focus on implicit learning in language impairment is motivated by the fact that the process of language acquisition is itself a form of implicit learning. The studies to be presented test different forms of implicit learning in typical development and in Specific Language Impairment (SLI) using 3 paradigms: 1) the Serial Reaction Time Task (SRT) testing the learning of motor sequences, 2) Artificial Grammar Learning (AGL) testing the extraction of regularities from auditory sequences and 3) Probabilistic Category Learning in the Weather prediction task (PCL-WP), a non-sequential categorization task. We tested 16 children with SLI (mean age 11.3, SD: 1.3) and 16 age-matched typically developed children. All children with SLI have been selected to meet standard: normal IQ, no hearing problems, no history of neurological impairment. They also scored at least 1.5 SDs below age norms on two or more of four language tests. Results show an impairment in the SLI group on AGL and PCL-WP (performance at chance level on both), with intact sequence learning on the SRT. The deficit is not restricted to either linguistic or to sequential information (as it was also evident in the PCL-WP, a non-linguistic, non-sequential task). They also show that the deficit is not evident in all implicit learning tasks, not even when sequence learning is involved, as shown by results of the SRT tasks. Children in both groups showed large individual differences in learning on each of the tasks. In the LI group, AGL performance showed significant correlations with TROG (grammatical comprehension) and non-word repetition scores, but not with vocabulary and non-verbal IQ, while PCL performance was not related to language measures. This pattern argues for stimulus and task-specific effects in implicit learning, and for a need to formulate more specific hypotheses on the nature of the implicit learning deficit in SLI.

Abstract ID: 1661
This paper explores a cognitive linguistics approach to the evergreen debate about parts-of-speech distinctions. I argue that parts of speech have internal structure that can be captured by radial categories organised around prototypes. In order to support my point, I investigate a homogenous group of “hybrid” words in Russian, namely bain’ki ‘sleep’, spaten’ki ‘sleep’, and kušan’ki ‘eat’, which are mainly used in speech with or about children, but which regardless of their high frequency and productivity remain ignored in Russian linguistics. The main question is: what part of speech do these words belong to? Bain’ki has been classified as an interjection in the Academy Grammar [Švedova 1980], but as my analysis shows, this interpretation cannot capture most of the usages, as in (1): (1) Ja xoču kušan’ki I want kušan’ki ‘I want food/to eat’ A sample of examples was collected from the Russian National Corpus and Google and yandex.ru search engines. Based on careful investigation of these words’ morphological, syntactic and semantic properties, I propose that the bain’ki-type words are both verbs and nouns at the same time. However, such “hybrid” words are not prototypical members of either category in the sense of cognitive linguistics. In my analysis I adopt the model of Cognitive Grammar proposed by Langacker [1987, 2008], which offers a straightforward account of the bain’ki-type words as non-prototypical verbs and nouns. At the same time, such an approach enables us to capture the generalization that bain’ki-type words are most commonly used as verbs. Finally, an abstract schema accommodates the properties that are constant in all uses. Although this paper considers a small number of words, the proposed analysis has implications for word-class distinctions in Russian as a whole; furthermore it shows how cognitive linguistics facilitates an insightful analysis of “hybrid” words, which are left unaccounted for in traditional approaches to parts of speech.

Abstract ID: 1567
The theory that the conceptual system, beginning in preverbal infancy, is founded on spatial information is discussed. The basic mechanism that redescibes spatio-temporal information into spatial image-schemas is briefly described, and a new, minimal set of spatial primitives is offered. The body of the talk shows how and when the initial spatial system becomes enriched by other kinds of information. Enrichment is surprisingly slow and in some cases requires language. Delay in conceptualizing nonspatial experience depends in large part on whether any spatial description can be applied to it. Understanding force is a relatively easy enrichment of the spatial base because there are spatial descriptions that help infants and toddlers conceptualize it once they begin to move themselves around and experience forceful action and resistance. But importantly the conceptualization is done by attaching feeling to a spatial base. Emotions, sensory experiences such as colors and smells, and mental concepts such as belief, have no spatial basis to help understanding in the same way. As a consequence even learning words for these experiences often takes years to accomplish. Accurate use of color terms takes 3 to 5 years, emotional terms even longer. All of this suggests that both actions and embodiment can enrich the conceptual system, but are not primary to it. There is no evidence that the image-schemas used to understand events in the world are, even in adulthood, anything other than spatial representations of objects and actions. These representations can arouse associated feelings, but the feelings themselves are at most only partially conceptualized. That is why metaphor is needed; it helps us understand nonspatial sensorimotor experience. 

Abstract ID: 1491
The presentation is going to be focused on the relation between "mind" and "body". Scientists state that these notions are inseparable from each other. The development of thought depends on environmental changes and "ties mind inextricably to body and environment" (Johnson, Rohrer 2007: 22). Capacities for perception, object manipulation and bodily movement in the outer world have its roots in spatial cognition, which are at the core of person's visual system is connected with social, emotional and cultural cognition of a human being. The link between mind and body will be shown on the domain of English idioms. These expressions specify the difference between linguistic and extra-linguistic knowledge, they are "conceptually dependent" (Langacker 1991: 28), of composite structure, show different degrees of fixedness and dependence on the user's pragmatic needs. English complex idiomatic units with head, eye(s), nose and mouth as their components will be illustrated in the presentation on the basis of the compositionality of meaning and image schemas (Lakoff, Johnson 1980). Human body parts may be conceptualized in several ways referring to a finite number of topological classes: 1) containers with inner and outer spaces; 2) containers with inherent parts of conceived entities, that may be open or closed; 3) static objects located in as points in space; 4) dynamic things profiled in their motion over the landmark. Inside these topological classes the integration of two or more image schemas may be observed. The analysis is based on the research of human body parts in idiomatic units of English has proved fruitful, because the combination of cognitive methods provides the basis for conceptualization and reasoning.

Abstract ID: 1565
The presentation is aimed to describe the methods of cognitive analysis, which are used in studies of languages for specific purposes. LSP describes terminological systems and their function in professional discourse. It is a system of linguistic means of the national language, which represents knowledge structures corresponding to the period of the development of scientific sphere and demonstrating the level of the society providing its progress (Zyablova 2005). The main functions of LSP are discussed by the representatives of Cognitive Terminology in Russian school of Terminology (Koubriakova 2004; Manerko 2007; Logunova 2001). A term is viewed as a verbalized result of professional cognition, a valuable linguistic and cognitive means in professional sphere of communication. Knowledge structures pertaining to the outer world, definite sphere of usage, mental and language forms of human cognition are investigated on the basis of cognitive maps and mapping, conceptual modeling of the scientific area including categorization of language means according to super-ordinate, basic and subordinate levels, conceptual integration and cognitive matrices. The complex formats of knowledge will be shown on concrete examples from the medical and economic domains. Abstract ID: 1529
Background: Consider a minimally different pair:
(i) Maria blames, in most cases, herself for the bad grades.
(ii) Maria blames, in most cases, Nicole for the bad grades.

Interpretation of (i) requires establishing a syntactic dependency between an anaphoric element and its antecedent. Interpretation of (ii) requires integration of the definite NP Nicole into discourse as part of the blaming event. The current study proposes a novel measure of processing complexity. We show how changes in the entropy of the verbal paradigm (an information-theoretic notion introduced in [1]) influence (crucially, in a different way!) the processing cost of a reflexive object NP and a definite object NP.

Method: Thirty-four Dutch native students participated in a self-paced-reading experiment. Reading times in each word were measured. Twenty-four verbs were used in 2x2 a design with entropy (high/low) and dependency-type (reflexive/defNP) as independent factors. Results: High-entropy verbs were read significantly faster than low-entropy ones (p<.05). There was a significant interaction between type of dependency and verb entropy (p<.01); higher-entropy verbs delayed establishing the dependency between the reflexive and its referent. Moreover reflexives were read significantly faster across conditions than referential NPs (p<.001).

Discussion: Entropy can be seen as an index of similarity among the base level of activation of different forms in a given verbal paradigm. Higher entropy reflects a more “uniform” distribution (higher uncertainty in lexical retrieval), while lower entropy represents a more “diverse” distribution (lower uncertainty). The spread of activation in verbs with high entropy requires less energy than that in low entropy verbs and initial retrieval is faster [2]. However, the dependency between the reflexive and its antecedent is delayed in those verbs because of the “interference” caused by the competition between the target verb form and the “yet-not-decayed” forms of the paradigm.

Abstract ID: 1670
The way in which the evolution of Latin gender has been presented most of the time makes an interesting case, proving that confusing 'real properties' and linguistic semantic features can lead to inappropriate descriptions of linguistic phenomena. If studies of non Indo-European languages pointed to the fact that the scale of "Animacy" differs from one culture to another (see Dahl 2002), the interpretation of the feature \([\pm \text{Animacy}]\) according to Western European culture as being synonymous with \([\pm \text{Living}]\) has been ingrained in historical accounts of I.E. languages for so long that it has been almost impossible to accept that it should be redefined according to the culture it encodes. Consequently, the distribution of genders in Latin was considered as a way of encoding a 'primitive type of animism'. Since, according to several ancient and even contemporary cultures every entity has a soul, a spirit, a special type of energy, as the link with their Creator, the hypothesis of a 'primitive animism' cannot explain the fact that Latin nouns such as saxum 'stone, rock', malum 'apple', mare 'sea' are neuter. As Antoine Meillet pointed out long ago, the gender subclassification of I.E. nouns encoded 'Agency' rather than 'Living'. More recently, in order to explain the evolution of I.E. grammatical gender, Luraghi (2009) added to 'Animacy' such features as 'being in control' and 'the capacity of manipulating'. The present contribution brings arguments in favor of the hypothesis that the gender subclassification of nouns in Latin was rooted in an earlier Mediterranean culture, in which the cognitive category of 'Effectiveness' reflected a perception of the '(in)capacity of doing, affecting other beings' as an inherent property of objects (see Aristotle).
Mathematics may be a site of pervasive conceptual metaphor and integration (Fauconnier and Turner, 2002; Alexander, 2011). Like many everyday concepts, mathematical notions often invite more than one construal. For instance, we may conceptualize arithmetic metaphorically as Motion Along a Path or as Object Collection (Lakoff and Núñez, 2000), thus drawing on more concrete, embodied conceptual domains. However, there are presently no experimental studies of the real-time conceptualization of arithmetic. We used spontaneous co-speech gesture to address two questions: Are these hypothesized construals deployed during real-time reasoning? How stable are these construals? Participants began by completing one of two task-irrelevant mental imagery tasks designed to prime relevant image schemas (Container or Source-Path-Goal) and then answered questions about arithmetic (e.g., "Is the sum of an odd number and an even number always odd?"). Responses were video-recorded. We reasoned that, if conceptualizing arithmetic involves activating embodied image schemas, then the mental imagery should prime associated conceptualizations as enacted in gesture. Co-speech gesture was segmented into target gestures that co-occurred with talk of arithmetic; two analysts coded these for handshape, handedness, and stroke direction. Two gesture profiles recurred: "Collecting" gestures were bimanual and used grasping handshapes, suggesting a conceptualization of arithmetic as Object Collection. "Path" gestures were one-handed and used canonical pointing morphology, suggesting a conceptualization as Motion Along a Path. We focused on the flexibility of these construals. Participants switched fluidly between gesture profiles—sometimes even within a single gesture unit—integrating multiple construals of arithmetic during real-time reasoning. Additionally, mental imagery had the predicted effect: Participants who completed Container mental imagery were significantly more likely to exhibit an Object Collection construal; likewise for Source-Path-Goal imagery and a Motion Along a Path construal. The deployment of these complementary construals, therefore, was flexible and context-sensitive, shaped by the salience of embodied mental resources.

Abstract ID: 1927
The aim of the paper is to present preliminary findings and a corpus research proposal concerning the use of tuning devices in spoken discourse. The term 'tuning devices' was coined by Cameron and Deignan (2003) to refer to a range of expressions which appear usually in front of linguistic metaphors and include, among other examples, items such as 'like', 'kind of', 'sort of', 'just' or 'actually'. According to Cameron and Deignan (2003), the primary role of tuning devices in spoken discourse is to signal metaphor use and suggest to the interlocutor how to interpret a metaphor. The analysis of tuning devices is inextricably linked to the analysis of metaphor and its role in natural discourse environment. Therefore, the present research combines cognitive and discourse approaches to metaphor and exploits a relatively recent theoretical framework for the study of metaphor in real language use, namely the Discourse Dynamics Framework as described and applied by Lynne Cameron and others (Cameron 2003, 2007, 2010, 2011, Gibbs and Cameron 2008). The material for the analysis has been gathered from several BBC Radio 4 'Woman's Hour' programmes and it yields several sets of tuning devices, some of which underwent a detailed investigation. The preliminary findings confirm that apart from signalling the use of metaphor, tuning devices fulfil many important functions in the discourse dynamics and are involved in many socio-cognitive processes that affect discourse participants. However, a detailed analysis of tuning devices also poses multiple questions about the nature of metaphor in spoken discourse and suggests some further directions in metaphor research. A larger corpus study of tuning devices, the proposal for which is included in the present paper, will attempt to answer these questions.

Abstract ID: 1530
Our main objective, for this communication, is to provide a theoretical and methodological ground for the metaphor recategorizations, an interactive and textual mechanism responsible for specific ways of conceptual-linguistic senses’ construction. These mechanisms can be described by the anaphoric, or rarely cataphoric, relation established between a discourse object and an endophorical reference. This type of relation, as put in general Text Linguistics, can also provide a local recategorization of a focused element (the discourse object), by organizing the relevant features of its category. For example, if we say "Mary and Jay fought last night. The discussion ended up only at dawn", the "fight" event is kept in the discourse focus, but is (con)textually reorganized. In this case, we are able, at least, to suppose that there was mainly verbal aggression in this event. Now, if we say "They fought last night. The storm ended up only at dawn", one is also able to understand that "storm" is an endophorical reference to the discourse object "fight". But, in this case, the metaphoric element is responsible to reorganize the categories within "fight" in a very specific way. If we are no longer able to define specific characteristics of this fight, we are now able to suppose that, for example, it could had changing effects on Mary-Jay’s relationship. As we see it, the researchers’ (con)textual knowledge of metaphors’ environment is fundamental to define its significance in interaction. So, for this presentation, we will analyze some metaphorical recategorizations extracted from sermons of Brazilian neopentecostal churches. In this corpus, we understood, for example, that these mechanisms are fundamental to the constitution of the neopentecostal rhetoric argumentative axis, for they construct several, often very implicitly, conceptual relations among textual references.
English and Italian differ a great deal in their respective repertoires of spatial particles (an important subset of which are prepositions), an area which has long proved to be quite problematic in education, especially as far as the learning of English as a Foreign Language by Italians is concerned, and most current textbooks, didactic grammars and general dictionaries tend to provide partial and/or largely arbitrary cross-linguistic descriptions of such items. The paper sets forth the proposal for a cognitively grounded contrastive account of particles in English and Italian, and ideally addresses the needs of pedagogy professionals as well as of advanced learners of English. The work builds on ongoing research on this topic (Masi, 2011), and contributes to the field of research on cognitive linguistics applications to pedagogical grammar (see, e.g., Tyler and Evans 2004, Evans and Tyler 2005, Boers et al. (eds) 2010, Littlemore and Juchem-Grundmann (eds) 2010). More specifically, it draws on Tyler and Evans (2003) and applies the rationale of Lexical Complexity (Bertuccelli Papi and Lenci 2007) to the organisation of data. The latter are gathered from other studies in the relevant literature (e.g. Tyler and Evans 2003, Lindstromberg 1998), dictionaries, corpora and informants. My presentation will focus on the spatial dimension of verticality.

Abstract ID: 1328
As researchers such as Ochs and Capps (2001) note, narratives of personal experience present perspectives on
events, not objective accounts. Drawing on the concepts of frames and conceptual blending (e.g. Bateson
2000 [1972], Goffman 1974, Lakoff 1987, Fauconnier and Turner 2002) this paper illustrates a way in which
psychologically intense events are presented from a quotidian perspective with humor. The focus is on
informal conversational narratives by older Japanese women about their husbands' illness and death.
Accounts of serious life events are generally understood as painful (Coupland, Coupland & Giles 1991);
consequently, laughter is risky, especially on the part of the listener (Jefferson 1984). However, actual
conversational narratives on such topics by elderly Japanese women show otherwise. I discuss humorous
narratives such as one in which a widow evokes laughter by describing the scene where her dying husband
complained, just as he regularly did, that she was too noisy for him to keep sleeping. I will illustrate that the
humor is effected through the blending of normally incongruent conceptual spaces (e.g. Bergson 1911 [1899],
Koestler 1964, and Raskin & Attardo 1994, Coulson 2001), corresponding to the memories of the extraordinary
event (being at her husband's death bed) and of everyday experience (daily life as a couple). Reframing a
psychologically weighty event from a "quotidian" perspective (Matsumoto 2011) through conceptual blending,
the participants of such conversations can regain normality in life. Such reframing allows speaking about
topics typically considered negative to be more positive and socially acceptable. If humor is an effective
strategy for positive emotion regulation as it has long been considered (Freud 1928), this conceptually based
discourse strategy of shifting the frame to the quotidian may imply that it can be exploited in a wide range of
communicative interactions that are freighted with intense negative emotions.
Abstract ID: 1915
The emotion of anger has been extensively studied in Conceptual Metaphor Theory (Lakoff and Johnson 1980, 1999). The main thesis of the theory, that metaphor is not only instantiated by surface linguistic expressions but it also resides in the level of cognitive or conceptual structure, has been confirmed especially by the studies of multimodal representation of metaphors (Forceville 1994, 2005, 2006). Recently, Shinohara and Matsunaka (2009) have investigated how emotion is visualized in Japanese comics, reporting metonymic and metaphoric instances. They also argue that pictorial and verbal representations of emotions tend to share the same conceptual metaphors. Building upon these previous studies, we further explore how Japanese speakers visualize anger in pictures. In our experiment, 242 Japanese speakers were asked to draw something on a picture of a person with an angry face, so that the person in the picture will look angrier. We obtained in total 804 items drawn on the picture. By analyzing these items, we found four major categories: (1) visual representations of the metaphor ANGER IS HEAT IN A PRESSURIZED CONTAINER (e.g., pressurized veins, steam above the head, etc.), (2) visual representations of the metaphor EMOTIONS ARE MEOROLOGICAL PHENOMENA (e.g., thunder, cloud, etc.), (3) metonymic representations of anger (e.g., trembling body, bristling hair, etc.), (4) causes of anger. About half of the 804 items were instantiations of conceptual metaphors of anger attested in the Japanese language, and the next highest were metonymic expressions of anger. In sum, we have found that (i) conceptual metaphors of anger play important roles in visual representations of anger: the same conceptual mappings underlie both verbal and pictorial expressions of emotion, (ii) metonymies are also frequently used in expressing anger visually. Overall, major cognitive models attested in language play important roles in visual representations of anger.
It has long been observed that the expression of finality in finite subordinate clauses, makes an extensive use of modal auxiliaries such as CAN, COULD, MAY, MIGHT in English or POUVOIR and the subjunctive in French. 'They died so that Germany might live...' (BNC ADD 439) Ils sont morts pour que vive l’Allemagne. 'I sometimes think you only invite me so that I can pay the bill.'(BNC EDJ 513) Je pense parfois que tu ne m’invites qu’àfin que je paie la note du restaurant. etc. A number of semantic as well as syntactic reasons can be given in terms of aspectual and modal determination. Now, the French "Théorie des Opérations Enonciatives", if not at the core of the current cognitive linguistic trends of research, has for a few decades pointed out the necessity of abstract conceptual mapping of both mental and linguistic operations that preside over the production of natural languages. A number of conceptual tools such as QLT (from ‘qualitative’ - ‘notion’), QNT (from ‘quantitative’ - ‘occurrences’), the Representation / Validation planes and the topology of the Notional Domain, have rendered possible a better apprehension of modality at work in modal auxiliaries in English, among which CAN, COULD, MAY, MIGHT (Antoine Culioli, 1990, 1999 ; Alain Deschamps, 2001 ; Stéphane Gresset 1999, 2001 ; Lionel Dufaye, 1999, 2001). An equivalent type of modelling was left yet to be achieved with the modal verb POUVOIR in French and finality markers. This presentation will therefore describe the relevant types of modality in order to shed light on the expression of finality in French and in English both in their paralleled cognitive and linguistic aspects ; the aim of this being that both descriptions should enable us to sketch out an altogether more adequate type of parallel between the linguistic representations.
The report is dedicated to the evolution of the individual author’s concept of FREEDOM (its conceptual characteristics and verbal representations) in John Fowles’ novels. An individual author’s concept is formed on the basis of transformation of a cultural concept according to the author’s perception and evaluation of the world. The concept of FREEDOM presents a special interest for analysis because it belongs at the same time to the basic concepts of the English picture of the world (according to A. Wierzbicka*) and to that of J. Fowles’ picture of the world. Analysis of four novels (“The Collector”, “The French Lieutenant’s Woman”, “The Magus” and “Daniel Martin”) shows that the notion of freedom changes from one novel to another. In “The Collector” the nuclear characteristic of the concept of FREEDOM means absence of physical restrictions and boundaries (“freedom is the state of not being in the prison”). In the next novel “The French...” freedom is primarily understood as the freedom of action, freedom from social control and restrictions (“freedom is independence from social, class, religious restrictions”). In “The Magus” freedom is mainly the freedom of choice (“freedom is the opportunity to act as one wishes without any restrictions”). Finally, in “Daniel Martin” the author comes to the idea that freedom is not a characteristic of the outside world but a person’s inner state, a kind of feeling which is possible to acquire only in solitude (“freedom is solitude”). Variability of the concept verbal representations also marks its evolution. In addition to traditional nominees of the concept in the English language (e.g. freedom, free, independence) J. Fowles refers to the concept through a variety of lexical units, from “air”, “light”, “space” etc. in “The Collector” to “retreat” and “solitude” in “Daniel Martin”.

Abstract ID: 1423
This study deals with the peculiarities of metaphorical knowledge representation in different types of medical discourse. The aim of the study is to investigate metaphor models in Russian and American medical discourse from a cognitive-discursive point of view. Discourse is understood as a verbally-mediated activity in a special sphere, which determines the formation of a concept (a mental structure or some special knowledge on a specific issue). A concept is a mental structure, which can be expressed via various language forms, one of which is metaphor. Metaphor is a cognitive mechanism of representation of knowledge at any level (from naïve to professional and scientific knowledge), based on conceptual integration. Metaphorization of the concept can be described in two discursive forms: text and associative field. For the study we selected 645 (324 in Russian and 321 English) contexts of metaphorical use in the text of blogs (about 7000 messages in two languages, totaling 2,300 pages). A psycholinguistic experiment was carried out in Russia and the USA. There were 209 participants in the study: 108 Russians and 101 Americans. The participants were requested to give answers to the following statements: "Health is like ...", "The disease is like ...". In the study of metaphor in the blogs and in the associative fields we revealed that there is a general similarity between the metaphorical models of the blogs in two different languages, while in the associative fields we found some differences. The differences of metaphorical models in the associative fields could be explained by individual categorization of the world, the conceptualization of knowledge and experience, as well as the nature of linguistic and culture-oriented associations. Comparison of trends in metaphorical models of the two types of discourse can reveal similar and specific features of medical knowledge at different stages metaphorization.

Abstract ID: 1601
Title: Lock and Key: Metaphor form and function in science news discourse  
Author(s): Moder, Carol Lynn

In cognitive linguistics, initial studies of metaphor gave scant attention to the form of metaphorical expressions and their discourse functions (cf. Lakoff and Johnson 1980, 1999). In Blending Theory, Fauconnier & Turner (2002) grant a role to form by positing that grammatical expressions cue the listener in constructing a blend, but they do not specifically consider situational or discourse relations. Some recent cognitively-based discourse studies have begun to address how metaphorical expressions ground discourse relations between speakers and hearers (Cameron 2003; Oakley & Coulson 2008, Semino 2008, Moder 2004, 2008, 2010). One key aspect of such situational grounding is the extent to which the speaker accommodates the listener’s target and source domain familiarity in construing the form and mapping of the metaphorical expression. Cameron (2003) noted in her study of science metaphors in education that high conceptual alterity created by differences in the knowledge of speaker and hearer requires more extensive metaphorical mapping. The present study investigates the form, position, and discourse mapping of metaphorical expressions in spoken American English science news discourse, focusing on expressions using the tuning devices like or as (Think of the sweet receptor protein as a lock and key, What goes on in the playroom is like kittens wrestling). Metaphors from a researcher-collected corpus of American National Public Radio news programs were identified using the Pragglejaz procedure (Pragglejaz Group 2007). The results indicate that speakers marked perceived conceptual alterity by using multiple tuning devices to alert listeners to upcoming metaphorical expressions. However, speakers varied greatly in how effectively they mapped key features of the target domain and relevant links to the source domain. The findings of this study will contribute to ongoing investigations into the use of metaphor in public policy discussions of science (Cook 2004, Holmgreen 2008, Calsamiglia & Van Dijk 2004).  
Abstract ID: 1671
How do children learn to use complex verbal constructions with multiple arguments? We examine this question through the prism of the English verb give, long cited as a prototypical three-argument verb associated with events of transfer and featured in discussions of argument structure (Goldberg 2006, Rappaport Hovav and Levin 2008). Previous developmental studies have focused on the dichotomy between the two canonical patterns observed in adults, the double-object and the prepositional dative constructions. But in fact, children’s earliest productions involving give exhibit a richer variety of patterns that may shed light on the interaction of verbal semantics and argument structure. We describe a longitudinal study of the acquisition of give-constructions in three English-speaking children aged 1;06 to 3;06, based on spontaneous data from the Providence corpus (CHILDES). Utterances were coded for a variety of features, with special attention to whether each of the possible participants of the giving event was expressed, and if so in what form (pronominally or lexically). The children display marked differences, both in the age at which various constructions appear and the nature of the developmental trajectory (in particular, how abruptly or gradually they progress from incomplete to complete patterns). Some common developmental trends can be identified, however. Our results suggest that children’s usage of give is driven by semantic and pragmatic considerations, in particular the need to express different kinds of information structure. They may require both a baseline level of cognitive development and sufficient exposure to the variety of possible patterns in the data to master them. Especially revealing are novel patterns that demonstrate that children do not simply replicate the input but rather creatively reanalyze it. Overall the study lends support for usage-based approaches to acquisition that allow for individual development along several dimensions: across children, verbs and argument structure patterns (Tomasello 2003).

Abstract ID: 1635
Title: Storytelling with fables: Complex thought prompts complex language in young adolescents
Author(s): Nippold, Marilyn A.

Recent research has shown that school-age children will speak at length and display a high level of syntactic complexity when they are asked to talk about a challenging topic (e.g., chess) of which they are knowledgeable, and when they are questioned in a way that stimulates reflection on difficult issues (Nippold, 2009). To extend these findings, the present study examined the use of complex language – including literate words and advanced grammatical structures – in the spoken language of young adolescents (n = 24; ages 12-14 years old) with typical cognitive and linguistic development. Each adolescent was prompted to speak in two different genres, conversational and narrative. Conversational discourse was elicited by asking the adolescent to talk about common topics such as school, family, friends, and pets; narrative discourse was elicited by asking the adolescent to retell some fables. Fables were employed because of their enduring appeal and relevance to contemporary moral dilemmas. As such, they challenge speakers to engage in formal argumentation as they offer reasons for why they agree or disagree with an ethical point of view, a cognitive-linguistic skill that emerges with the transition from concrete to formal operational thought. Results of the study indicated that adolescents used their most sophisticated language during the narrative task, particularly when they were discussing the motives of a character, justifying their own philosophical beliefs, or interpreting a figurative expression that occurred in a fable (e.g., “Some things are easier said than done”). In other words, when speakers were prompted to employ their critical thinking and complex reasoning skills, they rose to the occasion to produce superior discourse that involved the use of metacognitive verbs, abstract nouns, and multiple levels of clausal embedding – a pattern that is consistent with the hypothesis concerning later language development known as the “lexicon-syntax interface” (Ravid, 2004). Abstract ID: 1888
Title: What metaphorical profiles of emotion nouns can tell about the emotions: converging evidence with (cross-cultural) cognitive psychology  
Author(s): Ogarkova, Anna; Soriano, Cristina

While the studies on metaphoric representation of emotion concepts continue to proliferate in Cognitive Linguistics (CL, e.g., [1]—[5]), the question of their broader impact and interdisciplinary value remains largely unaddressed. Neither the more introspective (e.g., [6], nor the more data-driven emotion metaphor research [7, 8] systematically relates the findings to those from (cross-cultural) cognitive psychology. This is surprising given the widely-acknowledged importance of language in many emotion theories [9], on the one hand, and the cognitive aspirations of CL ([10]), on the other hand. Meanwhile, the platform for a promising cross-disciplinary collaboration is well-prepared, both theoretically—by theories of linguistic context/statistical representation (e.g., [11]), and methodologically—by recent advances in cognitive corpus linguistics focusing on behavioral and constructional profiles of words (e.g., [12]—[15]). The present paper explores how the metaphorical profiles of 20 anger lexemes in English, Russian, and Spanish (derived from the BNC, Corpus del Español and the Russian National Corpus) cohere with the psychological findings on anger experiences in the respective cultures. On the basis of previous research in psychology, we formulate five hypotheses, some tapping of allegedly universal features in the internal organization of the anger category [16], others predicting cross-cultural differences in regulation, somatization, and the degree of prototypicality of seemingly equivalent anger concepts in different languages([17]—[22]). These predictions are then tested against the metaphor data obtained with an updated MPA procedure [8] where an enhanced inventory for metaphor classification is used ([23]), and where an additional account is given of the qualitative aspects of metaphor employment in corpora [24]. The results of several statistical procedures (including clustering, multidimensional scaling, and distribution statistics) support most of the formulated hypotheses and suggest a high degree of convergence between the findings in the two disciplines.

Abstract ID: 1697
One of the most productive processes in English word formation is the creation of compound words. From a cognitive perspective, compounding provides a window to how the mind combines concepts to form new meanings (cf., e.g., Libben and Jarema 2006). In cognitive linguistic research, particular emphasis has been put on exploring the semantic relations that hold between the constituents of a compound and its overall meaning. Closed lists of semantic patterns as given in Downing (1977) and Warren (1978) have been superseded by Ryder’s (1994) approach applying Langackerian schemas. While Ryder’s work lays out basic blueprints of compound formation, it does not explore the frame-based semantic connections between compound constituents. Another crucial issue is the property of emergent meaning in compounds, which is approached in terms of conceptual blending theory in Coulson (2001: 130-131) and Fauconnier and Turner (2002: 227-231). So far, the most extensive application of conceptual blending to analyzing the meaning of compounds is provided in Benczes (2006). However, conceptual blending has been criticized for its limited descriptive value (cf. Bundgaard et al. 2006) and for the fact that it is not a necessary process of meaning generation for all types of compounds (cf. Onysko 2010). In light of this debate, the current paper proposes a cognitive model of semantic relations in noun-noun compounds. The model draws on the results of an empirical study, in which 140 New Zealanders provided meanings for twelve invented compounds (e.g. bucket philosopher, cloud neck, voice canoe). The analysis of the interpretations shows a range of cognitive processes that cover the continuum from literal to figurative meanings. Analogically, the cognitive semantic model of compounding captures this range of possible relations and highlights that figurative interpretations rely on contiguous frame relations that hold between the compound constituents.
Title: Metaphors We Revolt By in Media Discourse A Critical analysis of metaphors and intertextuality in Aljazeera reports about the Egyptian former president ‘Mubarak’ and the Egyptian revolution
Author(s): Otaif, Fahad

Language use as a form of socio-political practice contains various effective conceptual tools i.e. metaphors and similes. This paper is a critical discourse analysis of three of Aljazeera’s video-reports about ‘Mubarak’ - the former expelled Egyptian President and the Egyptian revolution. Metaphor in media discourse is an effective daily linguistic practice that we use and rarely if ever notice (Lakoff & Johnson, 1980). As it was found recently that intertextuality can be determined by metaphors in media discourse (Semino, 2008) and (Otaif, 2011), this paper argues that intertextuality could be also metaphoric and can serve as an effective discursive tool; a tool that can semantico-cognitively and subconsciously influence or manufacture the public ideological stance or consent about social events. Based on the linguistic evidence that supports the underlying conceptual structure of discourse i.e. cognitive semantics the above claim is presented. The findings have implications for further semantico-cognitive investigations of the effective linguistic tools and particularly that of metaphors and intertextuality in media discourse.
Abstract ID: 1411
Verb particle constructions with animal names used as verbs ("critter constructions"), such as horse around, clam up, and rat out, are interesting for (i) grammatical, (ii) pragmatic, (iii) conceptual, and (iv) cultural reasons. The behavior of verb particle constructions has been studied extensively (Clark & Clark 1979, Dirven 1999), especially the problem of where the particle is positioned in relation to a direct object ("particle movement"), often in conjunction with an analysis of the information structure (pragmatic function) of the construction in terms of e.g. given and new information (see e.g. Gries 2003). Our talk extends this line of research on verb particle constructions, but in a novel way. We focus on the conceptual content of the verb, especially the contribution of stereotypical cultural (folk) models of animals to its meaning, and on the contribution of the spatial sense of the particle to the overall meaning of the construction. An adequate analysis of critter constructions requires a folk model of the animal in question, spatial schemas for the particle, metaphorical mappings and metonymic inferences, and aspectual categories in the sense of Vendler (1957). Our database consists of examples extracted mostly from the Corpus of Contemporary American English and from cartoons. Cartoons are an especially valuable data source because they reflect cultural changes in the attitude towards animals yet rely on the underlying stereotype for their humorous effect. To conclude, we place our findings into the larger context of the status of cultural and cognitive models in general. Such models (including animal folk models) are often outdated and reflect century-old beliefs that have left their traces in e.g. idiomatic expressions, and sometimes even – as in critter constructions – in grammatical structure.

Abstract ID: 1687
In translation studies, metaphor, a linguistic phenomenon with ornamental function, has provoked much discussion around two themes: approaches to translating metaphor, and the (un)translatability of metaphor. Since the mid-1990s, a number of research projects (e.g. Mandelblit 1995, Deignan et al. 1997, Fuertes-Olivera & Pizarro-Sánchez 2002, Schäffner 2004) examine metaphor translation from a cognitive linguistics perspective, mainly influenced by conceptual metaphor theory (Lakoff & Johnson 1980). Such an approach situates (un)translatability not in terms of grammatical deviance or linguistic uniqueness, but in terms of ‘cognitive equivalence’ (Al-Zoubi et al. 2007:232-233) and ‘cognitive restrictions’ (Tabakowska 1993:69). (Un)translatability becomes a matter of identifying and rendering the conceptualisation behind particular expressions, and is associated with the level of convergence and/or divergence between the conceptual systems of source and target cultures, and the amount of common experiential basis shared between them. Following the cognitive linguistic view of metaphor, this study is based on the analysis of 3,657 translated expressions identified in a corpus consisting of the published translations into Greek of 48 articles from four English popular technology magazines (PCMagazine, PCWorld, Computer Active and T3) published between January 2006 and December 2007. It examines the ways conceptual metaphors and metaphorical expressions of technology are translated into the Greek magazines, and looks at similarities and differences in the conceptualisations of technology between the two languages and cultures. The study finds similarities in the categories of metaphors, frequency of and preference for metaphor use in the source and target languages, and in the majority of metaphorical expressions. Similarities are based on common experiences stemming from ‘experiential co-occurrence or experiential similarity’ (Haser 2005), and on ‘translated experience’ (Papadoudi 2010:41). Differences are restricted to specific-level metaphors and expressions, motivated by alternative conceptualisations of technological terminology, cultural specificity and preferential conceptualisations. Lastly, a set of translation strategies are also identified.

Abstract ID: 1624
In a previous study, we presented a semantic analysis of the development of the use of nouns and verbs in the speech of three French-speaking children from age 1;6 to age 2;6. We coded all nouns and verbs produced by the children according to six semantic categories (movement, animacy, distance, number, concreteness, specificity), based on the interpretation of the child’s behaviour by her interlocutor. All categories include broad features as well as a ‘non relevant’ feature. The coding did not include information about semantic functions (such as agent, patient, predicate) because this would imply an implicit knowledge of the differences between noun and verb. The children’s behaviour was not categorized according to their presupposed knowledge, but according to their activities within natural linguistic interactions. The results showed no important developmental trends in the way the children’s production could be semantically categorized. No specific semantic feature proved to categorize nouns vs. verbs efficiently. A statistical analysis performed using multiple correspondence analysis (MCA) – R software, FactoMineR package – provided new insights into the data, showing that clear noun/verb discrimination was in fact possible for all three children but involved a complex combination of multiple features. The main discriminating features were movement (it was not always relevant for nouns but always relevant for verbs), animacy (verbs were more animate than nouns), and to a smaller degree, distance (verbs were more associated with touching than with seeing or absence). The absence of a developmental trend was confirmed, although the emerging categorisation system was less clear for verbs in the children’s data before age 2;0, with more noun-verb overlap. Whether such statistical analysis could be computed by the human cognitive system remains to be demonstrated, but MCA indicates that semantic features could effectively guide the discrimination of basic syntactic categories such as noun and verb.

Abstract ID: 1465
Departing from an embodied culturally situated view of cognition (Cf. Varela, Thompson and Rosch, 1993), the present research which is developed in a joint effort with the University of Caxias at Rio Grande do Sul, Brazil and maintains links with another project titled Metaphor, empathy and the constant threat of urban violence in Brazil developed in partnership with the Open University, Milton Keynes, U.K., aims at investigating socio cognitive representations which emerge from people’s ideas, attitudes and beliefs about VIOLENCE in urban areas of Fortaleza, Ceara, Brazil. Here, socio cognitive representations are understood as a kind of mental evocation which emerges from embodied and socio culturally shared beliefs and values. Language, seen as a cognitive situated human activity, is taken as widely structured from sensory-motor schemas but, at the same time, as a socio-cultural situated phenomenon. Under such views regarding the nature of representations and language, we focus more specifically, on identifying how values, beliefs prejudices and empathic attitudes emerge in the discourse of twelve male and female unpaid volunteers, university students who took part in two focus groups as they express feelings of security or insecurity generated by acts of urban violence directly or indirectly experienced by them and the impact of such phenomenon in their everyday lives. The research project springs from a major international call entitled Global uncertainties: security for all in a changing world that intends to gather knowledge about individuals' behaviors and concerns as regards the escalating of violence in the world. It is hoped that the data gathered will, in a medium to a long term basis, help in the devising of public policies which might foster a better management of the problem in urban areas of Brazil.

Abstract ID: 1376
Languages are replete with alternations, i.e., pairs of constructions fulfilling similar functions, such as the dative alternation (give John a book vs. give a book to John). In construction grammar, variants of an alternation are treated as independent constructions. In this paper, we present evidence that alternations should be given greater theoretical importance. Our starting point is a finding by Conwell and Demuth (2007): children productively use a novel verb modeled in the ditransitive construction if they have heard it before in the to-dative variant, but less so the other way around. The present study tests whether also adults are sensitive to this productivity asymmetry when they are presented with new verbs in the dative alternation and the spray/load alternation (spray paint on the wall vs. spray the wall with paint). We also test if such an asymmetry can be influenced by different verb meanings. In an experiment, we presented subjects with short stories containing one variant of the dative alternation or the spray/load alternation with a nonce verb such as norp. The meaning of the novel verbs could be inferred from contextual cues and fell into two distinct categories for each alternation. After exposure to the stimulus, subjects were asked to use the novel verb in a sentence completion task that allowed a continuation by either variant of the alternation, giving them an opportunity of productive use. For the dative alternation, we find the same asymmetry as that Conwell and Demuth report for children. However, the strength of this effect varies with verb meaning. For the spray/load alternation, no asymmetry was found. We argue that these results can be explained as functions of the type frequencies of the respective constructions. Speakers’ knowledge of statistical patterns in language use thus appears to include information about relations between constructions that enter into an alternation.

Abstract ID: 1737
Johnson and Larson (2003: 81) have evidenced that “music is meaningful in specific ways that some language cannot be, but it shares in the general embodiment of meaning that underlies all forms of symbolic expression”. Our most basic experience as moving objects in a landscape heavily directs and constrains our understanding musical motion and space, thereby making meaningful utterances as “the violins slow down here” or “here is the coda”. Despite the centrality of embodied cognition within Cognitive Linguistics (Lakoff, 1987; Lakoff & Johnson, 1999; Talmay, 2000), the study of musical and audial metaphor (which are likewise embodied phenomena) has not received much attention, with the exception of the pioneering work carried out by Zbikowski (2009) and Forceville (2009). The theoretical framework adopted here follows the main standpoints of embodied music cognition (Johnson and Larson, 2003) and situated cognition (Barsalou, 2009). This presentation thus postulates that our musical understanding is essentially metaphorical since musical motion is indivisible from physical motion. For that purpose, I analyze a series of excerpts of program music in order to account for motion multimodal metaphors already identified such as MUSIC IS A MOVING OBJECT, MUSIC IS A LANDSCAPE and MUSIC IS FORCE (Johnson and Larson, 2003) but also other musical metaphors as MUSIC IS A JOURNEY, MAJOR KEY IS HAPPINESS and MINOR KEY IS SADNESS. Program music, a type of art music which attempts to render an extra-musical narrative, suits perfectly for the study of motion metaphor. Through the analysis of different excerpts of program music, this presentation addresses a series of conceptual metaphors invoke by the basic PATH image-schema. The conceptual metaphors here discussed additionally call up the inherent patterns of VERTICALITY, FORCE and CONTAINER in their respective source domains to conceptualize target domains as the musical rhythm, timing, pitch and phrasing.

Abstract ID: 1303
The idea that a poet’s lexicon represents a linguistic and cultural phenomenon allows, by studying its organization and functioning, to reveal laws and special features of individual authors’ use of speech means. However, the importance of poetry for the Russian language is much bigger. In the first third of the 19th century the poetic system (A. Pushkin, V. Zhukovsky, M. Lermontov etc.) played a key role in formation of the Russian literary language and lexical system as a whole. This research is centered upon the two-century transformations within the semantic domain of kosmos (Greek, Russian for space, world) and semantic structure of its key word as a means of verbal representation of the concept in Russian poetry and language. For two centuries there have been considerable changes in Russian mentality connected with perception of kosmos and the man’s role in it. In the 19th century in lyric poetry of the named authors tropes relating to description of kosmos based both on metaphorical and metonymic shift were equally widely spread. Thus, kosmos was interpreted as a poetic image of the world. As opposed to nowadays, when imagery and figurativeness are rarely observed. Kosmos is seen as an ordinary living space. Semantics of the key word kosmos has deteriorated in the sense that it lost its poetic beauty. As a result where metaphor dominated earlier, now direct nomination is found. The revealed changes in the semantic domain are caused by the development of Russian people’s cognitive sphere. Up to the mid 20-th century kosmos as a cognitive category was referred to as the unknown, enticing, and divine. Afterwards, technological progress and pragmatic way of thinking transformed the cognitive category and its semantic domain of kosmos.
The ideas of Risk, and relatedly, of Morals, Danger and Blame, have always been important for constructing political configurations, social relationships, ideologies and propaganda (Douglas, 1992). After the collapse of the Soviet Union and of Communist ideology, in the very complex political, social and economic situation of the Mid-Nineties' Russia, 'risk', 'danger' and 'blame' rose to prominence to help mass-media propagate the democratic ideas and ideals of the free market and secure Yeltsin’s victory in the presidential election of 1996. Drawing upon Paul Chilton’s (2005) framework of manipulative discourse analysis, this paper looks into how the ideas of risk and blame, as shifted from Yeltsin and his team of ‘reformers’ in the pursuit of restoring Yeltsin’s political credibility, were propagated through the media news management at that time. The study explores the blending of the culturally-conditioned concepts of Risk, Danger, Adverse Event and Blame in construction of the counterfactual meaning and its functioning as a technique of manipulation. Such construction is investigated through a case-study of potential proisshestvie (potential accident/adverse event) that emerged behind the non-metaphorical and quite ordinary at first glance but highly creative Russian news story about an airport strike at the time of the presidential election campaign of 1996. This news text is analysed through the Conceptual Integration or Blending research framework pioneered by Gilles Fauconnier and Mark Turner (2002). By applying this approach the study reveals how the mass media was manipulated at an almost invisible level, which has not been explored so far. The paper argues that conceptual integration can be successfully used as a core cognitive linguistic research method for elucidating culturally specific and historically changing cognitive frames and analysis of counterfactuality in manipulative news discourse. Key words: conceptual blending, discourse analysis, cultural models, frames, counterfactuality, manipulation

Abstract ID: 1428
Metaphor pattern analysis (MPA, Stefanowitsch 2006), a corpus-based method for identifying figurative expressions, differs from the Metaphor Identification Protocol (MIP, Pragglejaz Group 2007) and its variant developed at Vrije Universiteit (MIPVU, Steen et al. 2010) in that MPA explicitly marks collocational constructions for metaphor rather than individual lexical items. Each of these methods, however, requires the use of comparatively small corpora. In this study, we outline several steps extending MPA to allow for larger corpora, which we illustrate by identifying and classifying metaphorical expressions relating to the target domain of HAPPINESS in an English corpus containing approximately 2.759 billion words. For this study, we first derived an inventory of constructions for the target term "happiness" from the 96-million-word British National Corpus, establishing a preliminary analysis of collocations for 1,621 tokens of the term. After classifying each figurative expression as an instance of a metaphor-related construction (MRC) or non-metaphorical construction (NMC), a second MPA was then conducted on the 2.759-billion-word English TenTen corpus, containing 73,247 tokens of the target term. MRCs and NMCs from the preliminary sample were readily filtered and marked, leaving a much smaller data set for further manual analysis. The extended MPA (EMPA) approach that we propose offers several advantages for those engaging in corpus-based metaphor research. First, it points to a viable method for automated and semi-automated identification of metaphor since, given an inventory of constructions that are classified as invariably an MRC or NMC, a computer parser should be able to quickly mark such instances. Moreover, EMPA allows for novel figurative expressions to be identified more easily, which would be of use to scholars interested in variation and emergence of metaphor in language use.

Abstract ID: 1518
The English articles – indefinite, zero, and definite – can be treated as signals of the categorization levels mental representations are to be construed at: basic with objects viewed as perceptual and functional gestalts (Rosch 2009: 45-46), superordinate, representing a high degree of generality, and subordinate, reflecting individual instances of categories (Taylor 1995: 46-47). The categorizing functions of the articles interact with particular conceptualization patterns. The indefinite article, indicating basic level categorization, is embedded into the conceptualization patterns linking referents to the individual activity of separate entities: persons, e.g. He hoped to win a strong rightist majority, actions, e.g. The touch gave him a feeling of joy, locations, e.g. A very dark shadow is resting on his house etc. Implicit patterns underlie nomination of new landmarks, e.g. But there was another long drama coming to an end, imply changes in canonical conceptualizations, e.g. Tony Blair inhabits a dangerous world etc. In similar patterns, the zero article indicates superordinate level categorization mainly implying non-canonical conceptualization, e.g. Some people lose sleep before exams etc. The definite article, indicating the subordinate level categorization, is entrenched in topological and relational conceptualization patterns. The bodily topology rests on the TOP – DOWN, BACK – FRONT, CENTRE – PERIPHERY, LEFT – RIGHT coordinates, e.g. the extreme left, CONTAINERS of different size, e.g. Fate of the world etc. The relative definite phrases locate referents in successions, e.g. the first round, or in dyads, e.g. to destroy the other, triads, e.g. the easiest thing, tetrads, e.g. left the north and returned home to the south etc. In case of common conceptualization patterns, the indefinite and definite articles, indicating basic and subordinate categorization levels, portray referents from outer and inner perspectives, cf. A most extraordinary thing happened and. The most awful thing has happened.
Abstract ID: 1272
Since the beginnings of modern linguistics, expressivity is known as one of several forces in language change (Gabelentz 1891). However, we still do not know how to relate the diversity of language facts intuitively considered as ‘expressive’ and how to explain their pragmatic effect (Monneret 2011). The term becomes particularly relevant with the raise of grammaticalization research, where it is considered as the central innovation principle (Haspelmath 1999, Detges/Walte–reit 2002). This paper presents a global theory of expressivity, based on the recent developments in evolutionary neuropsychology and supported by a large data sample from Romance languages. In order to capture its miscellaneous manifestations, expressivity shall be defined prototypically: in the etymological sense, it refers to the expression of emotions, which can be functionalized to appeal (Bühler 1934, Martinet 1991). Whereas these types of expressivity can also be found in body language and animal communication, another type is restricted to human language: classic rhetorical figures such as metaphors, metonymies and hyperboles, which are primarily linked to the representational level, i.e. to cognition. Their expressivity affects us similar to the famous snake of LeDoux 1996, provoking quickly via the amygdala a flight-or-fight reaction before the cortex verifies the exact nature of the stimulus. Analogically, expressivity first subconsciously suggests relevance by its literal sense before being decoded. Expressivity thereby uses the triggers of the basic emotion fear (Gray 1971): on the one hand innate abstract features like ‘size’ and ‘intensity’, found in hyperbolic form and content (e.g. gemination, French travail/Spanish trabajo ‘work’ < Vulgar Latin tripalium ‘torture’), or ‘proximity’, by either moving the referent in the direction of the origo (e.g. DEF. ARTICLE < Demonstrative) or by increasing its perceptibility (e.g. synesthesiae); on the other hand learned concrete concepts such as human violence (e.g. French beaucoup ‘much/many’ < ‘beautiful stroke’).
Since the launch of Conceptual Metaphor Theory (hereafter CMT) in the 1980s (Lakoff & Johnson, 1980; Lakoff, 1993), cognitive linguists have produced a large amount of empirical research testing predictions about the role of conceptual metaphor in daily communication. In a recent overview, Gibbs (2011a, 2011b) has presented a selection of linguistic and psychological studies as evidence for CMT. In this paper I will argue that the results of these studies cannot, without reservation, be marshaled as evidence for CMT. A close examination of the stimuli used in these studies shows that many of the metaphors are of a special kind: they are deliberate and actively invite the reader to build a comparison between two domains, which is not the standard manifestation of metaphor in natural discourse (Steen, 2008). More precisely, recent corpus-linguistic (Steen, et al., 2010) and psycholinguistic research (Gentner & Bowdle, 2008; Glucksberg, 2008) suggests that most of the metaphors found in natural language may not be processed by cross-domain mapping or comparison. The question therefore arises what the role of deliberate metaphor in the confirmation of CMT is and whether an alternative interpretation can be offered for the findings from the studies that are advanced as providing proof for the existence of CMT. The presentation will review the relevant literature on this issue and aims to shed new light on the interpretation of their results by introducing the notion of deliberate metaphor. How many of the metaphors used in experimental studies are, in fact, deliberate and what does this tell us about the presence of conceptual metaphors in cognition? This presentation consequently not only intervenes in the discussion about CMT but also hopes to make a contribution to the debate on deliberateness, a long neglected phenomenon in metaphor research.
ERP studies on metaphor mainly focus on everyday expressions and generally report N400 effects modulated by context expectations (Pynte et al. 1996). No attention has been devoted to literary metaphor. Interestingly, pragmatic theory argues that the distinctive feature of literary metaphor might lay in the condensation of multiple meanings in a few words and in the vast range of non-manifest implications (“weak implicatures”) evoking “poetic effects” (Sperber & Wilson 2008). This study aimed at combining literary studies and (neuro)pragmatics by exploring possible distinctive ERP signatures for literary metaphor, as modulated by context. Based on previous evidence on figurative language (Bambini 2010; Schumacher 2011; Regel et al. 2011), we hypothesized a lexical-semantic stage (indexed by P200 and N400) followed by pragmatic enrichment (indexed by Late Positive Component, LPC). The specificity of literary metaphor was expected to affect especially LPC, while context was assumed to facilitate lexical-semantic integration (Pynte et al. 1996) but not pragmatic enrichment (Bambini 2010; Schumacher 2011). In Exp1, participants read Italian literary metaphors (“grass of velvet”), literal phrases (“throne of velvet”) and anomalies (“marble of velvet”) presented out-of-context. Literary metaphors proved more costly than their literal counterparts in both early and late components: P200, indexing the effort in lexical/semantic access (Penolazzi et al. 2007), and LPC, presumably related to pragmatic elaboration (Bambini 2010; Schumacher 2011) and compatible with the activation of poetic effects. Surprisingly, N400 was more enhanced only for anomalies. In Exp2, another group of participants read the same literary metaphors embedded in their original contexts. Compared to controls, literary metaphors elicited an early and sustained negative effect that might index a highly demanding process of pragmatic enrichment triggered by context. This is consistent with results reported for coherence construction (Coulson & Kutas 2001) and discourse model recomputation (Baggio et al. 2008). These results suggest that the specificity of literary metaphor emerges in relation to pragmatic enrichment and context does not facilitate comprehension, but rather results in increased effort, which may in turn result in greater aesthetic benefits.

Abstract ID: 1643
The verbs used when speaking of parents and children indicate that the relationship between them is conceptualised as part of a metaphorical system. This paper explores this contention by focusing on four verbs: bring up, rear and raise (which are used with parent/adult as grammatical subject, and child as object) and grow up (which takes a child as subject, and has no object). All suggest a significant association with elevation, which can be fleshed out by looking at the verbs’ other uses, besides those in relation to parents and children. Evidence from the British National Corpus (http://sara.natcorp.ox.ac.uk) shows that such uses can be categorised as involving physical elevation (‘... raise my glass ...’), animals (‘... which I then rear in captivity ...’), bringing to awareness/clarity (‘... the questions they raise ...’; ‘... bring up the subject ...’), objectively measurable increase/achievement (‘... raise landfill charges ...’), improvement (‘... raise our operational efficiency ...’), and advantageous movement (‘... bring up reinforcements ...’). Used in the context of parents and children, the language is thus, as Bakhtin argues (1981), already saturated with ideological meaning. The paper briefly considers how these meanings are also evident in the language of advertising and British mainstream media. The paper concludes by looking at ways in which these ideological meanings are challenged and resisted, first in the language and metaphors used by a small group of parents engaged in ‘alternative’ lifestyles, and then in some arguably subversive children’s literature.
Conservative and very committed Christian and Muslim believers are often typified by an unwavering sense of absolute certainty in a seemingly rigid set of propositions, an experience of a perceived divine reality, and a negative evaluation of non-believers. Such frameworks of stacked propositions are often expressed through language that exhibits a range of polarising metaphors and participant roles. This language can make it difficult for the two belief communities to reach mutual understanding as well as impeding understanding between them and other communities. This study compares the ways in which the use of a source-path-goal image schema and metaphors related to purposeful movement interact with assumptions of absolute certainty in different ways in a situated collection of conservative Christian and Muslim testimonials. These are taken from the Evangelical Times Christmas Issue (2010 and 2011) and the website islamfortoday.com. I examine the epistemological presuppositions and schematic underpinnings of 3 types of metaphors related to movement that are present in religious language: author-as-agent movement metaphors, external-to-author movement metaphors and author-as-patient movement metaphors. The frequency and use of metaphors related to movement in samples taken from both sources are then compared and the key similarities and differences highlighted. I conclude that the Christian testimonials presuppose certainty through a greater emphasis on the perception of a personal relationship with God, individual life experience and emotional states, and the expression of their experience through author-as-patient movement metaphors. In contrast, the Muslim testimonials presuppose certainty through an emphasis on the perception of the objective truth of their beliefs established through personal research and critical comparison and, while they utilise a range of author-as-patient movement metaphors, their principal emphasis is located within author-as-agent and external-to-author movement metaphors. I will also argue that both sets of testimonials define themselves through an opposition to purposeless movement.

Abstract ID: 1675
Children with Specific Language Impairments (SLI) have language difficulties of unknown origin. While multiple language domains are affected, many researchers highlight morphology and syntax as the main locus of deficit. So far, few studies have investigated this disorder from a Cognitive Linguistics perspective. This paper will argue that such an approach offers huge potential for intervention. It presents data from a two-child case-series study, focusing on the passive. Both children met criteria for SLI and, additionally, had severe difficulties comprehending passive sentences. From a Cognitive Linguistic perspective, such difficulties might arise from inefficient schema abstraction, or poor connectivity within constructional networks, which in turn may be caused by poor phonological processing and representation. Intervention attempted to enrich underlying representations via constructivist learning mechanisms; constructional grounding whereby complex constructions are acquired from simple constructions (Israel, Johnson, & Brooks, 2000), construction conspiracy (Abbot-Smith & Behrens, 2006) whereby closely-related constructions support each other, skewed input frequency (Goldberg, 2006), whereby the range of verbs is gradually expanded, and generalisation within a polysemous network as means of teaching the meaning of “by” in the by-phrase (Tyler & Evans, 2004). The intervention followed a “descriptive developmental” model (Naremore, 1980), which argues that treatments are most effective when they mirror developmental processes. After six weekly intervention sessions both children improved dramatically on the comprehension probe, a child-friendly version of the agent-identification task, with moderate improvements on the production probe. Little improvement was observed on a control structure (relative clauses) suggesting that the effect was therapy-specific. Overall, the data suggest that Cognitive Linguistics can provide a foundation for effective therapy, though larger more-rigorously controlled studies are clearly required. Future studies might seek to separate out the learning mechanisms in order to find out which is most facilitative.

Abstract ID: 1277
Salience (or saliency), like context, seems to be a central, though ‘fuzzy’ notion with regard to several domains (linguistics, psychology, cognitive sciences, neuroscience, vision science, and philosophy). Although it is often resorted to and can influence experimental protocols, it is often taken for granted without explicitly defining it, and used in different ways by scholars. Given both its interdisciplinary importance and relevance to cognitive sciences, this paper will discuss some crucial features of the interplay between salience and context, aiming to foster a bridging view among disciplines, also on the grounds of some experimental data. After shortly touching upon prosodic (both on sentence- and discourse-level; Groz & Sidner 1986, Wagner et al. 2010), textual (that is, related to the linguistic co-text, proximity and ‘aboutness’; Dirven & Verspoor 2004, Frey 2007), and syntactic (with regard to the sentential information structure in marked constructions; De Stefani 2008) forms of salience, we will focus on some contextual components (such as the accessibility of extra-linguistic context and to the encyclopedic knowledge; Langacker 1987, Giora 2003, Bazzanella 2005), which are cognitively relevant to salience and play together with visual attention (Itti & Koch 2001), physiological mechanisms (Iannetti & Mouraux 2010, Mouraux et al. 2011), prototipicality and basic categories (Rosch 1973), in establishing the cognitive salience in a given context (Evans & Green 2007). Neurophysiological experiments, specifically designed to examine salience-triggered brain response modulation, will be presented (Iannetti et al. 2008, Valentini et al. 2011), in order to better specify which stimulation features (such as modality or intensity) are able to elicit salience in experimental settings and how much the context of stimulation affects salience-related responses.

Abstract ID: 1542
Drawing on corpus data from the BNC, COCA and Webcorp, this study provides a lexical-constructional account of light and sound emission verbs, with special focus on the resultative and the intransitive-motion constructions. To this end, I use Levin’s (1993) and Faber & Mairal’s (1999) lexical semantics, which will be complemented by the explanatory tools offered by the Lexical Constructional Model (LCM, Ruiz de Mendoza & Mairal, 2008). Light emission verbs reject the resultative construction (cf. *I flashed the lights red vs. The lights flashed red). The sentence *I flashed the lights red is unacceptable because the verb describing the action (the flashing of lights) does not precede the event of lights turning red. The events of the light flashing and becoming red happen simultaneously. In contrast, sound emission verbs are compatible with the resultative construction (e.g. I rumbled the gate shut). The exact outcome must be made explicit (cf. *I rumbled the gate) since the verb rumble denotes a state and it can only participate in the resultative construction through a subcategorial conversion process that is licensed by the high-level metaphor STATES ARE EFFECTUAL ACTIONS. Experiential grounding makes this metaphor possible: the mind conflates the rumbling noise with the gate moving to either an opened or a closed position. This paper also explains why The frog plopped into the water is perfectly acceptable whereas *The frog plopped from the grass is not. The verb plop expresses a sound that is produced at the fall of a moving entity into the water. Thus, this verb is inextricably linked to the final part of the event (the fall), which constrains the choice of the constructional subevent (into the water/*through the air/*from the grass). In the LCM this phenomenon is accounted for in terms of a conceptual compatibility constraint named Internal Variable Conditioning.
This presentation of current PhD research scrutinizes metaphors employed for the weather in Germany and England during the late 15th and 16th centuries in order to explore the cultural response to long-term changes in the lived environment, now understood as a glacial minima frequently termed the Little Ice Age. The central hypothesis is that repeated, chronic unreliable and uncertain weather conditions, and the resulting material insecurities and losses, transformed fundamental early modern conceptual orientations towards the natural world and that this cultural transformation is rendered visible through pre- and early-Reformation discourse in southern Germany and England. Conceptual metaphor analysis illuminates the religious literature of both Catholic and Protestant writers, including Jeanne de Jussie, John Calvin and Edward VI. The research identifies and contextualizes historical cultural responses to climate change during the Protestant Reformation, showing the manner in which transformations in the natural world both shape and index changes in the meaning of nature to human culture. This local moment in response to geo-climatic changes through an asserted moral order has potentially great relevance to understanding contemporary global responses to global climate change, and the socio-economic instability and food security concerns that have come out of it. Moreover, it stands to clarify the ways significant theological differences mediate how local communities respond to these crises.

Abstract ID: 1344
Consider sentence (1): (1) ... you persuaded her to leave the plane wreck. (COCA) Sentence (1) illustrates object control. It is widely accepted today that verbs involving object control in English are of the order/permit type: the referent of the object "is influenced by another participant (the referent of the subject) to perform an action" (Sag and Pollard 1991, 66). The classes of causative and jussive matrix verbs in van Valin and LaPolla (1997, 544) are conceptually similar to those featured in Sag and Pollard's approach. However, this paper argues that these types are not sufficient, and that another semantic type of verb can be identified as relevant to object control. Consider (2) from COCA, the Corpus of Contemporary American English: (2) ... a report that ... credited him with having established "the first 'all-source intelligence' organization in U.S. history." (COCA) Persuade in (1) is forward looking in that the action of the lower clause follows the act of influencing expressed by the higher verb. However, in (2) credit is backward looking, and the action of the lower clause is represented as having taken place prior to the action expressed by the higher verb. Further, a notion of influencing is hardly salient in (2) in view of its backward-looking interpretation. The paper examines two different syntactic patterns with verbs involving object control with backward-looking semantics similar to what is found in (2). Illustrations of usage are from COCA. It is argued that verbs of the new type are amenable to a semantic characterization, and a label is provided in the paper.

Abstract ID: 1367
This paper deals with the French polysemic adjective ‘sale’ within the framework of Cognitive Grammar. Firstly, we analyse the semantic structure of ‘sale’ in order to propose its conceptual representation. This adjective is polysemic and then shows strong semantic variations. It has two main meanings: ‘contemptible’ and ‘dirty’. For each of this meaning, we can determine a main semantic piece of information: - [IMMATERIAL STAIN] for ‘contemptible’ (moral meaning), - [MATERIAL STAIN] for ‘dirty’ (physical meaning). The moral and physical meanings are linked by a common concept which can be [STAIN]. To elaborate the semantic representation of the adjective ‘sale’ in a conceptual perspective, we were inspired by Langacker’s Cognitive Grammar. Indeed, the Schematic Network Model is used to allow us to take into account the meanings of ‘sale’ as well as the link between them. Thus, the concept [STAIN] shared by the two meanings is part of the schematic meaning of ‘sale’; and the moral and physical meanings correspond to elaborations or instantiations of that schematic meaning. Secondly, we examine meaning-construction in noun phrases containing the adjective ‘sale’. Depending on which semantic pieces of information are activated within the conceptual content of ‘sale’, this adjective presents either its moral meaning or its physical meaning. When [IMMATERIAL STAIN] is selected and activated, ‘sale’ has its moral meaning, whereas it has its physical meaning when [MATERIAL STAIN] is selected and activated. Thanks to the study of many utterances, i.e. noun phrases containing ‘sale’, we highlight the existence of semantic regularities taking into account both syntactic and semantic structures. We point out that the activation of one meaning of ‘sale’ follows from the intern configuration of such phrases: these semantic regularities are especially linked to syntactic parameters such as the place of the adjective (anteposition or postposition) with regards to the noun.

Abstract ID: 1626
Ruiz de Mendoza (2007) distinguishes metonymic chains based on (i) double domain reduction (e.g. Wall Street is in panic; PLACE FOR INSTITUTION FOR PEOPLE), (ii) double domain expansion (e.g. She heads the policy unit; HEAD FOR LEADER FOR ACTION OF LEADING), (iii) domain reduction plus domain expansion (e.g. Shakespeare is on the top shelf; AUTHOR FOR WORK FOR MEDIUM), and (iv) domain expansion plus domain reduction (e.g. He has too much lip; INSTRUMENT FOR ACTION FOR ABILITY TO PERFORM THE ACTION). We argue that the fourth type is crucial to understand situation-based pragmatic inference. Consider: A: How did you get here so fast? B: I stopped a taxi. B’s response activates the “taking-a-taxi” scenario through metonymic expansion, thereby allowing A to access all the information related to the scenario. This includes procedural knowledge about taking a taxi plus declarative knowledge about taxis as a means of transportation. However, not all this information is equally relevant. A needs to focus on the information that the taxi took B to his destination faster than other urban means of transportation through metonymic reduction, as cued by his own question. The same rationale holds for illocutionary scenarios (cf. Panther, 2005). Imagine that a student exclaims I’ve forgotten my pen! and a classmate gives him one. This arises from the classmate first activating, through metonymic expansion from the expression of the speaker’s need, an illocutionary scenario based on the social convention according to which, if we become aware that a state of affairs is not beneficial to someone, and we can change it to that person’s benefit, we are expected to do so (Ruiz de Mendoza & Baicchi, 2007). Then, through domain reduction the classmate highlights the speaker’s expectation that someone will act to his benefit.
Several studies have found that children with autism spectrum disorder (ASD) struggle to comprehend metaphors. The reasons for poor performance among ASD children are debated, but researchers commonly explore these findings as related to more general deficits in pragmatic language development. One theory, Lakoff and Johnson’s (1980; 1999) conceptual metaphor theory (CMT), however, argues that metaphoric comprehension arises as a result of conceptual change rather than developments in the understanding and use of pragmatic information. According to CMT, metaphors such as “Jill is a warm person” are understood because abstract concepts like AFFECTION borrow structure from the sensorimotor experiences such as feeling warmth while being hugged. CMT should then predict that if a child has abstract concepts, they should understand metaphoric expressions based on sensorimotor experiences, regardless of whether or not the metaphoric expressions are lexicalized or novel (see Özçalişkan, 2007, for supporting findings). Therefore, CMT makes the strong prediction that ASD children should not underperform typically developing (TD) children on tests of conceptual metaphor comprehension. In contrast, Giora’s graded salience hypothesis (GSH) predicts that a single mechanism underlies both metaphor and literal language comprehension: sensitivity to several factors that modulate the salience of various word meanings, whether metaphoric or literal. She and her colleagues (2012) found that both TD children and children with Asperger’s interpreted familiar metaphors more readily than novel metaphors, although the Asperger’s group underperformed the TD group. Motivated by these findings, the current research investigated two questions. First, we asked whether or not ASD children comprehend conceptual metaphors, and if they do so at the same rate as TD children. Second, if they do, we asked whether or not CMT or GSH better explained the findings by comparing performance on lexicalized conceptual metaphors to novel conceptual metaphors.
Recent technological advances have facilitated detection of minute traces of contaminants in the water supply. These contaminants are not new to the water system, but their increasing detection is. The fact that there are no regulations currently in place for these contaminants and that there is still uncertainty in the scientific community as to whether they pose any health risks further complicates an already complex risk communication situation. The general public is increasingly exposed to information on this issue from media reporting and website postings by public health and water organisations. Initial analysis of over 400 articles from media and outreach, using corpus analytic software, showed that terms referring to various authorities were highly prominent throughout media reporting, including references to organisations concerned with public health, science and academia, the media and the water industry, as well as numerous generic terms (e.g. experts and scientists). In order to explore these terms further, we performed a micro-analysis on 96 texts, using a cognitive discourse analysis approach. This method of analysis draws upon critical discourse analysis, frame semantics and localist semantics approaches to unlock the underlying meaning of a text on a clause level. This revealed a powerful role for the activities, opinions and concerns of the scientific community in communicating the level of risk. Additionally, the visibility of individual authorities in the agent position was a key factor in determining the level of credibility attributed to a particular authority. In cases where an authority was less visible, lexical choices relating to the predicate and representation through metonymy, particularly generic references to the activities of science, were also seen to play a role. This paper will explore how the portrayal of science and authorities can blur consumer perceptions of the level of risk presented by the presence of these contaminants.

Abstract ID: 1386
In this paper I identify what kinds of verbs tend to attract more easily Spanish clitic climbing (CC) and why this should, or not, be so in functional/communicative terms. Myhill (1988) argues that bleached auxiliary verbs are more apt to show CC; Torres (2000) claims it is higher construction frequencies (auxiliary-plus-gerund sequences, in particular, under her study), instead, that correspond to higher CC frequencies. I assume an intermediate position between these authors. In inspecting seventeen motion verbs, I found a verbal continuum in which highly bleached verbs do account for the highest CC frequencies; nevertheless, CC as a construction has notably “extended” to a number of lexical verbs. In this process, it is profiling phenomena that have strongly intervened –one of the effects being that the transitive nature of clitics brings about semantic shifts over the intransitive nature of motion verbs. On the other hand, I found several salient instantiations of subjectification in which CC is used to codify judgments of value (e.g. “irla llevando”, “ir la pasando”, “lo llego a saber”). The verbs I examined are the following: “ir”, “llegar”, “andar”, “volver”, “llevar”, “venir”, “salir”, “entrar”, “regresar”, “bajar”, “subir”, “correr”, “caminar”, “trep”, “descender”, “ascender”, and “atravesar.” Some of these verbs show strong tendencies to be followed by either gerund or infinitive main verbs, reflecting their aspectual function. Also, certain adverbs and verbs having to do, for instance, with volition and intentionality fit better if related to what is profiled. The corpus I worked with includes both formal and informal uses of language.
The aim of this paper is to show how French readers of a science fiction novel construct meaning for science fiction formal neologisms, i.e. lexical expressions which lack reference in the reader’s “real” world. Science fiction discourses, as corpora, have been either ignored by linguistics or referred to as exceptional or “weird” forms of language use. (Emmott, 1999; Aitchison, 1994). Research on science fiction neologisms has been mostly produced within the literary criticism studies on English texts and from the production point of view. These studies use the descriptive morpho-syntactic approach but focus on style or function rather discursive meaning construction (Suvin, 1979; Westfahl, 1992; Stockwell, 2000; Csicsery-Ronay, 2008). This study examines the fictional neologisms extracted, using semi-automatic procedures, from the French version of Dann Simmons space opera Hypérion (1998). I will briefly show the inadequacy of the morpho-syntactic analysis usually used in the lexicology field (Mortureux, 1997; Gaudin and Guespin, 2000; Sablayrolles, 2000) when applied to science fiction data. After presenting the linguistic structures where the fictional neologisms occur and, within the Mental Spaces Theory (Fauconnier, 1994; Fauconnier and Turner, 2002) I will show how the co-text works as space-builder interacting with metalinguistic knowledge to allow the inference making process and the dynamic construction of an unstable fictional reference.

Abstract ID: 1925
Towards a partly new discourse-analytical conception of ‘context’, this paper presents a fusion of the manually annotated corpus-approach of FrameNet (Fillmore) with the Discourse Historical Approach (DHA) of Critical Discourse Analysis (Reisigl, Wodak). It is taken from a PhD chapter on context with five main sections, including discussions of context in the systemic functional approach (Halliday), the socio-cognitive (van Dijk), discourse historical and the linguistic-epistemological (Busse), plus finally frame-theoretical considerations in relation to the DHA. The purpose of introducing frame-theory into the context understanding of the Discourse Historical Approach, or vice-versa, is a systemization of the cognitive environment potentially accessible to politicians and political speakers generally in treaty negotiations, and as such, the analyst can observe which premises they will or could utilize in their own texts, as well as which inferences they could draw on hearing each others’ speeches. This theoretical combination is demonstrated with short exemplification from speeches given on the topic of trade liberalization in negotiations between the European Union and the African Union. By taking documents from different text producers from different genres, the purpose is to observe how the same slot from the ‘FREE-TRADE’ frame, for example, the slot of ‘trading partners’ or ‘traded good/service’ are filled by different text producers, e.g. representatives of other institutions, journalists, academics from economics, historians. This ‘databank of fillers’ in turn, it is assumed, will be available knowledge in the mutual cognitive environment of government and civil-society representatives. This thus, of course, rests on a large assumption that representatives are familiar with the texts produced in the press and from economic papers relevant to the field of international trade. I hope to at least show how the different perspectives can be compiled and thus present a summary of background assumptions for a frame. I hence argue that such can serve our interpretation of explicit and implicit propositional content when analyzing perspectives, i.e. worldviews, in discourse.

Abstract ID: 1463
Metonymies and metaphors require the construction of meaning that goes beyond pure literal composition. The contribution of literal aspects, however, has been discussed controversially; some accounts claim that literal meaning is accessed first, some that it is not accessed at all, and others argue for underspecified or parallel access of meaning components. To obtain time-sensitive measures, we first recorded event-related potentials (ERPs) for metonymies and metaphors compared to non-figurative counterparts (Tim read/met Schiller; These lobbyists/carnivores are hyenas). Then we tested the same materials through a novel combined masked priming ERP (MP-ERP) paradigm to tap early processing stages during which semantic activation occurs automatically. Primes were words semantically relevant for the expression's literal meaning (e.g., hyenas: furry). In the ERP study, participants listened to sentences and ERPs were time-locked to the word recognition point of the critical word (Schiller/hyenas). ERPs revealed a biphasic N400-LatePositivity for metonymy/metaphor relative to literal controls, confirming previous findings from reading comprehension (Coulson & van Petten 2002; de Grauwe et al. 2010; Bambini 2010; Schumaacher 2011). We associate the N400 with demands from lexical access, the LatePositivity with pragmatic operations. In the combined MP-ERP paradigm, critical sentences were presented auditorily and a pattern-masked prime was displayed visually before critical word onset for a short duration of 67ms. ERPs were time-locked to the recognition point of the critical word. The MP-ERPs revealed smaller N400-differences than in the unprimed recordings for metaphors compared to their controls, and no N400 difference between metonymies and literal controls. This supports the view that literal meaning components are accessed/‘linger’ during figurative processing. It further reveals a processing difference between metaphor and metonymy, suggesting that literal meaning aspects are more pervasive in metonymy. In addition, the LatePositivity emerged with a latency shift in both comparisons, serving as additional support for the influence of literal aspects. The study contributes to the connection between cognitive processes and figurative language.

Abstract ID: 1377
When we speak, each word that is spoken has been carefully accessed and chosen by a complex cognitive procedure. For example, when a monolingual English speaker sees a friend whom he wishes to greet, he might say, “hi.” But he could also say “hello” or “greetings,” two other words which provide satisfactory alternatives. Simply the intent to greet someone results in the activation of a number of potential word candidates in the speaker’s mind, but what regulates this activation and helps disregard irrelevant, competing word choices? The situation is more complicated for bilinguals given that the translation equivalents would also be activated. How is a word chosen in one language over its translation equivalent? Because bilinguals possess a conceptual system in which each concept is linked to more than one word and because they almost always say the right word in the language they wish to speak, there must be a selection process that facilitates lexical access and a cognitive control procedure that prevents wrong lexical items from being spoken. As such, this paper will discuss recent developments and new data on the specific cognitive underpinnings of bilingual speech production. It will investigate how the bilingual mind selects the language in which to speak and overcomes cross-linguistic lexical interference in order to support and execute lexical access. In addition to discussing language and concept selection, lexical processing, and cognitive control, special emphasis will be placed on the variability of these procedures (Costa, Santesteban, & Ivanova, 2006; Schwieter & Sunderman, 2008, 2009), conceptual organization (Ferreira & Schwieter, in preparation; Pavlenko, 2009), the effect of language learning beyond L2s (Koch, Gade, Schuch, & Philipp, 2010; Linck, Schwieter, & Sunderman, in press; Schwieter & Sunderman, 2011; Schwieter, Sunderman, & Linck, in preparation), and the implications for future research on bilingual language processing.

Abstract ID: 1579
This paper examines the diachronic development of that/zero complementation alternation with three mental state predicates (MSPs), viz. I believe, I know and I feel, and its relation to the emergence of these expressions as epistemic parentheticals (EPARs). According to Thompson and Mulac’s (1991) matrix clause hypothesis, increased use of the zero complementizer, as in (2), is a precondition for an MSP’s grammaticalization into an EPAR with adverb-like distribution, as in (3) and (4). 1. I believe that he dropped a cutlass at that time (OBC: 1710-1780) 2. I believe he will go along with us. (OBC: 1710-1780) 3. There are two brothers, I believe, in partnership. (OBC: 1850-1913) 4. He was the sidekick of Gene Autry I believe. (ANC: 1990-1993) We build upon this previous work and related findings/claims by exploring the diachrony of that/zero complementizer variation in other MSPs from 1560-2010 with the verbs believe/know/feel and concurrent pathways of grammaticalization in the construction [I + believe/know/feel + that/zero + finite complement clause]. The increasing development of the (inter)subjective nature of the I + believe/know/feel collocation and its use as an epistemic parenthetical in PDE is also examined. Using Wordsmith, a total of 14,824 hits (for all 3 verbs) were randomly extracted from parallel spoken and written corpora covering the years 1580-2010. All constructions were coded for 28 structural variables. A diachronic multivariate regression analysis is used examine the statistical significance of eleven structural factors in regards to the selection of that/zero and EPAR development. The results reveal varying degrees of significance for each of the 11 matrix and complement clause features (Kaltenböck 2004); however, stronger significance and implications are revealed when additional variables are incorporated via a 'weighted' variable analysis. These findings are then used to develop a preliminary framework for evaluating the epistemic potential of the believe/know/feel matrix.
This paper discusses the English adjectival constructions as exemplified below (the instances come from the International Corpus of English [ICE-GB]):  (1) Attributive: Prenominal His report ... demands fundamental changes ... (ICE-GB: W2C-007) (2) Predicative 1: Subject complement ... their response was very positive ... (ICE-GB: S1A-001) (3) Predicative 2: Object complement ... I need to make my life happy (ICE-GB: S1A-031)

Adjectives are found in different constructions with different frequency. Searching the ICE-GB for adjectives gives you a frequency table as follows (here six randomly selected adjectives are shown for an explanation):

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Attributive</th>
<th>Predicative 1</th>
<th>Predicative 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>658</td>
<td>331</td>
<td>5</td>
</tr>
<tr>
<td>difficult</td>
<td>45</td>
<td>189</td>
<td>47</td>
</tr>
<tr>
<td>clear</td>
<td>75</td>
<td>165</td>
<td>4</td>
</tr>
<tr>
<td>right</td>
<td>214</td>
<td>333</td>
<td>31</td>
</tr>
<tr>
<td>warm</td>
<td>26</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>dead</td>
<td>29</td>
<td>30</td>
<td>13</td>
</tr>
</tbody>
</table>

How should we understand these different occurrences of adjectives in the three constructions? Is there any way of deciding which distribution is by necessity or by chance? Bolinger’s (1967) observation that attributive adjectives refer to a characteristic or enduring property whereas predicative adjectives refer to a temporary property does not provide accounts for these questions, because these questions require a statistical approach. I use Fisher’s exact test to pin down precisely which distribution of adjectives is statistically significant. My study is based on a sample taken from the ICE-GB. The sample consists of 1,596 adjectives (types). Fisher’s exact test allows us to specify 97 adjectives (types) as strongly linked to the constructions that they occur in. Given the results, I then turn to characterizing each of the adjectival constructions by using the Collexeme analysis (cf. Stefanowitsch and Gries 2003), followed by a semantic analysis that specifies the semantic types associated with the adjective slots in the three adjectival constructions.

Abstract ID: 1355
Cognitive scientists need to be able to abstract away from the full complexity of language behaviours in order to theorize about language processing. The conventional type of abstraction finds something similar between a number of different entities and produces an abstract universal (e.g. "noun", "phoneme"). The ordered relations between these abstractions is a useful – perhaps even necessary – but limited way of getting theoretical traction on a domain. However, another mode of abstraction exists in which aspects of the domain are removed (in the mind of the theorist) so as to leave a far abstraction that is a real, theory-independent material entity. Such an entity can also be a universal – a concrete universal – by virtue of being in contact with, and mediating, everything else in the domain. This type of universal has its own philosophical history. I will argue that the current critique of abstract universals in language processing (e.g. Evans & Levinson, 2009; Frost, in press) suggests that cognitive scientists need to pay attention to the role of concrete universals. I will illustrate this claim by discussing the role that the schwa sound might play in the processing of English. This real sound is pervasive in English (some 10% of segments), is simple, and behaves idiosyncratically with respect to many subdomains of processing. It constitutes a concrete universal in that it can be shown to be in contact with every other aspect of the domain, mediating their processing in ways that cannot be claimed for other entities in the domain. Such a universal can constitute a privileged mechanism in the interaction of the different subdomains in which it occurs. With so much current criticism of "universals", cognitive scientists should be clear about different types of universal and the potential for theorizing about concrete universals.
The cross-linguistic exploration of near-synonyms has traditionally relied on considering collocational behavior (Xiao & McEnery, 2006). At the same time, cognitive linguistic approaches towards meaning provide more versatile information, allowing for a more fine-grained analysis (Atkins, 1994; Divjak & Gries, 2006; Janda & Solovyev, 2009). Such methods have rarely been applied to the cross-linguistic investigation of a pair of near-synonyms in a topic-specific technical discourse. This study is an extension on the previous frame analysis of the near-synonyms new move-novelty, as used in American English chess lingo to describe a move that has not been played before in a given position. That study found a big difference in the use of the frame element 'evaluation', such that a novelty was more frequently assessed, and it was more likely to be evaluated negatively than a new move (Simó, 2011). The present study adds matching Hungarian data to the analysis. Findings show that contrary to the American usage, in Hungarian, novelty (újítás) and new move (új lépés) are assessed to about the same extent, but a novelty is more likely to be evaluated positively (Öriási erejű újítás- A novelty of enormous strength) than a new move. Also, Hungarian shows a big difference in the frequency of the frame element 'actor' - the player who made the new move, - it being more often used with novelty (Kramnyik újítása- Kramnik’s novelty). The findings suggest that this synonym pair works the opposite way in the two languages in this discourse, with Hungarian novelty presupposing more intentionality and thus higher quality than a new move, while in American English, a novelty is more prone to being evaluated negatively. Findings will be discussed in terms of the semantics of the two forms outside of chess as well as their syntactic behavior in the two languages.

Abstract ID: 1319
Based on the assumption that the comprehension of source domains from primary metaphors emerge from our sensorimotor experiences, and on the observation that we repeatedly experience situations in which certain source and target domains co-occur, this presentation focuses on the understanding of primary metaphors by distinct populations, with and without disabilities. The notion that primary metaphors are initially learned through correlations among one’s perceptions and cognitive experiences that co-occur in one’s everyday life, which does not require specific instruction in order to be understood, motivated the research with subjects who, according to literature, face difficulties in comprehending figurative language. This study assumes that the comprehension of linguistic metaphors derived from primary mappings (e.g. I’m feeling down) is less dependent on auditory input and contextual information, and more determined by embodied experiences, when compared to the comprehension of idiomatic expressions (e.g. He kicked the bucket), or linguistic metaphors derived from complex mappings (e.g. We finally got to first base with that business deal). This research investigates the comprehension of the primary metaphors HAPPINESS IS UP, INTENSITY OF EMOTION IS HEAT, GOOD IS BRIGHT, DIFFICULTY IS HEAVINESS, EMOTIONAL INTIMACY IS PROXIMITY, IMPORTANCE IS SIZE, with the application of two tasks (verbal and non-verbal) answered by Brazilian and North American children with typical development, children with autistic disorder, and individuals with hearing deficiency. The data obtained from the conduction of these tasks (Siqueira and Gibbs, 2007; Siqueira, Gil and Parente, 2009; Leon, 2008), as well as from a verbal task involving the comprehension of common idioms in Brazilian Portuguese answered by 300 participants, corroborates our assumptions, which, consequently, reaffirms the embodied cognition thesis, which postulates that our conceptual structure derives from our body structure.

Abstract ID: 1293
This talk addresses the semantic motivation of the Finnish mennä V-mAAn (e.g. mennä kertomaan ‘tell something that should not be told’, mennä ostamaan ‘buy when should not’) construction. Regardless of the construction’s deictic motion verb mennä ‘go’, this periphrastical construction does not express overt motion. Instead, the literal sense of motion in ‘going’ has been grammaticalized to evoke a negative evaluative and affective meaning: the activity expressed by the construction’s infinitive verb is construed as undesirable and disapproved by the speaker. Thus, in example (1), that the addressee has bought a costly car is considered an unwise activity.  

1. Mi-tä men-i-t osta-ma-an niin kalli-i-n auto-n. Lit. ‘Why did you went into buying such a costly car.’ [It is your own fault] why to [foolishly] buy such a costly car.’ The data come from a large corpus of written Finnish (The Finnish Language Bank) and they contain more than 700 examples of the mennä V-mAAn construction. In principle, any odd verb can be used in the infinitive slot of this construction, but the data show that certain semantic types are more common than the others. The main purpose of the analysis is to illustrate that even though the construction’s negative evaluative meaning seems totally arbitrary at first, it is, in fact, motivated. The construction can be seen as an example of metaphorical conceptualization. In more precise terms, the construction exhibits abstract motion where the trajector moves away from its control dominion and this is conceived of as a negative activity. The analysis gives explicit support to a tenet in cognitive semantics according to which grammatical structures are often semantically motivated.

Abstract ID: 1492
Title: Extended identity and collaborative recall in Twitter communication
Author(s): Skilters, Jurgis; Kreile, Monika; Bojars, Uldis

The aims of the current study are, first, to analyze research evidence on the ways in which collective recall exhibits extended social identity effects within the framework of distributed cognition (Barnier et al., 2008, Sutton, 2008, Sutton et al. 2010) and, secondly, to explore social identity generation (Brewer, 1991, Saribay & Andersen, 2006) and collaborative recall effects in Twitter communication. Our core hypothesis was that the use of Twitter as a resource of recall significantly contributes to social identity generation in general and self-categorization in particular. Based on a study of a representative sample of Latvian Twitter, we argue that a social network serves a two-fold role: (a) it extends the individual self as part of a distributed social reality and (b) it extends the self as a part of a distributed on-line social network. Our research has significant consequences for the extended mind hypothesis in the cognitive sciences and contributes to the understanding of social identity and hybrid community identity (that which merges physical and digital communication). It also touches on the concept of the context-dependent self, including significant others as self-aspects (McConnell, 2011). Our empirical data consists of a harvested set of tweets in Latvian. To interpret collective recall effects, we have analyzed a large set of tweets, explored word co-occurrence identified using the Pointwise Mutual Information algorithm, and performed an extensive manual content analysis. The core results of our study show that Twitter functions as an extended distributive linguistic cognitive system supporting different kinds of recall tasks while at the same time exhibiting strong categorization effects through eliminating redundant information and reducing the descriptive complexity of the environment in recall.

Abstract ID: 1516
A fundamental principle of recent syntactic theories is that the form of syntactic composition has evolved to meet the requirements imposed by other mental faculties, including the conceptual-intentional (C-I) system (Chomsky, 2008; Boeckx, 2008). Assuming that the interface with the C-I system, referred to as the SEM interface, is based on finite, neural machinery, then syntactic composition ought to reflect the following interface properties. (1) Interfaces based on neural mechanisms cannot differentiate synchronously presented input tokens (Slack, 2004); (2) All neural-based interfaces possess finite processing capacity. The paper explores the condition imposed on syntactic composition arising from these two interface properties, namely, that the composed outputs must be linearized at internal interfaces. Interface linearization requires the composition operator to impose an asymmetry on its operands that is translatable into a linear order at the interface, which, in turn, requires different forms of composition depending on the type of the constituents (Slack, 2004). The paper demonstrates how the different forms of composition combine to generate 2D syntactic structures, and illustrates how the linearization at the SEM interface reconfigures such structures as sequences of predicate-argument structures for interpretation. Each predicate-argument structure comprises a string of closed-class elements, followed by a single open-class argument. The closed-class elements are functional morphemes, whereas the open-class atoms are substantive morphemes. At the SEM interface, the strings of closed class atoms are interpreted as monadic predicates (Pietroski, 2005). Finite constraints ensure that the interface predicate strings are of finite cardinality (Karlsson, 2007). As the number of functional morphemes in English is approximately 300, then recurrent neural networks provide a suitable basis for evaluating elements of the stringset (Elman, 1991). The paper concludes by showing how interface linearization provides a simple explanation of the limits on the argument structure of lexical items (Hale & Keyser, 2002).

Abstract ID: 1287
It has been suggested that children’s comprehension of transitive sentences is initially mediated through verb-specific patterns, i.e. that the order of agent and patient roles is represented separately for each verb (e.g. Tomasello, 1992). But some languages use nominal morphology as the ultimate marker of subject and object roles. In Czech or German, subject-verb-object (SVO) is the dominant word order, but OVS sentences are possible, even though noncanonical and pragmatically marked. If children show early comprehension of these marked OVS sentences based on case morphology, the case for verb-specific patterns is weakened. In order to be verb-specific, children would have to represent for each verb separately which morphological form codes for the agent/subject and which for the patient/object. This would imply specific representation for each verb-noun pair. The present study tested children’s comprehension of case forms in transitive sentences in 117 children acquiring Czech (aged 33 to 57 months, mean 44). Children heard 12 sentences and saw two pictures with the same participants performing the same action but in the opposite roles; they were asked to point to the referent picture. Half of the sentences had SVO and half had the OVS word order, with the presentation counterbalanced so that each sentence appeared as SVO and OVS for a half of the children. The results showed above-chance performance for both word orders, and significantly better performance in SVO sentences (proportion correct in SVO 0.74, in OVS 0.64). This held even after all children above 48 months of age were excluded. The results show that Czech children are able to interpret noncanonical word orders before the age of 4, but they also have SVO as the canonical word order. The results indicate that children have an abstract morphosyntactic representation connecting case forms and agent/patient roles.

Abstract ID: 1447
Semantic properties of words, such as imageability, can facilitate word retrieval and recognition, as well as the access to inflected forms in adults (Prado, Ullman, 2009). The present study examined whether semantic properties of word stems, namely their imageability, affect the acquisition of inflected forms of these stems. The study used longitudinal data from the Manchester corpus (Theakston et al., 2001) in CHILDES (12 children observed over 1 year). Cox proportional hazard regression was used to examine the effects of imageability and other predictors on the acquisition of noun plurals. Imageability ratings from the MRC psycholinguistic database were used. Further predictors were the age of acquisition of the bare stem, and maternal input frequency of the inflected form. All nouns that occurred in each child in the uninflected form were used in the analysis (N = 3560, 1202 occurred in plural). Imageability ratings of the nouns included in the analysis ranged from 315 to 655 (M=580, SD=53). There was a strong effect of imageability on the chance of observing the plural form (p<0.001), even after accounting for the effects of input frequency and age of stem acquisition. Increase in imageability by 100 points was associated with 1.51 to 1.81 increase in the chance of observing the plural form. The study suggests a new perspective on the role of semantic factors in morphological acquisition. Previous major proposals assumed that the first open class elements to appear in combination with grammatical morphemes are semantically general (e. g. Bloom et al., 1982). The present results suggest the opposite because highly imageable words are semantically rather specific. The results provide new evidence that semantic processing is relevant for the acquisition of inflectional morphology.

Abstract ID: 1647
Lakoff and Kövecses' [1] pioneering study on English ANGER is commonly used as the golden standard against which to measure language- and genre-specific variability in the metaphoric representation of this emotion (e.g., [2], [3], [4]). However, 25 years later, the standard requires revision. While corpus analyses using an MPA methodology have proven capable of capturing more nuances than the traditional introspection-based approach [5], the limitation of each approach is that one investigated a general concept “ANGER”, instantiated by expressions like ‘He exploded’ and ‘You make my blood boil’, underspecified with respect to the anger variant they refer to, and the other only considered the specific word anger as the major reference point to that concept. While anger is the central English term, and its meaning is likely to be closest to the category prototype, a better understanding of said category requires the consideration of other relevant words. This is crucial for cross-linguistic comparison with languages (like Russian and Spanish) where no clear single central term for the category can be found (e.g., [6]). Therefore, we shift the traditional focus from a potentially universal “ANGER” concept to the specific concepts denoted by various anger words across languages. MPA is applied to a set of salient ANGER terms in English, Spanish and Russian previously selected on the basis of a situation-labeling study ([7]). The data reveals a need for a new inventory and classification of metaphors, including more and more types, a reformulation of some, and a refinement of their internal structure to distinguish two subtypes: entailment and specific-type submetaphors. This expanded and revised model was found to apply to all anger variants in all three languages, but differences were found across terms and languages in the saliency (measured as quantitative exploitation) of the metaphors. We illustrate some of them and relate them to previous findings in emotion psychology.
This is a presentation of ongoing research observing the binding of anaphors/reflexives in learners of Chinese, from English and Korean backgrounds. The study has its roots in theoretical linguistics, yet it also combines SLA and cognitive linguistics to further its claims. The main motivation of this study comes from Huang’s (2000) suggestion that languages be split among pragmatic and syntactic lines, at least in regards to anaphoric regulation. The working hypothesis is that we will see marked differences between the learners; Korean is pragmatically orientated (e.g. Kim 1993), English syntactically oriented (e.g. Chomsky 2000), and Chinese pragmatically oriented (e.g. Huang 2000), hence learners will transfer their L1 strategies into their L2. In other words, Korean learners will find it much easier than English learners to acquire the long-distance reflexive patterns in Chinese. It is precisely thanks to this difference in language transfer that points to how differently languages regulate their anaphora when compared to one another. Presented will be the learners’ anaphoric judgement data collected, along with cognitive measurements designed to measure the learners’ frame of mind while making those judgements. These include timing, confidence levels and knowledge source. Through a combination of these sources greater light will be cast upon to what processes are at work when a judgement is made; giving greater credence to Huang’s original idea.

Abstract ID: 1660
Conceptual Blending Theory has over the past two decades proven to be a powerful tool for explaining human phenomena as diverse as grammar, literature, or mathematics. Yet despite the ‘social turn’ in cognitive linguistics Sinha (1999), Croft (2009) and Harder (2010) call for, canonical blending theory still neglects the situatedness and haecceitas of all meaning making, and instead largely focuses on seemingly isolated individuals experiencing seemingly isolated and eclectic artefacts, such as images, poetic narrative texts, or advertisements. It is thus that blending analysts provide highly detailed descriptions of the mappings and projections occurring in conceptual integration processes, avoiding what Harder (2007:1257) calls “the question of what the actual processes are whereby complex linguistic utterances are assigned meaning in actual interaction.” In consequence, the issue of how the various operations described yield the different meanings that might arise from one and the same expression (as is evident in, for example, misunderstandings or varying interpretations of novel compounds, metaphors or jokes) is at best left implicit in more canonical blending analyses. My paper will address this criticism and, based on evidence gathered from the minute interactional analyses of one blending type, impersonation humour, propose a model of on-line meaning making that integrates the powerful cognitive tool of conceptual integration with the quest for relevance (cf. Sperber & Wilson, 1986) that guides situated meaning making. It is argued that it is first and foremost pragmatic relevance to jointly negotiated action that constrains and enables the mappings required for interactional blending and hence informs the meaning emerging from blending operations. The model thus proposed builds on earlier discursive advances in blending theory (e.g. Brandt, 2010; Brandt & Brandt, 2005; Hougaard, 2004; Hougaard & Oakley, 2008), yet extends them to include the notion of relevance, which has thus far been neglected.

Abstract ID: 1522
This paper provides experimental evidence for the role of lexically specific representations in the processing of passive sentences and considerable education-related differences in comprehension of the passive construction. The experiment measured high academic attainment (hereafter, HAA) and low academic attainment (hereafter, LAA) participants' response time and decision accuracy using an online task which compared processing and comprehension of active and passive sentences containing verbs strongly associated with the passive and active constructions, as determined by collostructional analysis (see e.g., Gries & Stefanowitsch, 2004; Stefanowitsch & Gries, 2003). As predicted by usage-based accounts, participants' performance was influenced by frequency (both groups processed actives faster than passives; the LAA participants also made significantly more errors on passive sentences) and lexical specificity (i.e., processing of passives was slower with verbs strongly associated with the active). Contra to proposals made by Dąbrowska & Street (2006), the results suggest that both HAA and LAA participants have verb-specific as well as verb-general representations, but that the latter are less well entrenched in LAA participants, resulting in less reliable performance. The results also show no evidence of a speed-accuracy trade-off, making alternative accounts of the results (e.g., those of two-stage processing models such as Townsend & Bever, 2001) problematic.
The exploratory study closely compares the English source text (ST) with the Japanese target text (TT). It attempts a contrastive analysis of the way epistemic modality (EM) is encoded in English and Japanese in order to investigate what kind of cognitive gaps underlie the use of epistemic modal expressions between the two languages. By adopting the approach based on cross-linguistic equivalence proposed by Aijmer and Simon-Vandenbergen (2004) and Aijmer et al. (2006), the study has revealed two significant differences in the usage of modal expressions between English and Japanese. Firstly, the Japanese language can be characterized as 'affective', in that there is perfect grammatical synchronization between the emergence of attitude from inside the speaker’s mind and the covert encoding of EM, which is identified with Japanese affirmative auxiliary verbs such as ‘da’, ‘desu’, and ‘dearu’. In contrast, in English EM is encoded so that the proposition is separated from the speaker’s judgement about the possibility of truth or falsehood. This means that in English EM is always overtly marked with more structural variety. The second difference is in the point of view the narrator takes. In Japanese, agreement between the speaker who makes an epistemic assessment and the narrator is represented in the subjective and objective conceptualization of the narrator him/herself (cf. Nishimura 2000). By contrast, in English the narrator’s viewpoint is oriented towards the subject of the proposition, which results in disagreement between the speaker who makes the judgement and the grammatical subject of the sentence. The comparison of the encoding of EM between English and Japanese shows that semantic and grammatical non-equivalence are interrelated with each other. In Japanese EM is encoded in an unmarked form based on the cognitive meaning of affectivity. This has resulted in a more limited range of marked forms available with which the notion can be encoded.

Abstract ID: 1742
Talmy’s (2000) work on Fictive Motion is a typology of ways humans conceptualize static scenes as involving motion. This work builds on Talmy’s subcategory “radiation paths”, elaborating it in detail to accommodate new data from English and Chinese. A radiation path involves “radiation emanating continuously from an energy source”. (p111). Radiation “comprises a linear shaft” and “subsequently impinges on a second object”, e.g. The sun is shining into the cave, which we observe has analogues in Chinese and other languages. The radiation here is light and is conceptualized as straight shafts moving from light source to a target object. Talmy’s examples show motion expressed in satellites rather verbs. But his category is supported by other expressions. English and Chinese have fairly well-developed conventions for this kind of conceptualization which can be creatively extended. One subtype comprises light as a liquid, seen in both nouns and verbs expressing such ‘light scenes’. Following are attested examples of the verb type: Verbs relating to liquid: light splashed, cascaded, poured in, floods the room, pools on the floor; Light Flows Down [music video], superfluid light flows. Participles of verbs relating to liquid (acting here as adjective/modifiers): bathed in light, sun-bathing, drenched in a golden glow. Chinese data show analogues to the above: sunlight overflows on a face, arrows of light shoot down, light dyes blossoms pink, and many more. On the basis of approximately 100 examples from English and Chinese (internet and novels), we provide a subtypology of fictive motion of light and draw a number of generalizations (e.g. light is not conceptualized as particles; light source is a typical metonymy for light itself). The study is not quantitative given the lexical range it covers, but our data goes well beyond Talmy’s typology and produces a set of generalizations that can be further tested in English and Chinese and examined in other languages as well. Abstract ID: 1651
This presentation aims to address the importance of sociocultural situatedness in analysing metaphor, the aspect which plays little role in the Conceptual Metaphor Theory (Lakoff and Johnson 1980). As the most recent research shows, not all metaphors are transferred with fixed meanings. Some metaphors are not only used with slight differences trans-linguistically, but also context-dependent thematic shifts occur (Chilton and Ilyin 1993). It has also been argued that culture-specific metaphors may in fact co-evolve together with the cultures in which they are used, and not derive from experimentally grounded primary metaphors (Zinken et al. 2008). Supporting this research, my presentation analyses a number of culture-sensitive, context-dependent discourse metaphors that have motivated EU-related discourse in Poland. Special attention will be paid to the POLISH BETWEENNESS discourse metaphor which is an example of both socio-cultural and situational diversity motivated by historical past and geopolitical situation of Poland. The presentation aims to analyse the concept of security based on the CONTAINER and CENTRE-PERIPHERY schemata thus understood as being located inside an enclosing space or a container, which, unfortunately, did not hold true for Poland. Paradoxically, its central location on the European continent resulted in dramatic and tumultuous history. Polish nation perceived its geopolitical location (= being in the CENTRE of the European continent) not as a guarantee of security, but rather as a threat of being situated in between two totalitarian powers (= being in a TRAP). Approached from this angle, Poland’s affiliation to Europe can be understood much more deeply. The BETWEENNESS schema has been used in the EU-related debate which supports the view that entering the EU structures has been perceived by Polish nation as an escape from the communist East toward the democratic West.

Abstract ID: 1591
Gibbs (2002) argues that there is no psycholinguistic evidence for the existence of ‘some canonical, non-pragmatic meaning that is automatically analysed at both the word and sentence level’. This view receives some support from a philosophical camp: Recanati (2005) argues that the compositionality process does not apply on the linguistic/lexical semantic level, but operates to combine pragmatically derived concepts. This undermines one of the reasons for positing the existence of specifically linguistic semantic content. Notice that if compositionality is to explain the infinite expressive power of language it should apply at the level of linguistic, not pragmatic ‘meaning’. I provide theoretical arguments in support of Gibbs’ view and argue that positing specifically linguistic semantics and a process of deterministic decoding of such content is (a) problematic and (b) unnecessary in constraining and explaining meaning in language. In particular, I look at Relevance Theory’s (e.g. Carston 2002, 2010) two types of lexical concept: CONCEPT SCHEMAS, which are conceptual templates abstracted from experiences of uses of a given word, and FULL-FLEDGED LEXICAL CONCEPTS, i.e. ad hoc concepts which have been ‘progressively conventionalised’, lost their ad hoc status and become lexicalised. As observed by Burton-Roberts (2007), the acquisition of concept schemas must be post hoc in that it actually presupposes prior understanding of utterances. This suggests that lexical schemas are not necessary in understanding utterances and undermines the condition that they be necessarily/deterministically decoded. Furthermore, I argue that decoding of full-fledged lexical concepts is redundant in cases of loose use, concept narrowing and where the communicated concept is the same as the encoded concept, regardless of whether concepts are thought to be atomic a la Fodor (1998, 2008) or compositionally constituted. I argue that it is anyway unnecessary to posit linguistic/lexical semantics to constrain utterance interpretation and explain meaning in language. I discuss a wholly inferential approach to utterance interpretation and meaning grounded in Hintzman’s (1986) multiple-trace theory of memory and Burton-Roberts’ Representational Hypothesis (especially as presented In Press).

Abstract ID: 1373
It is commonly accepted that the direction of mapping is from concrete to abstract. However, the problem of the nature of concreteness and abstractness remains unresolved. Lakoff and Johnson (2003:108-109) write that the defining concept "is ... typically more concrete [my emphasis] than ... the defined concept." Gibbs (1996:310) holds that "... we conceptualize of love via a more concrete [my emphasis] understanding of journeys.", adding that "target domains tend to be more vague and incomplete than source domains" (1996: 311), without explaining how to interpret vagueness and incompleteness. I claim that the two domains are abstract because love and journey can neither be touched, nor seen. One can only touch and see physical elements within these events – participants, means of transportation, etc. The phrase 'more concrete' has sense only with respect to the number of physical elements in the two domains. A 'componential' analysis of LOVE and JOURNEY (cf. Kövecses 2002) shows the following ontologies of particular components. In LOVE, only participants (lovers) are concrete, while path (course of love), medium (love relationship), passage (time), baggage (experience), and difficulties are abstract. In JOURNEY, participants (travellers), path (road), medium (vehicle), baggage (luggage) and obstacles are concrete, and only passage (distance) is abstract. Thus JOURNEY has five concrete elements and is "more concrete", and LOVE has only one which is "less concrete". An analysis of other structural metaphors, for example, ARGUMENT IS WAR, yields similar results. It is hoped that such an analysis will be also applicable to orientational metaphors which, I claim, are a subcategory of structural metaphors.

Abstract ID: 1324
Interest in and respect for the "the body in the mind" is one of the characteristic dispositions of not only cognitive semantics but cognitive linguistics in general. The abundant and systematic presence of metaphor in language, as Steen & Gibbs (1999:1) put it, has in particular been explored by departing from the embodied nature of many metaphors. In the current research we investigate the manner in which the concept EATING is lexicalised in two nonrelated languages, namely Afrikaans (a Germanic language) and Northern Sotho (a Bantu language) and how the concept gives rise to metaphorical extensions of meaning in these two languages. According to Kövecses (1999: 167), two notions that have become extremely influential in recent decades in attempts to describe and characterize the human conceptual system, are cultural model and metaphor. These two notions form the cornerstones of our research since we aim to extend our understanding of the cultural influences on the metaphorical expressions related to the notion of eating in the two different languages. The basic question guiding our research is whether the metaphorical mappings originating from the same source domain (EATING) and resulting in various surface realisations (that is, metaphorical expressions) are the same in the two languages. In other words, do these metaphorical mappings vary in universality? Preliminary analyses have indicated that metaphorical source domain – target domain mappings in the two languages show a large amount of overlap, although some culture specific mappings do occur - a strong presence of the DEATH IS EATING / DEATH IS BEING EATEN mapping in Northern Sotho having been identified. Our study is corpus-based; lexical items belonging to the source domain of eating were used as search nodes in our corpus search.

Abstract ID: 1474
This paper addresses the issue of what essential cognitive factors motivate the production of a linguistic construction called indirect passive as exemplified in (1), which is prominently observed in east Asian languages like Japanese. Focusing mainly on the Japanese data and the corresponding anti-passive data observed in Yup’ik Eskimo, we argue that properly characterizing how the two cognitive-linguistics concepts of force dynamics and figure/ground alignment (Talmy 2000 and Langacker 2008) interact with each other leads to a solution to the intricate problems that have been proposed by this construction in the literature. (1) Naomi ga John ni boru o yoke-rare-ta. NOM DAT(by) ball ACC dodge-PASSIVE-PAST Lit. Naomi was dodged the ball by John. ‘John dodged the ball (Naomi had thrown).’ For the extra-thematic characteristic of the passive subject, the functional/cognitive analyses have tended to focus on how the event expressed by the root verb affects the passive subject, allowing them to consider the indirect passive as a causative construction (e.g. Ono 2003). However, this line of analysis fails to provide a fundamental motivation for the employment of a passive morpheme, and it furthermore has come across descriptive problems depending on how the notion of affectedness is defined. Our proposal is that the mental affectedness and adversity observed, which are fundamentally brought about by a cognitive factor of how the force dynamic relation is coupled with figure/ground alignment in the process of construal, are epiphenomenal. Examining the data that have puzzled the previous studies, we show that the patient’s (the force-dynamically loser’s) perspective is realized in every instance of the indirect passive construction: the subject fails to control a situation or he/she is prevented from realizing what he/she wants to do, which naturally leads to an implication of adversity/mental affectedness and provides a motivation for the employment of a passive morpheme.
One of the discussions on the distinction between superlative modifiers is that the former is based on the modal analysis and the latter scalar one. Geurts and Nouwen (2007) explicates the modal meaning of “at least.” For the sentence “The soup is at least warm”, they gloss roughly as “the speaker is certain that the soup is warm and considers it possible that it is hot or even scalding.” Proceeding to the interpretation of superlative quantifiers, this paper aims at exploring “at least wa” in Japanese, where we have to move to a dynamic discursive, cognitive framework by way of naturally occurring conversational data. The utterance including “wa” below goes on, from the whole theme given by the first speaker (M) to capture the second speaker’s (R) rather quiet and reserved aspects of his character in the end. In so doing, they make their talk more specific without noticing than fact-oriented. R concedes that he is a gentle man and never put his feelings straightforwardly like present-day young men. M is trying to comfort him, so that he never threatens his face in their talk. The avoidance of face-threatening act, and the narrowing down the talk to a specific item make for good relationship between the two, excluding contrastive items that incur hostility by using “at least wa”. True, the use of “wa” has a modal meaning in a general sense just like English “at least” whose function extends from simple adverbials to a type of discourse markers in Kay (1997, 2004), but “at least wa” makes the whole utterance intersubjectively-oriented. R: It is better to talk to a person who is far older than me. M: That kind of person can be respected much. (Although R watches many TV dramas) R: With(="to wa") my grandma, I talk a lot.
This paper illuminates how the different ways of event construal of English and Japanese speakers are reflected in the motion-event constructions of the two languages and to see how those constructions are actually used at the discourse level. Ikegami (2008) points out that English speakers tend to construe situations “objectively.” They situate themselves outside of the situations to be described and construe the whole events objectively. Japanese speakers, on the other hand, have a strong tendency to construe situations “subjectively” and describe them from within the scenes. Previous studies revealed that these tendencies can be observed in a variety of linguistic phenomena and English speakers and Japanese speakers often adopt different linguistic expressions to describe the same situation. This paper investigates how these tendencies are reflected in motion-event constructions, which have not been the focus in this context and observes their usage in discourse to support the view. The argument is based on the typological classification by Talmy (1985, 1991): “satellite-framed language” and “verb-framed language.” English is categorised into the former and the motion path is encoded with prepositional phrases. The preposition is stative in its nature and describes atemporal relationships of entities by itself. This characteristic shows that English speakers construe motion-events as atemporal and stative gestalts. Japanese is classified as the latter and verbs are used to signify the path. The important feature of verbs is to express tense and aspect. This means that the motion-event construal of Japanese speakers is dynamic and temporal and they take the events as developing through time. These two distinctive ways of motion-event construal matches the above tendencies of English and Japanese speakers and it can be concluded that the structural difference of the motion-event constructions reflect “objective construal” and “subjective construal” of English and Japanese speakers.

Abstract ID: 1453
Drawing on the work of Charles Forceville (2005, 2006, 2011), the paper deals with pictorial runes as a specific type of visual information found in comic books. As Kennedy (1982) proposes, pictorial runes are graphic devices used in pictures which are modifications of the literal depictions of objects, intended to convey certain aspects of those objects that are otherwise difficult to depict literally. In comics, they are usually employed to imply various emotions, such as anger, fear, pain, or surprise and indicate speed or the direction of a moving object, among other things. Using the research model presented by Forceville (2011), the paper aims at identifying and categorizing pictorial runes in a popular Italian comics Gea, in an attempt to corroborate the above method and add to the list of already inventoried runes. Furthermore, the new runes found in this comic book series also show evidence of being motivated, rather than arbitrary, signs, which is in line with the Conceptual Metaphor Theory. Lastly, the paper investigates the continuing presence and frequency of appearance of individual pictorial runes as the tone of the comics changes from the light-hearted opening to the sombre finale, tracking the artist’s effort to create such atmosphere using a more realistic style, which might result in the absence of some of the pictorial runes that indicate emotions.

Abstract ID: 1736
Although reflections about the process of naming, defining and categorizing began with Aristotle, it was only with the development of research in Cognitive Science that the concept of categorization was no longer considered an individual cognitive knowledge organization process but a complex system of interacting elements (objects, ideas, actions etc) that adapt and organize themselves for the construction and conceptualization of reality. As Lakoff says (1987, p.5), "categorization should not be studied superficially, since comprehension of how we categorize is the main point to understand how we think, work and, hence, it is the main point for understanding what makes us humans." The present work defends the process of categorization as a complex adaptive system. According to Baranger (2000, p. 10) these systems are able to transform and adapt themselves to a mutating environment and they are also able to change the environment in their favor. To investigate our proposal, we analyzed whether the process of categorization presents the seven basic characteristics of complex adaptive systems proposed by Holland (1995). These characteristics are divided in four main properties: aggregation, nonlinearity, flows, and diversity; and three mechanisms: tagging, internal models, and building blocks. Another important property that we verified in the process of categorization is emergence (Holland, 1998, p.45). For the present study we studied Bertalanffy (1975), Lakoff & Johnson (1980), Holland (1995, 1998), Feltes (2007), Larsen-Freeman and Cameron (2008) and Paiva and Nascimento (2009). This work is a hypothetic-deductive profile research which was based on an exploratory experiment of mixed analyses (closed measures and open observations), through the analysis of 20 questionnaires applied to government schools students about the way they conceptualize violence. Preliminary results indicate the VIOLENCE category as a structured system related to the emergence of behaviors and beliefs by the interaction of less complex agents (violence-guns to violence-drug use...
There is evidence that children's early acquisition of language is linked to parental use of gesture (e.g. Cartmill et al., 2009, Rowe & Goldin-Meadow, 2009). In this study we investigated whether exposure to co-speech gestures affects children's comprehension and production of a later acquired and complex syntactic structure, the object-cleft construction (e.g. It was the bear that the dog chased), in which the canonical ordering of the agent and patient is reversed. 76 monolingual English-speaking children (40 3-yr-olds & 36 4-yr-olds) participated in the study. A forced choice comprehension task was adopted in which children selected which of two picture cards (e.g. bear chasing dog, dog chasing bear) corresponded to an object-cleft sentence produced by an experimenter. During a training phase, half of the children saw E accompanying her speech with placeholder hand gestures (depicting agent, patient and directionality of action) whereas the gestures were masked for the remaining children. Comprehension of object-cleft sentences was then assessed for all children without any gestural input. Children were also asked to imitate an object-cleft sentence, and to spontaneously describe a causative action. The results showed that there was no effect of gesture for the 3-yr-olds. However, for the 4-yr-olds, comprehension and accurate imitation of object-cleft sentences was positively affected by the presence of gestural cues during training. In addition, their spontaneous descriptions of causative actions were more likely to include explicit mention of two participants if they had witnessed gestures during the training phase. These data suggest that (1) gestural input provides cues to syntactic role assignment and is important in grounding children's understanding of how 'who did what to whom' is encoded in grammar, and (2) an interaction between sentence complexity and developmental stage determines whether gesture plays a facilitative role in language processing (McNeil et al, 2000).

Abstract ID: 1562
This paper addresses Russian Sign Language and focuses on iconicity of its signs. The research proceeds from the project of developing the machine-translation system for Russian Sign Language. This project implements joint initiative of the group of specialists representing different scientific areas and including computer scientists, engineers, linguists, mathematicians from several organizations. Nowadays there are no machine-translation systems for Russian Sign Language; it is one of the first projects of this kind. Iconicity is widespread in sign languages and therefore deserves consideration for many reasons. In my research, I consider several semantic fields (education, professions, emotions, etc.); construct pairs of the form <sense of a word, selected iconic feature (reflected in a corresponding sign)> and try to reveal main lines of iconicity by comparing the feature with semantics of the corresponding word. These pairs provide data available for studying hidden regularities underlying a process of selection an iconic feature and thereby help to elucidate the question: How the choice of feature reflected by iconic sign depends on semantics of the corresponding word? Solving of this question is important for understanding and creating new words. Both processes are not rare in ordinary speech. The problem of creating neologism (“coining of a new word”) was studied for some other sign languages, among them American Sign Language (see (Veale et al., 1998), the ZARDOZ machine-translation system). Derivational aspects of Russian Sign Language are studied not enough; the typology of neologisms – even more insufficiently. At the same time revealing regularities and correlations between semantics and iconicity helps to hypothesize about unknown senses of the new (for machine-translation system) words and thereby is useful for efficiency of the system. Besides, it contributes to clarifying the cognitive processes of creating neologisms; and this phenomenon is essentially congeneric with metaphor.

Abstract ID: 1335
Formal semanticists have repeatedly argued that adjectives are interpreted with respect to a class-specific norm (e.g., a mountain called ‘high’ is higher than an average mountain). More recently, functional-cognitive studies have argued that a norm is not always relevant in natural language use. Rather, it is suggested that an argumentative reference point, based on joint attention and intention-reading, is primary to adjective semantics (e.g., a mountain called ‘high’ is too high for me to climb). These two hypotheses – the logical hypothesis and the argumentative hypothesis – provide distinct predictions about the acquisition of adjectives by children. If the argumentative reference point is primary, children are expected to be able to grasp an argumentative orientation of adjectives before they learn to make logical interpretations based on comparison classes. And, conversely, the primacy of a norm would mean that children first acquire the logical interpretations and later learn to appreciate the argumentative conclusions attached to an adjective. These possibilities were explored in a series of experiments testing adjective comprehension by Dutch-speaking children. Experiment 1 showed that it is not before age 5 that children learn to make logical interpretations based on context-specific comparison classes. At the same time, Experiment 2 demonstrated that by age 4 children are able to grasp the argumentative orientation of the seemingly synonymous adjectives such as ‘half-full’ and ‘half-empty’. Experiment 3 further revealed the ability of 3-year-old children to draw relevance inferences associated with adjectives. Finally, Experiment 4 showed that even 2-year-olds understand argumentative conclusions attached to adjectives, but only when joint attention is established between the child and the person using an adjective. Taken together, the results are consistent with the cognitive linguistics view suggesting that logical interpretations of adjectives based on norms are less prominent in actual language use than argumentative interpretations based on intention-reading.
This paper develops the notion of metarelevance – relevance of a higher order which draws attention not merely to what information may be gleaned from a given communication but also to what affordances and constraints may make the information maximally relevant in the production and reception of that information. It applies the notion to the analysis of self-reviews in research grant proposals – discourse in which a researcher reports and promotes his or her own research profile. Using metarelevance as a metapragmatic concept, the study investigates what information is interpreted as maximally relevant to self-reviews in grant proposals and why it is so interpreted. The analysis relates the notion of metarelevance to certain aspects of metapragmatics, e.g. pragmatic act, indexicality, and constraining conditions. The notion of metarelevance addresses not merely language design but brings us one step closer to the mind and to the indexing of certain aspects of social conditioning in which pragmatic acts are performed. As such, it consolidates the socio-cognitive dimension of metapragmatics. The paper shows that the notion, like indexicality, helps illustrate the dialectical interplay between the micro-social and macro-social levels of discourse.

Abstract ID: 1550
This paper explores Taiwanese students' current attitudes toward the concept of Standard English and Global Englishes. Since the concept of Global Englishes has been recognized and gradually accepted by Taiwanese university students, it would be interesting and meaningful to investigate university students' attitudes toward the concept of Global Englishes in the context of language learning environment. This is a survey study and the participants were university sophomores who took English for Specific Purposes (ESP) courses. The result of this study reveals that the majority Taiwanese university students recognize the existence of Global Englishes but still believe that Standard English should be the teaching and learning model. In addition, even though this study found that a part of students have positive attitude toward Taiwanese English variety, standardization still is the most common learning goal. Besides, although the concept of Global Englishes has been acknowledged, it seems that the concept of English as a lingua franca (ELF) has not yet been recognized by most Taiwanese students and teachers. Moreover, teachers' attitude toward ELF is an important factor which may affect students' attitudes and learning.
The language of international relations (IR) is almost universally held to be metaphorical. Metaphors such as ‘the state is a container’, ‘the state is a person’ or ‘the falling dominos theory’ have been analysed by both researchers in cognitive linguistics (see, e.g., Chilton 1996; Chilton & Lakoff 1995; Chilton & Ilyin 1993) and scholars in IR with a ‘linguistic twist’ (see, e.g., Beer & Hariman 1996; Beer & De Landtsheer 2004; Marks 2011). With the old division into two enemies gone, a new post-cold war architecture has been particularly inspiring for research on conceptual metaphor. As IR discourse has become muddled owing to a multitude of abstract concepts, research on metaphor has rapidly intensified, turning into ‘booming business’ (Steen et al. 2010: 1). In this paper, I propose that the primary actor on the international arena, i.e. the state, has been excessively personalized in the IR literature and over-metaphorized in the cognitive linguistic literature in the recent years. Not infrequently, political and ideological reasons have been behind many of the proposals to metaphorize the state (see, e.g., Charteris-Black 2006; Deignan 2005). By reviewing the results of a detailed corpus analysis, focusing on all uses of state names in a 12-month time frame, I submit to scrutiny the widely-held assumption about the highly metaphorical character of the concept of the state-actor. Specifically, I show that the ubiquity of the state-is-a-person conceptual metaphor has not been confirmed in my corpus. Instead, conceptual metonymy, as an alternative to conceptual metaphor, has been considered, without much success either. I conclude that language effects involving state names, if de-politicized, can be systematically accounted for by means of semantic extension (in the sense of Langacker 1987: 470-474), a phenomenon related to zero-derivation / conversion, or by means of active zones (cf. Langacker 1984).

Abstract ID: 1473
Title: The development of figurative language production in typically developing children and children with Williams syndrome  
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Figurative language forms a large part of daily conversations as well as conceptual thinking (Lakoff & Johnson, 1980). Studies in figurative comprehension have shown that young children can at least understand some expressions and that the ability to understand figurative expressions increases with development (Rundblad & Annaz, 2010; Van Herwegen, Annaz & Rundblad, submitted). In addition, these studies have shown that vocabulary development is a good predictor for metaphor and metonymy comprehension in both typically developing children and children with Williams syndrome. However, very few studies have investigated figurative language production. Recent studies have shown that children and teachers use metaphors frequently and spontaneously within educational settings in order to explain new and complex phenomena (Jakobson & Wickman, 2007; Pramling, 2010). However, these studies have only investigated the production of metaphors but not other types of figurative expressions. In addition, there is conflicting evidence about the age children start to produce figurative expressions and how the production of figurative expressions develops with age (Billow, 1981; Pollio & Pollio, 1974; Katis & Selimis, 2009). The current study investigated the development of figurative language production, including different types of figurative expressions, during a fictional narrative in twenty typically developing (TD) children and twenty children with Williams syndrome (WS) aged 7 to 18 years old. In contrast to previous studies, developmental trajectories showed that 1) the production of figurative expressions in TD children did not change with age, 2) the WS group produced a similar amount of figurative expressions in comparison to the TD group, 3) but regression analyses showed that, out of a number of verbal and non-verbal standardised background measures, synonymy knowledge was the best predictor for figurative language production scores in WS. Both the clinical and theoretical implications of these results are discussed.

Abstract ID: 1267
From about the 1990s the view that conscious knowledge promotes language learning has been rather dominant and debateable (Svalberg, 2007). As far as metaphor awareness is concerned, research shows that awareness of metaphor certainly has a role to play in learning and understanding. Kövecses and Szabo (1996), for example, demonstrate that awareness of the literal meaning of idioms promotes their learning. Picken (2005) conducted a study on how metaphor awareness promoted foreign language learners with a tool to make sense of literature texts. The present study scrutinizes the role of metaphor awareness in enhancing ESL (English as a Second Language, henceforth) learners' text comprehension. Two cohorts of ESL students participated in this research. The experiment reported herein supports the assumption that an enhanced awareness of conceptual metaphors on the part of ESL learners can help them deepen their text understanding. The MIP (Metaphor Identification Procedure) was turned into a teaching tool to raise participants’ metaphor awareness and assist them in identifying metaphors in texts. Participants were explicitly taught different steps of the MIP, which enabled them to both identify metaphors in texts and gain understanding of target and source domain relationships in a metaphor. Two sets of data were elicited so as to tap into participants' progression of reading comprehension. The first set comprised a reading test—which contained a variety of metaphors, while the second involved audio-recorded students' interactions. Participants collaboratively worked in groups on the application of the MIP into a reading text, interactions and conversations which were audio recorded. Special attention was paid to participants' metaphorically-related metalanguage while working on the MIP as being applied to reading texts. Analysis of the data revealed that participants' metaphorically-related metalanguage considerably increased as they collaboratively worked. Secondly, an enhanced metaphor awareness enabled students to deepen their text understanding.
Metonymy and metaphor, two kinds of figurative language use, are considered to be two distinct cognitive phenomena. While metonymy may be associated with a conceptual shift (Panther & Thornburg, 2003), metaphor has been characterized in terms of the formation of an adhoc concept through narrowing or broadening or the mapping between two domains (Wilson & Carston, 2007 and Gibbs, 1990). Research on the processing of these two phenomena suggests for instance that metaphors are comprehended more easily (Gibbs, 1990), but that metonymies are acquired faster (Rundblad & Annaz, 2010). We wanted to shed more light on the contrast between metaphor and metonymy by directly comparing them using event-related potentials (ERP). We used adjective-noun combinations to directly compare the two types of figurative language, since it has been suggested that adjective-noun combinations can be differentiated on the basis of underlying metonymic and metaphoric relations (Bons, 2010). For each adjective we constructed three combinations: literal relation (That salesman was bearish…), metonymic relation based on a conceptual shift/contiguity (That face was bearish…) and metaphorical relation based on the creation of an adhoc concept (That atmosphere was bearish…). We pre-tested the material with respect to the above categorization and cloze probability. Previous ERP-studies that investigated metonymy and metaphor separately found a biphasic N400-Late Positivity pattern for both phenomena (de Grauwe et al., 2010 and Schumacher, 2011), which has been taken to reflect higher effort for the figurative conditions during lexical access (N400) and pragmatic processing (Late Positivity). In the current study, stimuli were presented visually and ERPs were time-locked to the adjective. The data revealed a more pronounced N400 for metaphors in comparison to the literal and the metonymic conditions. We also tested filler sentences with more frequent and new combinations that revealed no effect of frequency. We therefore interpret the N400-effect for metaphor over metonymy to reflect enhanced cognitive demands during the construction of an adhoc interpretation that goes beyond a domain-internal shift.

Abstract ID: 1693
Many studies that explore the embodied cognition that underlies language processing have investigated concrete language material, but only few have dealt with the role that embodiment plays in abstract language processing [1, 2]. This poses a major challenge for embodied cognition theories [3] since it is not clear to what extent sensorimotor activation underlies abstract language processing. In the following study we will present a behavioral experiment and an EEG study on arm-related motion verbs and abstract verbs. In the behavioral experiment, three groups of German verbs were randomly presented to the participants: 1) Verbs of motion that denote motion in a physical sense (to sew), 2) verbs of motion that can also be used in a metaphorical sense (to pull) and 3) abstract verbs that do not denote a prototypical motion (to know). Participants had to perform forced and free choice tasks on the movement, which was denoted by the respective verb (after [4]) and had to complete a prototypical movement when listening to the verbs. Results showed that for some verbs, such as "to pull", up to 91 % of the participants made comparable movements. For the more abstract verbs, however, the respective movements were not as conclusive; some verbs such as "to grasp" were accompanied with iconic gestures. In another experiment, the EEG of 23 participants was recorded while they passively perceived visually or auditorily presented verbs. Subsequently, we performed a spectral coherence analysis of the EEG signals in order to evaluate the dynamics of functional relationships between signals associated with verb processing. Results indicated few differences for the classical subgroups of concrete versus abstract verbs. However, massive EEG coherence differences were found between motion vs. non-motion and high imagery vs. low imagery verbs. These findings propose a distinction between subgroups of verbs based on sensorimotor features. Supported by the Deutsche Forschungsgemeinschaft (EC 277).

Abstract ID: 1404
Cognitive poetics applies cognitivist principles to the study of the language and effects of literary texts. Recently the phenomenon of resonance - the sense of a ‘tone [or] atmosphere in the mind’ which seems to persist ‘long after the pages [of a literary work] have been put down’ (Stockwell 2009a: 17) - has received particular attention in the field. Drawing on elements of cognitive grammar and cognitivist work on attention and perception, Stockwell (e.g. Stockwell 2009a, 2009b) has developed an ‘attention-resonance’ model which enables detailed analysis of a text’s potentially resonant properties. In this paper I draw on Stockwell’s model to analyse a prose text which readers in both online and face-to-face discussions report finding extremely resonant, as well as particularly unusual and challenging. The text (Kazuo Ishiguro’s ‘The Unconsoled’) is an example of a literary work which provides excellent testing ground for linguistic theory. My analysis will combine Stockwell’s model with a Text World Theory approach (see Gavins 2007; Hidalgo Downing 2000; Werth 1999; Whiteley 2011), which enables a discussion of relevant extra-textual features, such as the interaction between the text and a reader’s schematic knowledge, which also contribute to the novel’s effects. I aim to demonstrate that the language of ‘The Unconsoled’ manipulates readerly attention on both micro- and macro-linguistic levels and in a manner which makes it potentially highly resonant.

Abstract ID: 1266
Conceptual integration has proved to be a powerful explanatory tool applicable to various cognitive processes – for instance, analogy and metaphor (Fauconnier and Turner 2002). This paper is an attempt to re-examine conceptual integration from the viewpoint of lexical semantics, and explore the semantic changes that shape the components of the blended space in cases of regular polysemy, and common or contextual metaphors (e.g. to break a window / a promise / one’s heart). The main hypothesis is that intra-space participants and relations can be described within a formalized framework of semantic actants (SemAs) as suggested by I. Mel’čuk (2004). Consequently, all semantic shifts, that occur as a result of conceptual integration in polysemy and metaphors, can also be accounted for as shifts in a verb’s actantial framework. Being treated as closely related phenomena, polysemy and metaphor are tested for the stability of their underlying actantial frameworks during conceptual integration. These frameworks prove to remain highly stable throughout all blends that use the same verb in different meanings. Thus, the verb to break, taken in its “physical” meaning (as part of the semantic class TO DESTROY), implies the semantic actant slots of an Agent, an Experiencer and an Instrument. Together with another input space referring either to the violation of a promise, or the situation of causing distress to someone, it forms blends with the same actantial framework. However, the semantic restrictions of the SemA-slots of the Experiencer and Instrument in the blends will differ from those in the input space. This leads to the conclusion that conceptual integration generates new semantic hierarchies that can serve as a basis to outline possible lexical fillers for each SemA-slot in the blends.
There is a strong view held by some semanticists that 'oppositeness' is lexically embodied in every language (e.g. Cruse 1986, 2011; Murphy 2003). This suggests that antonymic thought may be an inherent feature of human cognition. However, in the relative meagre literature on the meaning relations between ‘opposites’ available in English, most of the analyses tend to focus on gradable adjectives (often known as antonyms in their restricted sense). How ‘oppositeness’ is actually construed by speakers from other languages and cultures has largely been unexplored. This paper fills the gap by examining noun opposites in (Mandarin) Chinese, which occupy a prominent place in Chinese language and thought. By focusing on culturally salient and frequently used pairs of noun opposites relating to different semantic domains and by exploring the nature of opposition therein, this paper hopes to shed light on the culturally distinct ways of thinking and reasoning, and viewing the world that are characteristic of Chinese speakers. Throughout the paper, a key methodological concern is how the subtle, yet crucial differences that distinguish different types of conceptual opposites can be best represented.

Abstract ID: 1526
One primary concern of cognitive linguists has been the polysemy of lexical items. Lexical items are routinely polysemous, displaying a complex of interrelated senses (Langacker, 1988). In cognitive linguistics, meaning is seen as conceptualization in its broadest sense and its description is to accommodate human capacity to construe a conceived situation in alternate ways (Langacker, 1992). The polysemic senses of a lexical item, basic or derived, are related to each other such that there is a basic (or prototypical) sense and the others derive from it by semantic/conceptual transfer (e.g., metaphorical, metonymical, image schematic, etc.). In other words, a linguistic form with a set of polysemic senses is considered to be a category in which the senses of the form are related to each other by means of general cognitive principles (such as metaphor, metonymy, generalization, specialization, and image-schema transformations). This study investigates the semantic structure of each Chinese coverb (both preverbal and postverbal). 'Coverbs' here refer to a set of words which historically derived from verbs and function as prepositions in certain circumstances in Modern Mandarin (Li & Thompson, 1974), such as 到 dào, 向 xiàng, 往 wǎng, 朝 cháo, and 对 duì. Based on natural language data from the Lancaster online corpus, we examine how its various senses are interrelated and how they are distinguished from those of other coverbs in different semantic domains. Through examination of real examples from the corpus, it is found that each coverb extends slightly or substantially to describe events other than spatial ones which diverge more or less from the allative meanings. Each of these coverbs is a polysemous unit associated with multiple senses in indicating direction or goal. The analysis will be presented within the theoretical framework of Cognitive Grammar (Langacker, 1991).

Abstract ID: 1895
Based on compositionality, this paper proposes a three-grade hierarchy to classify 108 Chinese idioms (comparatively familiar and literally plausible) into three groups. With 36 non-idiomatic literal phrases as the control group, the present study used the event-related (brain) potentials (ERPs) to investigate the time course of Chinese idiom comprehension and the effects of compositionality on this process. Primed by their literal interpretations, Chinese idioms with varying degrees of compositionality and non-idiomatic phrases were visually presented to subjects for performing a semantic judgment task. The results showed a graded modulation of two ERP components (i.e., the N250 and the N400): for the Chinese idioms, stimuli with high compositionality elicited the smallest ERP effects, while stimuli with low compositionality the largest; compared with idioms, literal non-idioms induced larger amplitudes with regard to both the components. The N250 has been reported for the first time in ERP studies of the Chinese language. In view of unique features of Chinese characters, the functional significance of the two components provides converging evidence for distinct effects of compositionality on activating figurative meanings in processing Chinese idioms, and that language users attempted to do some compositional analysis in this process. Moreover, putative cognitive processes reflected by the two components contribute to an interim model specified for processing Chinese idioms: prelexical form recognition coinciding with early meaning retrieval, followed by postlexical semantic integration with contextual constraints.

Abstract ID: 1739
This paper studies the factors influencing the choice of designating one concept, i.e. GOVERNMENT, by either a metonymic or a non-metonymic expression. For example, CHINESE GOVERNMENT can be expressed by the metonymic capital name Beijing, or the literal phrase the Chinese government. In line with current developments in Cognitive Sociolinguistics, we argue that the alternation is not a question of free variation, but signals a specific lectal stratification of the linguistic community. As a ubiquitous metonymy, CAPITAL/COUNTRY FOR GOVERNMENT has generated considerable interest in Cognitive Linguistics (cf. Markert & Nissim 2003; Brdar & Brdar-Szabó 2009). Given the usage-based nature of language, Cognitive Linguistics necessarily has to incorporate social variation as a crucial aspect of linguistic structure (cf. Kristiansen & Dirven 2008; Geeraerts, Kristiansen & Peirsman 2010). However, there has been relatively little analysis of metonymy conducted with an eye to social variation. We compiled a corpus with newspaper articles and Usenet postings from two varieties of Chinese, i.e. Mainland Chinese (MC) and Taiwan Chinese (TC). Firstly, we developed an inventory of alternative expressions for GOVERNMENT, i.e. literal expressions (zheng-fu government, dang-ju authorities), country names (e.g. zhong-guo China), capital names (e.g. hua-sheng-dun Washington) etc. Then, we confronted all these expressions against the corpus and manually extracted those observations with GOVERNMENT interpretation. For each extracted observation, we coded the stylistic register (news vs. posting), the language variety (MC vs. TC), the topic of the context (political, entertainment, tourism etc.), the syntactic position (subject, object, adverbial of place etc.), and a number of discursive features (e.g. juxtaposed metonymies) etc. as independent variables, with the response variable being the semantic status of the alternative expressions: metonymic (i.e. country/capital names) or non-metonymic (e.g. the XX government). Finally, the data was analyzed with the help of the mixed-effect logistic regression method.
This paper focuses on the comparison of war metaphors found in two corpora of English and Chinese business discourse. The main aim is to assess how specifically localized the metaphor theme is in terms of the mappings and occurrence of its linguistic realizations and to explore the cultural and ideological variations in the use of war metaphors for conceptualization of business activities in English and Chinese. Goatly (2007) suggests that fighting is one of the most prevalent metaphor themes in English for constructing activity. Previous studies of metaphor in business discourse have recognized the prevalence of metaphors on war and evolutionary struggle (Koller, 2004; Charteris-Black, 2004). Considering that war is a specific form of fighting, questions arise as to what extent war metaphors are used in business, compared with the use for other activities, and whether the aggressive metaphor theme is also found to be a dominant pattern in Chinese business discourse. The study thus seeks to answer the first question by comparing the English corpus consisting of business reports in English newspapers against the general corpus of BNC and the Chinese business corpus against the Corpus of Chinese Language as compiled by Peking University center for Chinese Linguistics in order to analyze the particularity of the target domains as well as the mappings between the targets and warfare. The study later compares the use of war metaphors in the English and Chinese business corpus. Statistical findings may show that war metaphors are also prevalent in Chinese business discourse. Yet differences exist in the choice of metaphorical expressions realizing the conceptual metaphor. The main reason for the differences found is that different aspects of war are triggered to represent varying aspects of business due to underlying cultural differences. Two cultures' market ideologies strongly influence their use of war metaphors to make indirect reference to business topics. Abstract ID: 1438
Relativists have focused on the linguistic relativity of thought, overlooking a potentially more fundamental phenomenon: the linguistic relativity of action. To flesh out the idea of a linguistic relativity of situated action, this presentation discusses cross-linguistic differences in the organization of cooperation. Specifically, we will demonstrate diversity in the dimensions of a social situation that speakers attend to in selecting a grammatical format for requesting objects. The analyses are based on video-recordings made by English and Polish families in their homes. The two most common formats for an object request in the English recordings are two polar question formats: Can you give me the x and Can I have the x (together about 80% of all object requests). The two most common formats for an object request in the Polish recordings are two imperative formats: perfective imperatives (“daj serwetkę”, give.PFV a tissue) and hendiadic imperatives (two verbs in imperative mood in one clause, such as “weź daj serwetkę”, take.PFV give.PFV a tissue) (together also about 80% of all object requests). Analyses suggest that for English speakers, the choice of request format was informed by the presence or absence of situational warrants for making the request. In the Polish family interactions the choice of request format was informed by whether or not the request recipient was already engaged in a participant framework that made them an unproblematic recipient of a request. In sum, while English speakers attend to matters of entitlement in formulating a request, Polish speakers attend to the availability of the other person in formulating a request. These findings support the generalization that grammatical structures develop in a mutual relationship with culturally endorsed social actions. The linguistic relativity of situated action might be a pervasive phenomenon that can be documented even by comparing languages that are closely related.

Abstract ID: 1347