

Cognitive Linguistics in the Year 2023

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Book of Abstracts

Plenary Lectures

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Metaphor and thought

Languages make heavy use of metaphor when talking about complex, abstract, or novel topics. I will give examples from experimental evidence of how powerfully such metaphors shape the way we think, how learning new metaphors can create new mental structures, and how even a single metaphorical word embedded in a narrative can significantly shift people's opinions about serious societal issues.

Neil Cohn, Tilburg University

The multimodal language faculty and the visual languages of comics

Contrary to the notions of language as an amodal system, natural human communication is multimodal and combines speech, gestures, writing, and pictures. To account for this, recent work has proposed that our vocal, bodily, and graphic modalities persist in parallel in a multimodal language faculty, and both unimodal and multimodal expressions arise out of emergent states of a shared architecture. Such a model carries different expectations for the ways in which modalities may be similar or different from each other, and how they may interact. I will highlight these properties specifically for our graphic modality, which I argue can manifest in full visual languages when displaying both a systematic lexicon and complex grammar. I will use analysis of a corpus of several hundred annotated comics to show distinctive patterns that suggest they are drawn in different visual languages. Yet, I will also show that consistent “universal” linguistic principles persist across this structural diversity. Finally, I will argue that a multimodal language faculty requires us to change our conception of linguistic relativity, and I will show how subtle structures of spoken languages permeate across to visual languages. Altogether, this work argues for a multimodal basis of linguistic structure, and heralds a reconsideration of what constitutes the language system.

Iwona Kraska-Szlenk University of Warsaw

Swahili discursive strategies as reflection of cultural conceptualizations and social values

Current research in linguistic and cultural studies, supported by experimental evidence from psychology, demonstrates that interdependencies between language and culture are very strong and involve phenomena which may apparently look unrelated on the surface. This contribution will discuss cultural conceptualizations in Swahili, a Bantu language spoken in East Africa, with a focus on two metaphors which govern discursive strategies. The Swahili data will be contrasted with conceptual

metaphors characteristic of the Western culture, such as, TIME IS MONEY and ARGUMENT IS WAR. It will be shown that in the Swahili cultural context, TIME is conceptualized rather as A SOCIAL VALUE than MONEY and ARGUMENT rather as DANCE than WAR. These conceptualizations trigger discursive strategies which are built on such stylistic devices, as repetition of similar or synonymous constructions, frequent use of picturesque metaphors, hyperboles, proverbs, etc. The two metaphors form part of a complex conceptualization system, which includes, among others, salient image schemas (e.g. CYCLE) and culture-specific lexical categories coding social norms and values, such as heshima 'honor', sitara 'concealment', or aibu 'shame, modesty'. The Swahili versions of TIME and ARGUMENT metaphors also comply with the Swahili cultural norm of indirect speech which is implemented by strictly pragmatic strategies, e.g. the use of mafumbo 'enigmas' and vijembe 'innuendos', but which can also be observed in conventionalized extensions of lexical categories, as for example, in expression of emotions. The metaphors are also integrated with other components of Swahili culture, including literary traditions, dancing practices, as well as philosophical and religious beliefs. The Swahili data discussed in the paper add to the research in Cognitive Linguistics which demonstrates that a conceptual metaphor postulated as a discourse organizational device, constitutes a convenient and efficient theoretical construct, able to unify a number of cultural norms and linguistic practices.

Vasyl Starko, Lviv Catholic University

Polycentric categories

Categorization is a fundamental human faculty that underlies reasoning and other higher-order cognitive abilities. A large body of research in cognitive linguistics is concerned with categorization revolving around a single center: the prototype, the central element in a radial category. At the same time, there is reason to believe that some categories are polycentric, with each center serving as a psychologically real entity that speakers rely on while categorizing. I will discuss examples of such categories, focusing on the verbal prefix za- in Ukrainian and related Slavic languages and three Ukrainian color names for blue.

Peter Stockwell University of Nottingham, UK

Applying cognition to fictional thoughts and actions

Many of the key intractable research problems in the description, analysis and study of literary texts and reading can be resolved by applying cognitive linguistics. This is a field that has come to be known as 'cognitive poetics'. The integrated study of textual patterns and readerly cognitive capacities offers a means of addressing longstanding contentious debates in critical theory around, for example, intentionality and creativity, fictionality, fictional minds and characterisation, readerly effects of empathy, fear, suspense, humour, irony, and readerly senses of pace and urgency, ambience, tone and atmosphere, defamiliarisation, plot twists, and moral direction and ambivalence.

At the same time, the extended view of cognition presents a principled means of discussing social and cultural matters, beyond the psychological and individual. In this presentation, I will give a series of brief examples of literary analyses to show what can be achieved by a cognitive poetic account, and also suggest what might be the theoretical limits of applying cognition to literary reading.

Section presentations

Janusz Badio, University of Łódź

Chunking a transcript of a lecture to help students at EAP course to improve their listening comprehension skill

Pre-sessional EAP courses in UK welcome international groups of students who wish to enrol to British universities. The majority of the students are Chinese. The official requirement of the English language proficiency level tends to be defined by a student's score on the four skills: speaking, writing, listening comprehension and reading. Depending on the prestige of the university and the popularity of a university abroad and other factors, the students' levels on these different skills range between 5.5 and 7.0. One of the challenges facing the foreign students, typically Chinese, but also of other nationalities, is the listening skill. The listening comprehension class often includes listening to long lectures, and Chinese students find it very difficult to listen, follow the lecturer, take notes and/or answer questions. Among the materials for the teachers to use are the transcripts typically serving as an alternative of listening to a lecture before a class. This talk will demonstrate how, in order to facilitate the quick flow of language in these lectures, a teacher can segment, or chunk the whole or only some parts of the lecture using the methodology discussed in Badio (2005), Chafe (1994, 2003), Croft (1995). The unit of speech in these analyses is defined with a set of conceptual and phonetic criteria, and in order to segment an episode of speech in such as a lecture, one applies these criteria impressionistically. The effected, new format of a transcript, can then be a useful pedagogical tool. The Tutor can demonstrate to the students, who will not study linguistics, that a single word is not the only unit of speech, how shorter and longer pauses serve the purpose of signalling new topics in a lecture, or how different kinds of units (substantive, regulatory) are used to communicate concepts and to regulate the flow of the lecture. Such a focus improves language acquisition and learning (cf. Long 2007).

Bogusław Bierwiazek, Jan Długosz University, Częstochowa

Event schemas revisited – a few comments on Radden and Dirven (2007)

The purpose of the presentation is to discuss a few points of Radden & Dirven's (2007; henceforth R&D) proposal regarding the main event schemas and their formal representations in the grammar of modern English. It is argued that some of R&D's proposals might be modified while others require more serious revisions and/or extensions. What might be modified is e.g. is the ordering of the worlds suggested by R&D, which should reflect better the cognitive development from more concrete to more abstract worlds. What needs revising is e.g. the structure and description what R&D call "psychological world", which, in addition to EMOTION, PERCEPTION and COGNITION, should also include the domain of BODILY SENSATIONS, such as pain, hunger, etc. Furthermore, it seems that event schemas are based not only on the three worlds discussed by R&D but also on the Social World of interpersonal relations. Although some of those relations have the form of physical interactions (e.g. pushing, avoiding, kicking) can be accounted for in terms event schemas typical of Material and Force-Dynamic Worlds, there are a number of relations that have their own syntactic patterns which should be described in terms of their own predicates, participant roles and syntactic patterns, such as imperative constructions and constructions reporting directive speech acts with infinitival complements, e.g. Bill told his boss to leave him alone. Finally, it is suggested that the concept of event schemas should be more systematically linked to the theory of grammatical constructions and go beyond syntactic patterns of sentences.

Michael Bilynsky, Olga Bilynska Ivan Franko National University of Lviv,

Psycho-cognitive foundations of e-lexicography of English (de-)verbal synonyms

English synonyms are more numerous, they have a richer onomasiology presentation and more compelling acquisition peculiarities than synonyms in other languages [Kipfer 2015].

We study a reflection of synonymous verbs in their same-root coinages. The latter may end in a default suffix or in variant suffixes.

Our study is based on the construed dictionary of word families and complete coverages of synonymous strings of verbs from printed or online-stored thesauri in which synonyms are sequenced non-alphabetically.

Synonymous strings to deverbal derivatives appear underrepresented in on-line stored thesauri and even more so in printed thesauri.

The method of juxtaposition of synonymous verbs and their same-root families yields morphology-induced strings: substantive, adjectival, participial and adverbial.

Pairs of derived strings as well as a derived string and its verbal counterpart are comparable digitally as regards their constituent composition. Digital lexicography enriches cognitive lexicology [Abdelzاهر 2021].

Synonymous strings of verbs were reversed for the sake of a more sensitive lexicometry, which manifests itself in an uneven distancing of synonyms from the dominant and in same proximity synonyms to the dominant.

In this procedure, all right-hand side verbs become dominants and all dominants become members of reversed strings (cf. sample calculus for verbs in Bilynsky 1999).

The implemented modelling formalism takes into account string length and ordinal placement of each element.

The operation is repeated for categories (total seventeen) of de-verbal word formation. We compare strings of diverse de-verbal categorial affiliation to reveal to what extent they are different with regard to strings of their verb counterparts.

The constituents of strings are mostly genuine de-verbal coinages. However, a substantial share entered English lexicon as direct loans. The status of some verb-related lexemes amounts to bogus derivatives, and that of others to sham loans. These situations are ascertainable through a deeper understanding of French/Latinate contacts within English de-verbal families

String composition gets riddled with derivational constraints that are imposed on some verbs. This factor causes a decrease in the elements inventory, it also shifts the calculated proximity of synonyms to the dominant.

De-verbal families reveal intact or fluctuating numbers of available distanced synonyms in fragments of the proximity scales. They are presentable as three-dimensional curvatures in an atlas. As there are multiple thesauri in English this research approach involves BIG DATA evidence.

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Elwira Bolek, UMCS Lublin

Obraz pocieszania we współczesnej polszczyźnie

Treść referatu stanowią wstępne badania nad obrazem pocieszania we współczesnej polszczyźnie. Refleksji zostaną poddane zarówno jednostki leksykalne nazywające akty pocieszania (pocieszać, podtrzymywać na duchu, dodawać otuchy), jak też tekstowe przykłady strategii pocieszania. Szczególna uwaga zostanie zwrócona na analizę semantyczną konwencjonalnych wypowiedzi, które "unieważniają" przyczyny smutku osoby pocieszanej np. nic się na stało, to nie jest powód do smutku/płacz, nie ma co się smucić/płakać/rozpaczać. Podjęta zostanie też próba określenia perspektyw badawczych (semantycznej, pragmatycznej, komunikologicznej, psycholingwistycznej), z poziomu których można przyglądać się analizowanym konwencjonalnym zachowaniom komunikacyjnym. Na koniec przywołam kilka alternatywnych zachowań komunikacyjnych - zdań (kreatywnych/niekonwencjonalnych) np. To naturalne, że płaczesz, Potrzebujesz płakać, to płacz, Przejdźmy przez to razem, wypowiedzianych w sytuacji pocieszania.

Milena Bryła, Jan Kochanowski University, Kielce

Semantic construals of selected verbs referring to the usage of psychedelic substances

The presentation aims to demonstrate a semantic analysis of selected verbs concerning the ingestion of psychedelic drugs and the effects of these substances. The analysis will be based on examples from a corpus created from articles originally written in English and published in 2020 by organizations that popularize knowledge about psychedelics. The research methodologies include image schemas and semantic construals. Thus, my presentation combines the methods of conceptual linguistics with corpus data and the study of public discourse.

In the first part of the paper, I will explain the specifics of the material studied. Then I will introduce Lakoff and Johnson's theory of image schemas and selected elements from Langacker's cognitive grammar: trajector, landmark, perfective and imperfective verbs. The next section will include analyses of verbs expressing the way of ingesting psychedelic drugs: eat, swallow, take, and selected verbs denoting the effects of a substance: cause, help, offer, accompanied by examples from the source material.

In this essay, I will consider the validity of conducting research on the semantic construals of the aforementioned verbs as part of the search for conceptual metaphors that organize the discourse on psychedelic substances.

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Anita Buczek-Zawiła, Pedagogical University of Kraków

Consciousness raising instruction to promote L2 (English) usage-based phonological acquisition

Language processing and (ultimately) production has been demonstrated to be sensitive to usage frequency and co-occurrent conscious pattern building. Research results (e.g. Bybee 1999, 2001; Pavlik 2016) in phonological patterning as well lend support to usage-based and exemplar models of language production, where units of phonology are emergent, with local schemas taking precedence over universal ones. In the context of Second Language phonology, learners likewise depend on their experience of language as usage, when oftentimes they need to reconstruct experiences and patterns familiar from their largely unconscious L1 acquisition experience.

Occasionally, (especially) adult L2 learners encounter difficulties in noticing certain forms in the L2 input. Thus, drawing on the ideas of Schmidt (1990, 1993) that consciousness on the level of noticing is a necessary condition for language learning, we want to explore the potential of interventionist form-focused instruction on selected aspects of L2 English phonological usage. Specifically, we target the realisations and usage of the “-ED” ending in English, and their acquisition, through drawing learners’ attention to the specific language code when engaged in meaningful language usage. We thus follow the principles of awareness-raising teaching of L2 phonology, by combining a) provision of explicit knowledge about an aspect of the L2 sound system in the classroom, b) cognitive insights from contrastive and error analyses for the conceptual teaching of target forms, with c) incorporation of complex and meaningful tasks which will result in more accurate, target-like complex speech. The tasks are optimized to follow the sequence from low variance prototypical exemplars samples onto usage-based schema building that will account for complex categories to emerge and be entrenched in users’ production.

The target group are advanced ESL students in the English Studies Department at PUK. The effectiveness of a 10-hour-class instruction dedicated specifically to the “ED” phonological pattern is evaluated via written and oral assessment protocols, both during and after the instructional intervention. The initial results demonstrate that consciousness-raising and usage-based instructional protocols seem to produce more lasting effects and actual emergence of an L2 construction from usage experience.

Władysław Chlopicki, Jagiellonian University,/ State Academy of Applied Sciences in Krosno
Anastasiya Fiadotava, Jagiellonian University

Ро/па prefix across the Bug River

In the paper we intend to conduct a comparative analysis of one intriguing aspectual case in neighbouring Slavic languages (Belarusian and Polish), lexicalized in the form of the Belarusian prefix па and its corresponding Polish prefix po. Our discussion assumes the existence of central and peripheral meanings of the prefix, following the example of Tabakowska’s (1999) analysis of Polish prefix/preposition po . Interestingly, both Polish and Belarusian dictionaries usually list the iterative, perfective (semi-perfective), and inchoative meanings although in various orders (e.g. Dunaj 1999, Skarnik 2013). The differences between Belarusian and Polish cases seem minor, but we will draw attention to the prototypical meanings of “path” (usually inchoative - покochać – пакахаць), “bounded area” (in the sense of Langacker, e.g. pomalować – памаляваць), and “set of points” (pochodzić – паходзіць), as well as a sequential meaning (there are only examples of prepositions used in this way

– e.g. *po zmroku* (*па змярканні* in Belarusian is a rare collocation), while as Gaszewski 2019 argued the sequential meaning was the central meaning of the preposition *po*.

We have noticed some differences in otherwise similar usages, e.g. in words *паклікаць* (to call sb once; *zawołać* in Polish). The interesting property of these examples is that in both languages the addition of *po/па* changes the aspect of the basic word from imperfective to perfective, but contrary to Belarusian, Polish does not normally use *po* in that sense. Similarly, *патэлефанаваць* (call one over the phone once) makes the iterative (or neutral) verb change its meaning to single action, the equivalent in Polish being *zatelefonować/zadzwoń*, while *potelefonować* (call numerous people) would always be iterative.

Belarusian also has rare forms which double the *па* prefix like in *папахварэць* (to be ill for considerable time vs *пахварэць* – to be ill for some time), which are iterative forms expressing intensity. Polish has only the single *po* forms cf. *pochorować się* (fall ill and recover).

Another curious difference is that the *po* category in Polish co-occurs in interesting ways with the *sobie* particle. It is used very often in Polish, especially in the “set of points” (*pochodzić sobie*) and “bounded area” meaning (*pomalować sobie*), while it is used in Belarusian only marginally (*пахадзіць сабе*). It emphasizes the “small effort” meaning of the above central usages and adds the “enjoyment” meaning typical of *sobie* (cf. Tabakowska and Schulze 2007).

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Marta Chojnack-Kuraś, Warsaw University

Otyłość jako choroba nieprototypowa

Referat dotyczy struktury kategorii pojęciowej CHOROBA we współczesnej polszczyźnie. Analizowane dane pochodzą z badania (ankiety online i wywiadów indywidualnych), przeprowadzonego w okresie od maja do lipca 2022 r. W ankiecie badani oceniali na skali (1-5) poprawność zdań typu „X to choroba”, gdzie w miejsce X wstawiane były nazwy różnych zjawisk (dolegliwości) fizycznych i psychicznych, typu: grypa, otyłość, depresja, bezsenność, niedowład ręki. Metodologicznie zadanie to nawiązuje do eksperymentów E. Rosch (1975); por. Taylor 2001. W wywiadach respondenci proszeni byli o sformułowanie własnej (potocznej) definicji choroby (oraz o przedstawienie jej typowego scenariusza). Definicja ta w toku rozmowy była „testowana”, m.in. przez zestawianie choroby typowej (w opinii danej osoby) z takimi zjawiskami jak urazy, niepełnosprawność, uzależnienia itd. Wyniki badania potwierdzają tezę, że CHOROBA jest kategorią o strukturze prototypowej: z wyraźnym (choć złożonym) centrum i nieostryimi granicami. Respondenci wskazywali elementy definicyjne, niezbędne do tego, aby zaklasyfikować dane zjawisko do kategorii CHOROBA, oraz treści najbardziej charakterystyczne dla jej centralnych elementów,

których brak powoduje, że dane zjawisko umieszczane jest dalej od centrum (m.in. otyłość), a wręcz na obrzeżach kategorii (np. alergia). Szczególna uwaga w referacie poświęcona jest właśnie otyłości i jej miejscu w obrębie analizowanej kategorii pojęciowej. Zaprezentowane zostaną wyniki ankiety i odpowiedzi badanych dotyczące tego, jak rozumieją i oceniają chorobę otyłościową (a także osoby otyłe / osoby z chorobą otyłościową), oraz tego, co sprawia, że otyłość nie realizuje w ich wyobrażeniu typowego modelu choroby.

Anna Chudzik, Jagiellonian University

"Wiedźmin" czyli "Znachor". Co przekręcanie tytułów książek i filmów mówi nam o umyśle i języku?

Tematem proponowanego wystąpienia jest poznawczo-semantyczne zjawisko błędnego zapamiętywania językowych informacji, którymi są tytuły filmów, seriali, powieści: *Znachor* (zamiast *Wiedźmin*), *Mapa nieba* (zamiast *Atlas chmur*), *Geje z Mountain Dew* (zamiast *Tajemnica Brokeback Mountain*) itp. Fenomen ów jest na tyle częsty i jako forma nietypowego myślenia i figli pamięciowych – atrakcyjny dla postronnych osób, że posiada potencjał ludyczno-komiczny i jego przejawy udostępniane są w mediach społecznościowych jako humorystyczne miniteksty. Na poziomie relacji język – reprezentacje mentalnej możemy tu mówić o „uruchamianiu” alternatywnej wobec właściwego tytułu konceptualizacji (na poziomie językowym niejako synonimicznej, homonimicznej, metonimicznej i in.), choć sama struktura pojęciowa stanowiąca jej bazę jest bliska lub w jakiś sposób powiązana z tą przywoływaną w oryginalnym tytule. Różnice konceptualizacyjne między właściwym a zniekształconym tytułem odzwierciedlają twórcze ścieżki asocjacyjno-wyobrażeniowe, którymi chadza ludzki umysł.

Celem wystąpienia będzie ukazanie poznawczo-semantycznych mechanizmów zjawiska, jego poznawczej – wyobrażeniowo-językowej natury oraz analiza na wybranych przykładach.

Irina Dilal, Ivan Franko National University of Lviv

Thought and Action: an Inquiry into English Verb Semantics

Modern deep learning methods, the need for natural language understanding draw on meaning representations elaborated within the framework of applied cognition. Thought–Action interface has received a number of embodiments: the theory of mental performatives in pragmatics, mirror neurons in neuroscience, linguistic relativity theory, frame semantics, manipulative discourse, etc.

The key component of the study of the interconnection of Thought and Action is verb meaning. Thus, the aim of the proposed paper is to shed light on the peculiarities of English verb semantics in terms of cognitive linguistic theories. To this end, the conception of the verb as a linguistic expression of action is emphasized, verb meaning is viewed as the representation of the predicate-argument structure on the surface and cognitive deep structure drawing on language-specific worldview and foregrounding the most salient semantic features. Eventuality as a class-specific categorial meaning of the verb presupposes a close interaction between verb syntax and semantics. Furthermore, linking syntax–semantics interface with a communicative situation, it advocates the extended meaning stance.

A crucial factor in the study of verb semantics is context. The tendency to verbification in the English language can be observed based on the large corpus data. The word verb itself, as corpus evidence suggests, is used in the senses equated to action, e. g. *God is a Verb; Love is a Verb, Faith is a Verb*, etc. Hence, the need for augmenting verb meaning representations with usage-based evidence is on the agenda.

The cognitive corpus linguistic approach is strongly advocated for (R. Langacker, D. Geeraerts, D. Divjak, B. Lewandowska-Tomaszczyk). In this vein, *Building Behavioral Profiles* (P. Hanks, S. Gries) of verbs promises to offer illuminating insights into verb semantics. The case study of English verbs is provided to demonstrate Behavioral profiling, identify its strengths and weaknesses.

Marta Dobrowolska-Pigoń, University of Wrocław

Scenariusze żalu konceptualizowane w konstrukcjach przysłówkowo-celownikowych

Celem wystąpienia jest przedstawienie wyników analizy konstrukcji przysłówkowo-celownikowych, których ośrodkiem jest wyraz żal. Analiza stanowi pierwszy etap badań nad strukturą pojęcia ŻALU.

Żal jest emocją z grupy SMUTKU (por. Dziwirek 2009), czyli bazowej kategorii, której eksplikacja zawiera składnik: „stało się coś złego” (Wierzbicka 1999). Żal należy do emocji specyficznych kulturowo (odróżnianych od tzw. emocji podstawowych): nie ma bliskich odpowiedników wśród nazw uczuć należących do języków niesłowiańskich (por. Jakubowicz 2005) i jest silnie związany z polskimi skryptami przeżywania, konceptualizowania i wyrażania uczuć (Besemeres 2007).

Żal jest konceptualizowany w języku polskim przy użyciu różnych konstrukcji gramatycznych. Wśród niefiguracywnych nazw uczucia wskazać można przede wszystkim rzeczownik żal, czasowniki żałować i żalić się oraz przymiotnik żaloszny. Widać zatem, że – jak większość uczuć przywoływanych w języku polskim – ma on czasownikową nazwę (Wierzbicka 2005). Przeważa jednak nazywanie odczuwania żalu za pomocą rzeczownika: bądź to w konstrukcjach werbo-nominalnych, tj. czuć żal, mieć żal, bądź przysłówkowo-celownikowych, tj. być żal (komuś). Ta ostatnia struktura, jak zauważa Wierzbicka (1999), porównując wyrażenia Wstydę się i Wstyd mi, obrazuje uczucie wewnętrzne, niedostępne obserwatorom, którego podmiot charakteryzuje się dużym stopniem bierności. W języku polskim konstrukcja ta jest wykorzystywana do mówienia o uczuciach na mniejszą skalę niż czasowniki, wydaje się jednak mieć duże znaczenie dla nazywania uczuć z kategorii SMUTKU (por. (być) smutno (komuś)). Z tego m.in. powodu nie można pominąć jej roli konceptualizowaniu żalu.

Analiza materiału językowego polegała na prześledzeniu 500 kontekstów z Narodowego Korpusu Języka Polskiego i wyłonieniu z nich wszystkich schematów składniowo-leksykalnych. Następnie sformułowano dla każdego z nich ogólny scenariusz uczucia, uwzględniając takie aspekty scenariusza, jak: subiekt uczucia, jego obiekt, przyczyna uczucia oraz wartościowanie. Uwzględniono zarówno prototypowe, jak i peryferyjne realizacje wskazanych scenariuszy. Wyniki dowodzą, że żal przywoływany przez struktury ergatywne – w odróżnieniu od prototypowego smutku – jest głównie emocją skierowaną ku obiektowi uczucia. Tę obserwację podkreśla zdecydowana przewaga konstrukcji (być) żal (kogoś).

Grzegorz Drożdż, University of Silesia, Katowice

Breaking free from the traditional model of teaching reported speech in English – a Cognitive Grammar-based proposal

One of the three aspects of English reported speech that are dealt with in seven popular ESL/EFL textbooks (Barbieri, Eckhardt 2007) is what also seems to constitute its essence: “when the reporting verb is in the past tense, the verb in the reported clause must “backshift” (Celce-Murcia and Larsen-Freeman 1999: 689). It is no wonder that such a strong theoretical tendency is consequently reflected in the methods of teaching reported speech to foreign language learners – in order to master it, students are faced with an arduous and tedious necessity of memorising which tense shifts into which, making reported speech one of the difficult issues of English grammar.

I argue that such an approach stems from a very specific theoretical assumptions rather than the nature of reported speech. As a result, in my presentation I want to present an alternative view of reported speech based on Cognitive Grammar (Langacker 1993, 1999, 2008, etc.) and one of the notions introduced in it – the reference point phenomenon. The main idea of the proposal is that what happens to tenses in reported speech is not so much the question of backshifting of tenses but, rather, a mental shift of the perspective from which one looks at the reported event. From the pedagogical perspective, this means that students need to consider the adopted perspective rather than memorise the shifting tenses.

After introducing the notion of the reference point, which invokes “the conception of one entity in order to establish ‘mental contact’ with another” (Langacker 2008: 83), I will suggest a method of applying this idea to teaching reported speech in the second/ foreign language classroom. The presentation is concluded with a set of pedagogical observations that such an approach entails.

Magdalena Dunaj, University of Warsaw

Predicting Emotions through Discourse Analysis using Symbolic Logic

Kreatory przestrzeni mentalnych w dyskursie migowym "Celem wystąpienia jest zaprezentowanie wyników analizy wybranego tekstu migowego pod kątem kreatorów przestrzeni mentalnych, które się w nim pojawiły.

Tekst, który został poddany analizie jest nagraniem wideo w polskim języku migowym zamieszczonym w grupie GŁUSI_WIADOMOŚCI_PORADY_A-Z na portalu Facebook. Grupa ta liczy 9359 członków i zawiera tysiące opublikowanych wypowiedzi w polskim języku migowym. Tym samym jest to jedno z cenniejszych źródeł danych dotyczących dyskursów toczących się wśród użytkowników polskiego języka migowego.

Nagranie ma nieco ponad 31 minut i zostało umieszczone jako głos w dyskusji na temat depresji.

Do analizy zostały wykorzystane ustalenia Fouconiera (1994) oraz Liddel’a (1995, 1998, 2003) dotyczące leksykalnych i manualnych kreatorów przestrzeni mentalnych.

Celem przeprowadzonej analizy jest próba odpowiedzi na następujące pytania badawcze: Jakie kreatory przestrzeni mentalnych pojawiły się w analizowanym dyskursie migowym? Z jaką częstotliwością w analizowanym dyskursie pojawiły się poszczególne rodzaje kreatorów przestrzeni mentalnych? Czy i jakie inne kreatory przestrzeni mentalnych (w szczególności niemanualne jak np.: ruchy głowy, gałek ocznych czy mimika) pojawiły się w analizowanym dyskursie migowym?

Analiza została wykonana z wykorzystaniem programu ELAN.

Zaproponowana analiza jest pierwszą tego typu w odniesieniu do dłuższego tekstu o charakterze narracyjnym w polskim języku migowym. Przedstawione wyniki stanowią przyczynek do dalszych badań nad mechanizmami rozumienia tekstu migowego. To z kolei stanowi nieodzowny element dla prowadzenia badań o charakterze antropologicznym, w szczególności zaś etnograficznych analiz dotyczących norm i wartości charakterystycznych dla kultury głuchych.

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Małgorzata Fabiszak, Ewa Olszewska, Adam Mickiewicz University

Narrative triggers: Metonymy and metaphor in the process of recovering temporality in atemporal representations

In this talk we explore the question of how metonymic and metaphorical processes triggered by personal names used as street names and by 3D artworks help the recipients reconstruct the narratives hidden behind them.

For Labov and Waletzky (1967, Labov 2013), the minimal narrative are two clauses connected by a temporal sequence. Similarly, Popova and Cuffari (2018) in their cognitive poetic approach to fiction see temporality as a necessary condition for a verbal representation to be a narrative.

Musolf's (2006,2016) metaphorical scenarios show how expressions like “the Franco– German marriage” can be deliberately developed into “mininarratives” (2006:23). Zlatev and Stampoulidis (2020) and Stampoulidis (2019) take this a step further by claiming that depictions, such as street art, can work as “secondary narratives”.

We follow this line of research and claim that metonymy and metaphor can help unpack the narrative from atemporal representations such as street names and 3D art. In case study 1, we integrate Linguistic Landscape and CL to investigate the media debates about street renaming. Although street names are often viewed as “empty signifiers” (Rose-Redwood – Alderman – Azaryahu 2018), we claim that at the time of the regime change, the timeless and semantically empty signs can be awoken and provide access to the collective memory narratives. In case study 2, we employ DHA (Reisigl and Wodak 2009), Social Semiotics (O'Halloran 2008, O'Toole 2011) and metaphor studies (Kwiatkowska 2013, Forceville 2011, 2013, 2017, El Rafeie 2015) to analyse 3D artworks of African American self-taught artists from Alabama. Sculptures, assemblages and installations have a clear spatial dimension, but unlike dance or film do not have an explicit temporal dimension. Yet, they can function as narrative triggers, that is through metaphor and metonymy they provide access to the socially shared narratives of the past.

Within the Motivation and Sedimentation Model (Blomberg and Zlatev in 2021; Devylder and Zlatev 2020) the street names and 3D artworks would be metonymic and metaphoric signs communicated at the situated level of meaning making, while the collective memory and shared socio-cultural knowledge would be part of the sedimented level. The semiotic representations we consider, seen within Zlatev and Stampoulidis' (2020) approach as secondary narratives, could thus serve as access points to primary narratives and stimulate the recipient to (re-)construct the narratives that the city authorities imprinted in the city text, and African American artists expressed through their work.

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Empatia – czyja i dla kogo? Koncepcja "hierarchii empatii" i jej zastosowania w analizie semantycznej

Referat stanowi kontynuację rozważań nad kształtowaniem się zakresu pojęcia EMPATIA we współczesnej polszczyźnie. Jego celem jest uporządkowanie znaczeń wiązanych z terminem hierarchia empatii (ang. empathy hierarchy) w wybranych ujęciach lingwistycznych, przede wszystkim S. Kuno (1987) oraz R. W. Langackera (1987). Kuno stosuje termin empathy hierarchy w celu ustalenia, jaki punkt widzenia przyjmuje nadawca wobec uczestników opisywanej w jego wypowiedzi sceny. Prowadzi to badacza do sformułowania zestawu zasad dotyczących m.in. stosowania w języku angielskim grup imiennych, konstrukcji dzierżawczych oraz zaimków w funkcji anaforycznej. Koncepcja hierarchii empatii, zakładająca stopniowość empatii przyznawanej przez nadawcę zdania poszczególnym uczestników opisywanej sceny, pojawia się również w modelu gramatyki Langackera, ale zarówno rozumienie tego terminu, jak i sposób jego wykorzystania, różnią się od koncepcji Kuno. Sposób, w jaki Langacker pisze o hierarchii empatii, przywodzi raczej na myśl model Wielkiego Łańcucha Bytu, organizujący w relacjach podrzędno-nadrzędnych typy obiektów w zależności od tego, jak silne poczucie podobieństwa i wspólnoty doświadczeń nadawca wobec nich odczuwa. Pewna naiwna (potoczna) wersja koncepcji hierarchii empatii znajduje także odzwierciedlenie w zebranych na potrzeby analizy tekstach. W referacie pokażę przykłady zastosowania tej koncepcji w celach perswazyjnych (np. opisywana w zgromadzonych wypowiedziach potrzeba większej empatii wobec zwierząt niż wobec ludzi czy wobec rodaków w zestawieniu z obcokrajowcami).

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Dylan Glynn, Université Paris 8, Vincennes - St. Denis

Behavioral evidence for conceptual structure. A corpus-driven study on the structure of anger in English

Despite the descriptive power of Lakoff's (1987) Idealised Cognitive Models, it has proven difficult to falsify results obtained through this approach and those results are unable to account for the effects of social variation upon proposed structures. This study seeks to demonstrate that the Behavioural Profile Approach (Geeraerts et al. 1994; Divjak 2006; Glynn 2009) can produce quantitative descriptions of conceptual structure sensitive to social variation. The study examines the emotion concept of ANGER in contemporary American and British English.

Since it is impossible to retrieve occurrences of a concept in a corpus, the approach adopted here begins with the assumption that cultural keywords are fundamental to conceptual structures (Wierzbicka 1985; Kövecses 1986). This notion is operationalised in term of frequency, and the most frequent 'anger' terms are used to retrieve natural language occurrences where people discuss the experience of ANGER. 120 occurrences of the four most frequent lexemes in each dialect are extracted (angry, anger, annoyed, pissed off, mad). The LiveJournal Corpus (Speelman & Glynn 2005) is employed for two reasons: (i) texts constitute personal diaries where people speak in detail about emotional experiences; (ii) American and British components are comparable in style, register and topic of discourse.

The usage-feature analysis is based upon the GRID project developed in social psychology (Fontaine et al. 2010). The analysis focuses on characteristics of the different participants in the ANGER event-frame, namely the response, the stimulus and the agent. Likert scales and multiple coders are used where appropriate. Complex patterns across the usage-events are identified with correspondence analysis and factor analysis. Regression is in turn used to calculate the significance, effect size and predictive accuracy of the descriptions. Preliminary results reveal clear similarities between the two dialects but also systematic differences, especially in the cause of the emotional response.

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Adam Głaz, UMCS Lublin

Complex oxymora? Oxymoronic complexes?

This study builds on an earlier talk (Głaz 2023), where I argued that violent inclusion acquires its oxymoronic tone through pejoration of otherwise neutral or positive notion of INCLUSION under the pressure of the semantics of violent. This is effected through the process of projection (cf. Barcelona 2011) that leads to a reperspectivization of experience. Importantly, violent inclusion functions within a socio-political context of redefined borders as spaces for and instruments of the exclusion-inclusion continuum (Mezzadra and Neilson 2013).

In this study, another expression is incorporated into the picture, one whose oxymoronic status is even more debatable, namely inclusive border. It is hypothesized that violent inclusion and inclusive border are not only grounded for their understanding in the socio-political context mentioned above, but that it is perhaps helpful to view them as a complex oxymoron/oxymoronic complex, whose meaning is negotiated through an array of metaphors and metonymies.

If so, complex oxymora/oxymoronic complexes are certainly grounded in the human capacity to “conceive and utilize two or more opposite or contradictory ideas, concepts, or images

simultaneously” (Rothenberg 1971: 197) but they also show that the cognitions involved are perspectival, contextual, and intricately nuanced.

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Anna Góral, Adam Mickiewicz University, Poznań

Homophobic discourse in the press coverage of the three (in)famous sodomy trials between 1835 and 1954

Conceptual metaphor offers a way to understand a complex issue by means of a less elusive one (Lakoff and Johnson 1980). In certain circumstances, however, it can be understood as more than only a tool facilitating perceptions of reality. Analysing metaphor contextually may provide an insight into the nature of ideologies and therefore work as a tool for explaining user motivations in communication (Charteris-Black 2004, Van Dijk 2011). Thus Critical Metaphor Analysis supplies cognitive linguistics with tools crucial for researching complex relationships between language, cognition and society. By implementing the framework, this study aims to examine homophobic discourse over the span of one hundred and twenty years of British history. It seeks to delineate the trajectory of changes in the homophobic narrative based on the use of conceptual metaphors and answer the question of how (if at all) the conceptualisation of homosexuality in the public sphere changed between 1835, 1895, and 1954. This turbulent period witnessed the reign of seven rulers, the fall of an imperialistic empire, and two world wars. The dynamically changing socio-political conditions impacted many phenomena, including the perception of non-heteronormative relations. The scandal of James Pratt and John Smith (1835), the last two people in England executed for sodomy, constitutes a representative fragment of the Georgian era. The scandal of the renowned artist Oscar Wilde (1895) exemplifies the moods of the late Victorian era. Finally, the scandal of Peter Wildeblood (1954), who was among the first in Britain to openly admit to being homosexual, embodies the half of the 20th century. The objective of the

proposed poster is to present the outcomes of the analysis of a total of 977 articles which had been retrieved from GALE newspaper databases.

Marcin Grygiel, University of Rzeszów

PRO-PEACE vs. PRO-WAR conceptualizations in the language of Hungarian propaganda

During the latest electoral campaign taking place in Hungary right after the beginning of the full scale Russian aggression on Ukraine, Viktor Orbán and the right wing parties in Hungary started to voice their key message of peace which sharply differed from the reaction to war in other European countries. Almost the entire media space in Hungary started accusing the united opposition alliance of trying to drag Hungary into the war by wanting to send soldiers and weapons into Ukraine. After winning the parliamentary elections on April 3rd 2022, Orbán said he viewed the war as a key factor to his electoral success, since “the Hungarian people want peace, and with a war going on in our neighborhood, they voted for the one who offers the greatest guarantee of peace.” Later the rhetoric of warmongers and peace-lovers was extended and used to criticize Brussels, European countries and NATO members supporting Ukraine.

The aim of my talk is to analyze the linguistic tools used for the creation of language-specific conceptualizations (Wierzbicka 2013) applied as key elements in the creation of the PRO-PEACE vs. PRO-WAR political discourse which nowadays seems to dominate the Hungarian media. I will claim that these conceptualizations, to a large extent, rely on the linguistic mechanisms offered by the Hungarian language, are reinforced by its unique typological and genealogical position in comparison to other languages of the region, and are closely coordinated with stereotypes (Bartmiński 2009), historical myths and the general cultural experience or, in other words, all of them can be attributed to the specific linguistic worldview (Głaz et al. 2013) and its actual realization in very particular circumstances (Schröder 2022). The language material used for the analysis comes from selected press articles, political speeches and propaganda advertisements sponsored by the Hungarian government which appeared in the period of March 2022-June 2023.

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Agnieszka Grząsko, University of Rzeszów

Co nas szokuje, co nas pobudza? Shockvertising w reklamie komercyjnej oraz reklamie społecznej: podejście multimodalne

Głównym celem wystąpienia jest zbadanie związku między multimodalnością a perswazją na przykładzie dwóch kampanii reklamowych: reklamy komercyjnej marki Cropp Town z 2008 roku oraz

reklamy społecznej Koalicji Wrocławskiej Ochrony Klimatu z 2022 roku. Obie kampanie są przykładem reklamy szokującej (shockvertisingu), czyli nastawionej na zaskoczenie odbiorcy. Analizie zostaną poddane dwa modusy, mianowicie obraz (fotografie) oraz tekst (slogany). Wystąpienie ma na celu próbę odpowiedzi na następujące pytania badawcze: 1) W jaki sposób multimodalność jest powiązana z perswazją, będącą częścią reklamy? 2) Jak można określić specyfikę multimodalnej komunikacji perswazyjnej? Warto w tym miejscu wyartykułować ciekawą różnicę dotyczącą relacji między słowem a obrazem: w kampanii komercyjnej obraz „uaktywnia” znaczenia seksualne, a w społecznej je raczej „wycisza”.

Natalya Izotova, Kyiv National Linguistic University

Narrating Resistance Multimodally: A Case Study of Waiting for the Barbarians Movie

This paper explores the multimodal aspect of the motif of resistance manifestation in the drama film *Waiting for the Barbarians* (2019). A special emphasis is given to the pragmatics and stylistics

of multimodality in the presentation of fictional characters. Multimodality, which is a symbiosis of linguistics and semiotics, involves communication through various semiotic modes.

The latter are defined as socially shaped and culturally given semiotic resources for making meaning (Kress, 2010, p. 79).

In the film adaptation of Coetzee's novel *Waiting for the Barbarians*, the motif of resistance exposes the characters' responses to psychological and physical violence. As a result, their resistance reveals itself through a complex activity which implies two contrasting patterns of behaviour:

1) decisive actions taken by characters (physical, verbal, intellectual, etc.) aimed to confront something or somebody; 2) the characters' unwillingness to take any actions, reflecting their refusal to oppose. Surprisingly, the latter approach is proven to be no less effective than the former in expressing resistance.

In the film *Waiting for the Barbarians*, the motif of resistance is primarily construed through a combination of verbal and nonverbal modes used in the multimodal portrayal of characters. Bednarek (2010) identifies two kinds of multimodality in contemporary cinematic discourse: 1) multimodality in character presentation, which encompasses various semiotic dimensions of character performance, including their verbal (speech) and nonverbal (gestures, gaze, facial expressions, etc.) behaviors;

2) multimodality of the cinematic text proper, which refers to “the meaning potential of the moving image itself” (Bednarek, 2010, p. 6). This type includes aspects such as camera angles, editing techniques, lighting, and sound.

In our hypothesis, we propose that the film *Waiting for the Barbarians* represents the motif of resistance additionally by means of meta-multimodality. By analogy with related terms such as metafiction (Waugh, 1984) and metacommunication (Bateson, 2000), meta-multimodality can be understood as “multimodality about multimodality”, wherein it involves a self-referential commentary on multimodality using multiple modes of expression.

Methodologically, the comprehensive multimodal analysis of the characters' resistance in the film *Waiting for the Barbarians* incorporates four procedures. 1) Pragma-stylistic analysis of the characters' speech aiming to decode the pragma-stylistic aspects of linguistic units used to express their resistance. 2) Pragma-stylistic analysis of the characters' non-verbal resistance which is revealed through its visual, kinetic, and auditory markers. It examines how gestures, body language, facial expressions, and other non-verbal cues contribute to the portrayal of resistance. 3) Pragma-stylistic

analysis of meta-multimodality. This step involves considering instances where characters respond to the multimodal resistance of other characters. It explores how characters interact with and comment on the use of multiple modes of expression within the film, creating a self-referential layer of meaning.

4). Pragma-stylistic analysis of filmic techniques in resistance presentation: This procedure focuses on various filmic techniques employed to present the characters' resistance. It includes the examination of camera angles, editing techniques, lighting, sound design, and other cinematic elements that contribute to the portrayal of resistance. By using these four procedures, the analysis aims to provide a comprehensive understanding of how the motif of resistance is represented through multiple modes of expression in the film *Waiting for the Barbarians*. Let us consider the following examples from the film in question.

1) The Magistrate: "No! No! No! No!"

"You!" "You are depraving these people!"

2)



Figure 1. *Waiting for the Barbarians* (1:22:54)

The protagonist's resistance in this episode is portrayed via a combination of verbal and non-verbal behaviours. Verbally, the Magistrate's resistance is evident due to the repetition of the negative particle "No", which emphasizes the Magistrate's strong emotions and shows the character's firm opposition, highlighting his unwavering stance against Colonel Joll. The confrontational tone of the character's speech is also underpinned by the second-person pronoun "You" in his direct address to Colonel Joll. A stylistically salient word "depraving" conveys the Magistrate's accusation that someone is corrupting or morally harming the people. The exclamation mark in the end further emphasizes the intensity of the accusation. Non-verbally, the Magistrate's resistance shows itself through his facial expression rendering indignation, strong sense of injustice, and opposition to the situation; his gestures conveying resentment and opposition. Pointing his index finger at Colonel Joll indicates accusation and direct condemnation of Colonel Joll's actions. The tone of the Magistrate's voice, ranging from quite to loud, implies the increase of his resistance as he becomes more vocal and assertive in expressing his opposition. In a meta-multimodal way, the Magistrate's resistance is signaled by the non-verbal behaviour of other people who express multiple emotional reactions to the Magistrate's resistance, such as squeezing the palms, hiding behind the back, drooping the shoulders, etc. These reactions can range from fear to indifference or extreme concern, adding layers of complexity to the portrayal of resistance within the film. These manifestations of the character's resistance are strengthened by the film multimodality proper. Thus, the interplay of foreground and background in the staging of the scene enhances the visual impact of Magistrate's resistance. The use of lighting and sound design contributes to the overall atmosphere and mood of resistance in the film, further immersing the audience in the characters' emotions and reactions.

In conclusion, through the intricate combination of verbal and nonverbal behaviors, along with meta-multimodality and film multimodality, *Waiting for the Barbarians* effectively conveys the characters' resistance, creating a powerful and multi-layered portrayal of the motif of resistance.

Key words: multimodality; meta-multimodality, cinematic discourse; resistance; multimodal analysis.

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Agnieszka Kaleta, Jan Kochanowski University of Kielce

Skewed vs. balanced input in L2 acquisition

Studies in usage-based linguistics have demonstrated that language structure follows Zipfian type-token distribution where the highest frequency exemplars take the lion's share of all the tokens of that construction. Furthermore, L1 acquisition research has found that construction learning is more effective if input is skewed towards prototypical exemplars of constructions, thereby reflecting the frequency patterns found in natural languages (Casenhiser & Goldberg 2005; Goldberg et al. 2004, 2007; Lieven & Tomasello 2008; Tomasello, 2003). Despite having been extensively studied from the perspective of L1 acquisition and processing, experimental evidence remains limited at present with regard to the effects of type and token frequencies in L2 construction learning.

The present paper compares the effectiveness of balanced and skewed input at facilitating the acquisition of a novel construction by learners of English as a foreign language. The study provides a replication of Goldberg's et al. (2004) seminal work in the context of L2 acquisition and also its extension in that it controls for the degrees of prototypicality encoded by individual input constructions. Polish university students (N=80) were randomly assigned either to skewed frequency group, where the input was skewed towards the prototypical exemplars of the novel appearance construction, or a balanced frequency group, where the input was evenly distributed among the exemplars of this construction. Both groups were tested on comprehension and production of the target structure. The results suggest a facilitative effect of skewed input, as compared to the balanced input, which remains in line with the corresponding L1 research. Significantly, this result was found to be correlated with the degree of prototypicality of the test examples, i.e. the skewed frequency group significantly outperformed the control group only on the tasks with prototypical uses of the target construction. Implications of these findings for L2 pedagogy are pointed out in the paper.

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On the interpersonal dynamics of linguistic distance-regulation in Polish

The aim of the present paper is to consider uses of selected distance-signaling structures in Polish, in particular uses which are less standard and thereby seem to violate some conventional pattern, such as example (1b) below:

(1) a. Janina Ochojska (Twitter, July 2022):

Czy panowie sądzą3 SG., że unikną3 SG. odpowiedzialności za śmierć młodych ludzi w lasach, za dzieci wywożone na druty, za zniszczenie puszczy oraz życia Podlasia?

‘Gentlemen, do [you] think [you] will get away with young people dying in forests, with children being pushed back behind the wires, with destroying the primeval forest and Podlasie’s life?’

b. Łukasz Mejza (Twitter, July 2022):

Pani JaneczkoDIM. DIM. VOC., nie łatwiej od razu zmienić obywatelstwo na rosyjskie i pisać cyrylicą?

‘Ms. Janeczka, wouldn’t it be easier to just switch to Russian citizenship and to writing with the Cyrillic alphabet?’

The discussion in the paper will be organized in the following way: first, the standard, conventional patterns of using distance-signaling structures in Polish will be discussed; then selected examples will be considered in which the use of a distance signaling structure seems constitute a violation of a conventional pattern; finally, an analysis will be offered which will be aimed at explaining what speakers of a language do via the use of distance-regulating structures, what conventions are specifically involved in the use of distance-regulating structures, and how the proposed view accounts for both standard and non-standard uses of distance-regulating structures in Polish.

Izabela Kraśnicka, Jagiellonian University

Gestural phraseology in the light of the assumptions of cognitive linguistics

The subject of the paper will be to discuss the specificity of gestural phraseologisms as those elements of human communication activity that are directly related to non-verbal behavior. This category was distinguished by Anna Krawczyk (1983), noting that there are phraseological units in language that are specific descriptions of gestures and other non-linguistic behaviors (such as: *machnąć na coś ręką*, *poklepać kogoś po plecach*, *głaskać kogoś po głowie*). Adopting the assumptions of cognitive linguistics, as well as the concept of phrasematics by Wojciech Chlebda (2003), phraseologisms (including gestural ones) can be treated as expressions ubiquitous in language, due to their idiomatic

nature, and thus the readiness of their formal and semantic structure to express specific content. Taking into account the assumptions of cognitive linguistics regarding categorization as a cognitive process (Lakoff 2011), the fuzzy boundaries of phraseology in general (Taylor 2007), as well as contemporary research in the field of gesture studies (e.g. McNeill 1992, 2005, Kendon 2004, Müller 2014, Antas 2013) will allow for the analysis of verbal-gestural relations that motivate the semantics of gestural idioms, and for identifying the central and peripheral elements of this group of language expressions, still not described in a systemic way. It seems reasonable to ask about the relationship between the meaning of the actual movement and the idiomatic meaning of the linguistic expression itself, which consequently leads to placing these relationships on a certain continuum (cf. *Gesture Continuum*, McNeill). The research material will be selected gestural idioms and audiovisual units (recordings of television programs on political, political and social topics, including talk shows, constituting the author's research archive), which allow the observation of the use of idioms in real statements (sometimes together with accompanying gestures).

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W Ukrainie, czy na Ukrainie? Przyczynek do dyskusji nad zmianą językową z perspektywy językoznawstwa kognitywnego

Ubiegłoroczna pełnoskalowa inwazja rosyjska na Ukrainę wywarła ogromny wpływ na społeczeństwo polskie na wielu poziomach. Może nie najważniejszy, ale zauważalny efekt uboczny przejawia się większą wrażliwością Polaków w stosunku do Ukraińców w warstwie językowej. Widać to na przykładzie zmiany z tradycyjnej formy „na Ukrainie”, na formę „w Ukrainie”. Spowodowana jest ona intuicją zwykłych użytkowników języka, popartą wypowiedziami językoznawców, że forma z przyimkiem w jest bardziej „nobilizująca” niż jej odpowiednik z przyimkiem na (zob. Rada Języka Polskiego 2022). Jednakże, problem jest bardziej złożony. Kwestia doboru przyimka lokatywnego i kierunkowego do nazwy kraju była przedmiotem zainteresowania zarówno badaczy, jak i zwykłych użytkowników języka już u progu XX w. (zob. Chodniewicz 1903). Od tego czasu powstało szereg publikacji podejmujących ten temat, również w ujęciu kognitywnym (zob. np. Klebanowska 1971, Przybylska 2002, Łaziński 2020). Dla przykładu, Łaziński (2020: 38) wyróżnia cztery główne czynniki determinujące wybór przyimka: położenie kraju, status polityczny, tradycja oraz tendencje wewnątrzjęzykowe. Niniejszy referat stanowi uzupełnienie i doprecyzowanie tej listy. W szczególności, poszerzenie i uaktualnienie korpusu o źródła historyczne obejmujące okres XVI-XX w. pozawala na bardziej precyzyjne datowanie i wyjaśnienie kształtowania się uzusu. Ponadto, przyjmując za Przybylską (2002: 223-224) ogólne założenia dotyczące postrzegania przestrzeni z perspektywy językoznawstwa kognitywnego, postuluję inne ujęcie kontrastu w/na w odniesieniu do nazw państw i krain geograficznych.

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Dynamics of Media Stereotyping

Stereotyping is emotionally motivated process of human mental activity, aimed at categorization of social phenomena, groups or individuals (Ashmore & Del Boca, 2017; Pickering, 2015; Shneider, 2004). Sociocultural stereotypes are the result of this process. They are considered cognitive structures, consisting of descriptive and evaluative characteristics (Bodenhausen & Macrae, 1998; Niebrzegowska-Bartmińska, 2013), represented in communication by verbal and non-verbal means.

Generally recognized immutability of stereotypes is greatly overestimated (Yzerbyt & Corneille, 2005). The idea of their variability (Kranz et al., 2021) has determined a research aim of this study to detect dynamics of sociocultural stereotypes in American media discourse. Mass-oriented media discourse affects public opinion (Potapenko, 2018; Ross, 2019) and stimulates changes in stereotyping. The study shows that dynamics of media stereotyping is reflected in the language cognitive process, which comprises stages of formation, activation, evaluative variation, content modification, inactivation, and iteration of sociocultural stereotypes.

Accompanied by designation, formation of sociocultural stereotypes depends on “a way of seeing” (MacLaury, 1997) salient features of social phenomena or groups. A word or a collocation that represents a stereotype in media discourse is defined in the paper as its nomen, e.g., Karen, trophy husband. Embodied in propositional structures, stereotypes demonstrate subjective views on descriptive and evaluative features of social groups and individuals, e.g., trophy husband is a loyal and loving helpmate, standing behind the great woman.

Circulating in media discourse, sociocultural stereotypes undergo changes in their representation. New information about referents of stereotypes and heightened interest to them causes activation of sociocultural stereotypes that manifests in increasing frequency of occurrence of their nomina in media discourse and emergence of word-formation paradigms, e.g., hipster, hipsterati, hipsterhood, hipsterfy, hipsterish, hipster, hipsterdom, hipsterfication.

Content modifications reflect alterations in descriptive characteristics of stereotypes. They are revealed in changes of semantics of existed nomina, e.g. American dream, or in appearance of new designation, e.g., salad, mosaic, tapestry instead of melting pot.

Evaluative modifications are transformations of assessment of sociocultural stereotypes, traced in changes of connotations of stereotype nomina or evaluative predicates that convey stereotypes in

media discourse, e.g. “Red Neck” ...instead of being used as the term of derision, should be considered one of distinction.

Inactivation that manifests in reduced occurrence of stereotypes in media discourse is caused by lack of new information about the referents of sociocultural stereotypes. Inactivation promotes disappearance of a stereotype nomen or change of its pragmatic status to a symbol of a certain period in a national history. E.g., a sociocultural stereotype of a young and daring American woman of 1920s enjoyed numerous nomina (flapper, jazz baby, hooker, no-soap, weed, etc.) that disappeared except flapper, which became a symbol of Roaring Twenties.

Recurrence of a sociocultural stereotype in media discourse is defined in the paper as iteration that can be cyclic or partial. A cyclic iteration is renewal of a stereotype in the unchanged linguistic form of its nomen, e.g., disappeared in 1990s sociocultural stereotype of a hipster returned to media discourse in 2000s. A partial iteration is recurrence of linguistic form of a stereotype nomen with changes in its semantic or connotative meaning, e.g., trophy wife and trophy husband, sugar daddy and sugar baby.

The results of the study contributes to the development of cognitive-linguistic approach to categorization in mass communication.

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Conceptualisation of PYCHA (English: 'negative pride, hubris') in Polish (in a comparative context)

This paper presents how PYCHA (English: 'negative pride, hubris') is understood in modern Polish. The sources of linguistic material under investigation are: modern Polish dictionaries (ISJP, USJP, WSJP), the National Corpus of Polish and a mini-corpus of texts selected from the Internet. The methodological basis for the research provides a theory of linguistic image of the world and a cognitive theory of conceptual metaphor and metonymy (see e.g. Bartmiński 2006; Kövecses 2003; Kövecses et al. 2019; Lakoff, Johnson 1980/1988).

The study concentrates on analysis of a meaning of the noun *pycha* 'negative pride, hubris' – as described in dictionaries and as reconstructed from textual contexts. The presentation includes a characterisation of various aspects of the PYCHA concept (such as experiencer, evaluation, objects of comparisons, judge and the public, typical symptoms and expressions) and depicting ways of profiling the concept, dependent on the narrator's point of view and type of discourse. Previous research on related concepts, such as DUMA 'pride' and MIŁOŚĆ WŁASNA 'self-love, amour propre' in Polish, PRIDE in English and PYCHA 'pride' in Czech (see e.g. Author 2016, 2018, 2019, 2021; Grzegorzczkowska 2012; Grzegorzczkowska, Author 2019; Grzegorzczkowska, Piotrowska 2011; Fabiszak, Hebda 2010; Kövecses 1986; Saicová Římalová 2010; Wilson, Lewandowska-Tomaszczyk 2017; Van Osch et al. 2013) are also taken into consideration, introducing a comparative perspective to the analysis.

Elina Paliichuk, Borys Grinchenko Kyiv Metropolitan University

Gender in Conceptual Portrait of Human Trafficking Victims in Media

Human trafficking (HT) is grasping the globe. With economic, political, social, cultural, religious, legal, and other factors shaping the nature of the crime, the gender aspect is the number one in framing HT in media as a universal, and at the same time, a distinctive feature bringing the selling in women and girls to front lines in media coverage. Considering this, research has been undertaken to detail the conceptual portrait of an HT victim through the lens of the gender aspect with a focus on the verbal means of its representation.

The objective is to scrutinize the static and dynamic characteristics of the VICTIM as an actor of the HT conceptual situation, represented in 500 British and American media dated 2000-2023 selected by keywords human trafficking, selling in human beings, victims, and trafficker. The methods of frame modeling and structural linguistic analysis were used to trace respective verbal manifestations of gender in media and reveal the peculiarities of such representations. Five frames were modeled according to Pr. S. Zhabotynska's methodology. The results show that static and dynamic parameters of a conceptual portrait of an HT victim manifest in such lexical and grammatical features as adjectives and participial constructions, verbs used in the passive voice, sensory words actuating the meaning of physical damage, deep psychological trauma experienced by women and girls in the process of sexual exploitation, damage to their health and safety, while the conceptual portrait of male victims is underrepresented in media and is actuated mainly such nominations as migrant, worker, laborer, soldier, a little boy. The research uncovers the gender-specific problems of media coverage and opens horizons for further research on seeking the methods of balancing social awareness of HT depending on the gender ratio of the HT phenomenon.

Claudio Palominas, Universitat Pompeu Fabra

From Affect to Novelty: Investigating the Function and Semantic Fields of Expressive Interjections in Chilean Spanish Tweets

Expressive interjections are interactional particles that express emotive and epistemic content. Since they are considered to be loosely integrated into the sentence and lack truth-conditional values, these words have been neglected by the formal linguistics discipline. Within this scenario, there is a need for a systematic way to describe the content they express, considering their range of contextual variation. This study addresses this gap by examining a tweet corpus containing two Chilean Spanish expressive interjections: ¡pucha!, an emotive interjection that expresses upsetness, and ¡chuta!, a cognitive interjection that expresses surprise. More specifically, we collected a number of adjacency pairs composed of an initial utterance followed by a reaction that contained one of the expressive interjections. Using NLP tools, we examined the ‘semantic space’ surrounding interjections in their interactional nature, observing their role in the construction of meaning in context. The analysis of the data led us to observe that the function of each interjection correlates with the semantic fields created between the initial tweet and its reaction: adjacency pairs containing emotive interjections have a narrower semantic field than those containing epistemic interjections. This is because, on the one hand, emotive interjections serve to acknowledge the interlocutor’s affective stance, and therefore the initial utterance would tend to be emotionally similar to its reaction. On the other hand, cognitive interjections serve to acknowledge that the information is novel without the need to express affective support. Through this investigation, we seek to shed light on the ways speakers use interjections in emotive and epistemic communication and to provide insights into how to describe the content conveyed by these words in context. Overall, this work contributes to our understanding of the role of expressive and interactional particles in language use and highlights the importance of considering contextual factors in the analysis of linguistic data.

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Semantic, syntactic and pragmatic factors in non-finite complementation of apprehension predicates

Keywords: verb complementation; construction grammar; corpus-driven cognitive linguistic research; correspondence analysis; logistic regression

Recent cognitive and functional approaches to complementation generally assume that the complement choice results from a multiplicity of lexical, semantic, discourse-pragmatic, syntactic or even prosodic factors (De Smet 2013: 31-41), whose prominence varies for different matrix predicates. In the case of apprehension verbs fear and dread, as well as the adjectives afraid or frightened, the volitional involvement of the subject has been proposed as the main motivation for the choice of the complement form between the to-infinitive and gerund (Rickman & Rudanko 2018: 23-24). Still, the evidence from the data is far from uniform (Duffley & Fisher 2021): apparently, there are other factors at play, including purely syntactic ones such as the horror aequi principle and complexity principle (Vosberg 2003; Rohdenburg 2016), as well as pragmatic considerations involving potential implicativity of the construction.

The aim of this study is to estimate which type of factors – semantic, syntactic or pragmatic – is the dominant one in motivating the speakers’ choices between the alternative non-finite complements of selected apprehension predicates. Since those choices seem to be conditioned by a number of probabilistic factors, multivariate statistical techniques offer the most effective way of mapping out the

interplay between various motivations involved. The study relies on corpus data and the methods of corpus-driven cognitive linguistic research: correspondence analysis and logistic regression (Levshina 2015).

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Ukrainian President Zelensky's international war discourse: Cognitive-pragmatic perspective

Ukrainian President Zelensky's international war discourse comprises the speeches to other countries' parliaments delivered since 24 February 2022. The addresses consist of the sections concerning the Ukrainians' struggle, their unity with the country addressed and an appeal to similar events in the listeners' national history followed by speech acts of address, gratitude, and request.

The material of the presentation is the President's addresses opening with the constructions containing the nouns "war" and "invasion": "13 days of fierce war" (UK Parliament), "16 days of war" (Polish Sejm), "20 days of full-scale invasion" (Parliament of Canada), "three weeks of invasion / war" (German Bundestag).

The cognitive-pragmatic method of the study consists in the use of image schemas (Johnson 1987) to reveal the textual implementation of the resistance idea and of the request speech act.

It is found that the resistance structure of the speeches under discussion rests on the BLOCKAGE image schema with the source represented by Ukrainians. This core schema is preceded by reference to the unity with Poland, naming the war-COUNTERFORCE (the speech to the UK Parliament), the Russians as its source (German Bundestag), and the ruined objects as its target (Canada).

The pragmatic analysis concerns the application of the COMPULSION schema to the interpretation of the speech act of request with the source represented by the unity of Ukrainians with the country addressed acting together against Russians as the target.

To conclude, the cognitive-pragmatic analysis allows to encode different aspects of President Zelensky's war discourse in homogenous image-schematic terms underlying the use of particular naming units: COUNTERFORCE represents a balance of forces between Russians and Ukrainians

with an unclear outcome; BLOCKAGE encodes the dominance of Ukraine as the target-turned source of force; COMPULSION indicates the transformation of the Ukrainians as a target into a source of motion supported by other nations.

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Jakub Pstrąg, Jagiellonian University, Kraków

Non-verbal levels of narration

According to David Herman (2010) the narrative enables and constrains effects of the interaction among multiple semiotic channels. Conversational storytellers, for example, can use two semiotic modes to design verbal as well as visual (gestural) representations in narratively organized discourse, which both reflects and helps create a particular kind of communicative interaction. Both the verbal and non-verbal layers of a message are based on conceptualisation schemes that have at their basis, on the one hand, the human experience of the body and, on the other, cultural patterns natural to the storyteller.

In the process of analysing narrative speeches, it is therefore important to distinguish between gestures depicting the narrative, relating to the story itself (e.g. metaphorical, iconic...) and gestures closely related to the narrative act itself (e.g. cohesive, exo- and endophoric gestures) (Herman 2010). The latter gestures allow the audience not only to treat the text as coherent, but also to move from the space of the narrative process (in this case the television studio) to the space of the story.

Non-verbal communication channels also play a significant role in the process of transmitting and reading the sender's emotions. The gestures observed and described in the article represent a non-verbal process of negotiating meanings and are, among other things, a sign of emotion. Skilfully revealed and presented emotional states - whether genuinely felt or falsely played out - can be an effective tool for influencing the audience of a message.

Through verbal and non-verbal signals and indicators of interpersonal positioning, which are manifestations of desired emotions (e.g., happiness or sadness) and reactive behaviour (e.g., laughing, pretending to cry or, conversely, refraining from expressing emotions), the narrator guides the viewer through the presented world, but at the same time manipulates the narrative scheme and influences emotions. The material I will analyse will be extracts from celebrity appearances on talk-show programmes.

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Perswazja w debacie społeczno-politycznej w ujęciu teorii metafory

W niniejszym wystąpieniu przedstawię analizę czasopism - okładek oraz odpowiadających im artykułów dotyczących spraw społeczno-politycznych - w dwóch wybranych czasopismach: *Newsweek* (11/2021 15-21.03.21) oraz *Gazeta Polska* (Nr 11/416 15-21 Marca 2021). Celem referatu jest analiza przekazu perswazyjnego zastosowanego w tych czasopismach oraz ukazanie pewnych filozoficznych implikacji wynikających z tych analiz. Do przeprowadzenia analizy wykorzystam teorię językoznawstwa kognitywnego oraz dodatkowo skorzystam z analizy ramowania. W trakcie wystąpienia przedstawię teorię metafor konceptualnych według Lakoffa, Kovecsesa oraz Musolffa,

które pozwolą na lepsze zrozumienie sposobu, w jaki metafory są wykorzystywane w przekazie czasopism. Omówię również hierarchię schematyzacji zaproponowaną przez Kovecsesa, obejmującą schematy wyobrażeniowe, domeny, ramy oraz przestrzenie mentalne. Przytoczę również fragmenty analizy ramowania, które pozwolą na wnikliwe spojrzenie na strukturę przekazu w czasopismach. Następnie przedstawię wyniki przeprowadzonej analizy, opartej na wybranych teoriach. Zaprezentuję, w jaki sposób przekaz perswazyjny został zastosowany w analizowanych czasopismach, jakie są główne trendy czy strategie używane w artykułach oraz jakie są kluczowe przekazy i narzędzia perswazji. W końcowej części wystąpienia wyciągnę filozoficzne implikacje wynikające z wybranych przez mnie metod analizy.

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How applicable is applied cognitive linguistics?

Exploring the usability of teaching materials inspired by Cognitive Grammar

The impact of Cognitive Grammar (CG) in the FL classroom has remained modest despite all the thought-provoking pedagogical suggestions that have already been put forward (see for instance Achard, 2004; Kishimoto, 2007, Reif, 2011; Bielak & Pawlak, 2013; Kermer, 2016; Drożdż, 2017; Giovanelli & Harrison, 2018). The failure to date of CG and, for that matter, of other representatives of the usage-based tradition, to trickle down to practitioners and learners has been attributed to the absence of pedagogically sound teaching materials (Author 1 and Author 2, 2022, in press). This study explores ways of objectifying the usability of teaching materials tapping into CG. It does so by reporting on quantitative data gathered through an online questionnaire directed at teachers. The participants are presented with a sample course unit on the Count/Mass Distinction from a CG perspective, which they are subsequently asked to assess using the Modified System Usability Scale (Bangor et al., 2008), along with 10 other questions adapted from Karavas-Doukas's Attitude Scale (1996), and a number of demographic questions. The data will be used to identify profiles thanks to a latent profile analysis (LPA), and explore their relationship with acceptance or rejection of the teaching materials presented to the teachers. We hypothesize that the LPA results will allow us to identify groups representing negative, neutral and positive attitudinal levels towards grammar and grammar teaching. We also anticipate participants with a positive attitude towards grammar and

grammar teaching to score lowest in overall usability measures. This study is expected to establish a significant correlation between attitudes towards grammar, grammar teaching and usability measures for teaching materials tapping into CG.

Keywords: cognitive grammar, textbook evaluation, usability, attitudes towards grammar and grammar teaching

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Anna Rewiś-Łętkowska, State Academy of Applied Sciences, Krosno

Metaphors in Polish parliamentary debates

The paper presents the results of research into metaphors in Polish parliamentary speeches, based on the analysis of one of the most emotional parliamentary debates in recent months - the so called Lex Tusk debate. The study is set within the theoretical framework of Steen's three-dimensional model of metaphor, taking into account the linguistic, cognitive and communicative dimensions of metaphor.

The study begins with the analysis of 'metaphorical linguistic expressions' (Kövecses 2000: 251) and the issue of novelty and conventionality of the metaphors. The Deliberate Metaphor Identification Procedure (Reijnierse et al. 2018) was applied as a general guideline for specifying words as linguistic metaphors. The analysis of the figurative language used by the politicians leads to recognizing major conceptual metaphors, with their source domains allocated to a very limited number of semantic fields. The author asks questions about the role(s) of deliberate and nondeliberate metaphors (Steen 2008: 222) in the political context, focusing on their communicative dimension.

The primary concern of the analysis is the ideological functions of the metaphors. This study shows how continually referring to certain source domains and using extended metaphors result in creating 'frames', 'scenarios' and 'scripts', which determine our thinking about controversial political issues. The author applies the definitions of the three linguistic concepts used by Charteris-Black (2018).

Key words: political debate, 3-D model of metaphor, ideological function, framing, scenario, script.

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Ewa Rusek, State Academy of Applied Sciences, Krosno

The impact of Intercultural Virtual Exchange on native and non-native speakers

IVE refers to the guided engagement of student groups from geographically different locations into telecollaboration in various fields of study. As practiced by the authors, it focuses on communication of views, thoughts and ideas about different cultures the students represent, thus preparing them for increasingly diverse job environments of the future. This paper, however, does not focus on the intercultural aspect of the sessions, which has been the authors' main interest since they started joint classes in 2019, but on the process of comprehending and producing language – one of the most complex cognitive skills. The meetings are only possible due to the fact that the non-native speakers of English have mastered it to such an extent that it enables them to communicate effectively and engage in meaningful conversations. Those students can be referred to as late bilinguals as they were exposed to English after the critical period of early childhood and when their first language acquisition was complete (Bialystok et al, 2012). Even though they can achieve native-like performance, it does not mean that they rely on the same processing strategies as native speakers, especially when they meet with language-specific constraints (Clahsen and Felser, 2006). Sessions held so far proved to be both challenging and beneficial. For American students, mastering English was never a conscious process (Tomasello, 2003). During IVE sessions, they gain important self-knowledge and learn how to control and regulate their use of English in class. European students have already put some cognitive effort into learning the language and they speak of huge satisfaction. What they may not have observed though is that mastering a foreign language has possibly caused considerable enhancement in their cognitive flexibility and working memory (Shoghi Javan and Ghonsooly, 2018). Interestingly, both native speakers and speakers of English as a foreign language realize that they should use metacognitive strategies in order to become successful communicators (Sieck, 2017).

Key words: usage-based theory of language acquisition, late bilingualism, metalinguistic communication,

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Katarzyna Sadowska-Dobrowolska, UMCS Lublin

Świat przedstawiony w tłumaczeniu – o kulturemach w „Morfinie” Szczepana Twardocha

Wraz z rozwojem paradygmatu kognitywnego, zależność między językiem a kulturą stała się przedmiotem zainteresowania wielu dyscyplin naukowych, w tym lingwistyki kulturowej. Na gruncie językoznawstwa poszerzenie pola badawczego o podmiot mówiący i kontekst kulturowy zaowocowało m.in. teorią relatywizmu kulturowego i wynikającymi z niej dociekaniem dotyczącymi językowego obrazu świata (JOS). W efekcie badań semantycznych, poświęconych kulturowej motywacji znaczeń jednostek leksykalnych, zaproponowano formułę definicji otwartej jako modelu opisu znaczenia, uwzględniającego konotacje leksykalne, będące relewantnym kulturowo elementem struktury semantycznej słowa. Ustalenia lingwistyki kulturowej doprowadziły z kolei do tzw. zwrotu kulturowego w translatoologii, zmieniając sposób postrzegania przekładu, zjawiska ekwiwalencji i nieprzekładalności oraz roli tłumacza w procesie transferu znaczeń między dwoma językami i dwiema kulturami.

W centrum zainteresowania referatu znalazło się tłumaczenie konstrukcji i jednostek leksykalnych motywowanych kulturowo i współtworzących świat przedstawiony w tekście literackim. Rozważania teoretyczne odnoszą się do koncepcji dzieła literackiego Romana Ingardena oraz koncepcji linguakultury Paula Friedricha. Mają one na celu ustalenie, jakie jednostki leksykalne tworzą linguakulturę tekstu, w których jego warstwach mogą się pojawić oraz jakie funkcje fabularne pełnią. Przedmiotem analizy porównawczo-jakościowej jest powieść Szczepana Twardocha p.t. Morfina i jej francuski przekład autorstwa Kamila Barbarskiego. Wybór materiału analitycznego został podyktowany tym, że utwór Twardocha jest powieścią obyczajową z szerokim tłem historycznym, w której dodatkowo jednym z głównych wątków jest tożsamość narodowa. Świat przedstawiony Morfina to Europa początku II wojny światowej: Polska, ale także Niemcy, Węgry i Francja. Narracja oddaje klimat epoki, dopełniając świat przedstawiony powieści szczegółami kulturowymi i obyczajowymi. Elementy kulturowe osadzone w powieści są więc jednym z jej fundamentów fabularnych, w związku z czym ich transfer w przekładzie jest szczególnie ważny dla zachowania sensu i walorów artystycznych dzieła. Analizy porównawcze dotyczą funkcji kulturemów w kreowaniu świata przedstawionego oraz ich roli w procesie recepcji oryginału powieści. Przedmiotem analizy są również decyzje tłumacza i efekt semantyczny uzyskany we francuskiej wersji tekstu.

Gerard Steen, University of Amsterdam

Metaphor comprehension and the relation between CMT and DMT

In new developments of Conceptual Metaphor Theory (CMT), conceptual metaphors do not have to be the driving force of metaphor comprehension: instead, they may emerge as a result of comprehension (Gibbs & Colston, 2012: 151; Gibbs, 2017: 85, 212). So, what happens during metaphor comprehension itself? There are several competing models in psycholinguistics that offer different answers (e.g., Gibbs, 2008).

Deliberate Metaphor Theory (DMT) argues that most metaphor is handled by lexical disambiguation, (cf. Gentner & Bowdle, 2008; Giora, 2008; Glucksberg, 2008; Kintsch, 2008). DMT explains this by the observation that most metaphor is not used deliberately as a metaphor (AUTHOR, 2023). By contrast, when metaphors are used deliberately, they are not handled by lexical disambiguation but by analogy. This is a local form of cross-domain mapping, which can also connect

with the use of conceptual metaphors (cf. Holyoak & Stamenković, 2018). This account has led to a new model for metaphor comprehension in DMT (AUTHOR, 2023).

In this talk, I will present the new DMT model in broad conceptual outline. I will explain how it is based in a general cognitive-scientific model for all utterance comprehension in discourse (Van Dijk & Kintsch, 1983). I will also relate this to an even more general framework for all cognition as enabling fast but also slow thinking (Kahneman, 2011). Moreover, I will demonstrate how the model formally predicts the content of various mental models for utterance processing in discourse comprehension. This will be the basis for a brief discussion of the relation between this model for metaphor comprehension, on the one hand, and the post-comprehension emergence of conceptual metaphors in the more encompassing process of metaphor understanding. In this way I hope to promote further discussion of the cognitive-linguistic approach to metaphor by means of CMT.

Anastasiya Sudyk, Jagiellonian University

What does "en" say about the speaker that "man" does not?

In modern Swedish, both “man” and “en” may be used for generic purposes. In recent decades, ”en” has gained ground not only in language activist and feminist circles, but has also sprouted in the public arena, which makes it an interesting object for linguistic investigations.

The aim of this thesis is to elucidate semantic structure of “en” when used as a subject instead of the standardized form “man”. The hypothesis subjected to verification is that the use of “en” enables faster identification of the speaker as a referent object compared to “man”. The data comprises 25 linguistic utterances that contain “en” in subject position.

The attempt to unify the comprehension of “man” and “en” in Swedish, and to identify which semantic features contrast them, is made by drawing on cognitive sociolinguistics, particularly Langacker’s cognitive model of conceptual displacement, and the concept of subjectivity and objectivity in language. With cognitive sociolinguistic approach being a “recontextualizing force” in linguistics, social phenomena accompanying the use of “en” also receive recognition in the analysis. By replacing ”en” with “man”, and vice versa, in the same contextual conditions, the semantic divergence between the linguistic units is expected to surface. Viewed from the perspective of cognitive semantics, conceptualizations of the same content by means of ”man” and ”en” are presumed to differ in ways of portraying the scene. To establish how the scene is portrayed, introspection is employed.

The results show decreased subjectification of the speaker due to employment of “en” as subject in the linguistic utterances. This development is encouraged by possible influences of “en”’s numeric heritage, apparently in parallel to similar semantic features of “one” in English, but also by the linguistic unit’s activist reading. The speaker’s position, affected by “en”, is therefore more exposed as compared to the one provided by “man”.

Michał Szawerna, University of Wrocław

Metaphorical Indicators of the Hyperthemes of Dune: Part One (2021): A Multimodal Cognitive-Linguistic Case Study

In Villeneuve's *Dune: Part One*, the 2021 film adaptation of Herbert's seminal science-fiction novel from 1965, the general themes, or 'hyperthemes', of the filmic story are often represented metaphorically, by means of more or less transparent textual indicators. This paper explores these metaphorical indicators in an analytical framework combining the tenets and tools of multimodal analysis and cognitive linguistics. Specifically, this paper explores (1) the relations between the non-metaphorical and metaphorical indicators of the hyperthemes of *Dune: Part One*, (2) the relations between different metaphorical indicators of the same hyperthemes of the film, (3) the relations between the verbal and non-verbal metaphorical indicators of the film's hyperthemes, and (4) the variation among the metaphors sanctioning the hyperthematic indicators with regard to their interpretability. The analysis of the cross-modal data retrieved from *Dune: Part One* warrants several generalizations. Firstly, the film's hyperthemes are almost invariably metaphorized in the visual rather than the verbal mode, making their verbal and visual indicators both mutually non-redundant and mutually coherent. Secondly, different metaphorical indicators of the same hyperthemes of *Dune: Part One* are interrelated through the source domains, which are mutually coherent because they overlap conceptually, albeit to a varying degree. Thirdly, in the few cases where the film's hyperthemes are metaphorically represented in the visual as well as verbal mode, the same metaphors are instantiated in both modes, but their verbal exemplifications tend not to be immediately apparent. Lastly, in *Dune: Part One* some amount of variation is observable among the metaphors sanctioning the hyperthematic indicators with regard to their interpretability. These metaphors are invariably novel, but they run a gamut between being overt and being covert. In most cases, they are at least partly covert, which makes them unobtrusive. This in turn facilitates the viewers' willing suspension of disbelief in the on-screen events.

Monika Szymańska, Polish Academy of Sciences, Kraków

Przymiotnik relacyjny jako konstrukcja. Kontekstowe i konceptualne uwarunkowania siły schematu konstrukcyjnego grupy nominalnej z przymiotnikiem relacyjnym

Przedmiotem wystąpienia jest przymiotnik relacyjny (wyodrębniany w opozycji do przymiotnika jakościowego), ujmowany jako konstrukcja. Analizie poddano produktywność i siłę jego schematu konstrukcyjnego. Przedstawiono wyniki analizy korpusowej testującej hipotezę dotyczącą występowania we współczesnej polszczyźnie określonych tendencji w zakresie frekwencji tekstowej przymiotników relacyjnych. Badanie dowiodło, że siła schematu konstrukcyjnego przymiotnika relacyjnego jest powiązana z typem znaczenia kontekstowego – osiąga wysoki poziom tylko w przypadku niektórych typów znaczeń. Dotyczy to np. znaczenia materiałowego czy genetycznego. Jako podstawę tej korelacji wskazano charakterystyczny dla przymiotnika relacyjnego sposób obrazowania. Wydaje się on szczególnie adekwatny do określonych typów znaczeń kontekstowych, podczas gdy w odmiennych kontekstach przymiotnik relacyjny przegrywa rywalizację z innymi typami konstrukcji.

Barbara Taraszka-Drożdż, University of Silesia, Katowice

Analiza struktury pojęciowej wybranych terminów rekomendowanych we Francji i Quebecu

W ramach polityki językowej prowadzonej we Francji oraz Quebecu ważną rolę pełnią powoływane przez rząd instytucje czuwające nad rozwojem języka francuskiego, takie jak Commission d'enrichissement de la langue française we Francji czy Office de la Langue Française w Quebecu. W ramach prac prowadzonych w dziedzinie terminologii, instytucje te proponują m.in. francuskie odpowiedniki dla wchodzących w użycie zapożyczeń z innych języków.

Celem wystąpienia jest analiza wybranych terminów rekomendowanych przez te instytucje w celu zastąpienia wchodzących w użycie na tych obszarach amerykańizmów (np. terminem rekomendowanym w zamian za start-up jest *jeune pousse* [dosł. młody pęd], za social engineering – manipulation psychosociale [dosł. manipulacja psychospołeczna], za killer application – application phare [dosł. aplikacja latarnia] czy za hit-and-run – action éclair [dosł. akcja błyskawica]). Mimo wielu podobieństw w zakresie proponowanych po obydwu stronach Atlantyku terminów, zaobserwować między nimi można również pewne różnice.

Podstawę teoretyczną badania stanowi semantyka encyklopedyczna postulowana w ramach gramatyki kognitywnej (Langacker 1987, 2000, 2009, 2017, itd.), która zakłada, że wartość semantyczna jednostki leksykalnej „tkwi w skonwencjonalizowanych ścieżkach dostępu (mniej lub bardziej „przetartych”) do otwartych domen wiedzy” odnoszących się do nazywanego obiektu czy zjawiska (Langacker 2009: 69). Znaczenie, które definiowane jest jako konceptualizacja, zależy zarówno od przywoływanej treści pojęciowej, jak i sposobu, w jaki jest ona obrazowana (np. Langacker 2017: 1-45).

Analiza wspomnianych terminów z tej perspektywy pozwoli nam przyjrzeć się głębiej ich strukturze pojęciowej. Jednocześnie umożliwi porównanie odmiennych terminów rekomendowanych we Francji i w Quebecu z punktu widzenia profilowanych przez nie domen wiedzy i zakodowanego w nich obrazowania nazywanej rzeczywistości.

Maria Tsilimos, University of Zurich

A computational approach to the semantic change of the ancient Greek adverb ὅμως to ὁμως

This paper provides a novel insight into how ὅμως evolved into ὁμως. It shows that the contrasting meaning of ὁμως can be traced via similes that were expressed by the equational structure ‘Entity A is like Entity B’. When a new syntactic analysis was applied to the equational structure, the two entities being compared were represented by two clauses, thus leading to the appearance of the new form ὁμως driven by the mechanism of analogy. The analogical relationships that were drawn between the ‘source’ comparison and the ‘target’ comparison led to the extension of the equational structure ‘Entity a is like Entity b’ to the structure ‘Entity A is not like Entity B’. This extension resulted in the genesis of the novel meaning of the form ὁμως, followed by a shift in the accent from the second syllable to the first. The study measured the cosine similarity between two TF-IDF (Term Frequency-Inverse Document Frequency) vectors, Vector A and Vector B. Vector A (d1) consisted of the TF-IDF values of the attributes (terms, t) of clause 1, while Vector B (d2) consisted of the TF-IDF values of the attributes (terms, t) of clause 2. The cosine similarity was calculated as the cosine of the angle theta (θ) between the two TF-IDF vectors (A, B) as projected in a multi-dimensional space, in which the dimensions represent the attributes of the clauses. The cosine of the angle theta (θ) between the two vectors was equal to the sum of the products of the individual components of the two number sequences, (i.e. two vectors) divided by the product of the magnitude of the two vectors.

Natalia Valadzko, University of Warsaw

The emergent identity of a player character and material anchors in the discourse of tabletop role-playing games

A tabletop role-playing game (TRPG) is collaborative storytelling gamified: a combination of a tabletop game and narrative improvisation. This paper aims to address conceptual and linguistic complexity of the discourse of tabletop role-playing games. In particular, it considers the complex nature of player character's identity, deictic shifts, and the role of material artifacts.

To elaborate, the TRPG discourse accommodates the characters within the storyworld and the real-life players at the same time. This creates a context offering motivations for the player to narrate the thoughts and actions of their character from the 3rd person perspective or, alternatively, to take the place of the character and speak in the 1st person. The discourse is thus abundant in such 'deictic shifts', which produces unique interaction instances that go beyond the conventions of natural language or literary narratives.

In addition, TRPG participants may, consciously or unconsciously, integrate every-day objects in their immediate surroundings into the gameplay. Such material artifacts as pens, notebooks, cups belong to the reality of the players but can 'cross over' to the storyworld and be viewed as something else.

The selected data is analyzed with the help of cognitive linguistic oriented approaches to language and communication. For example, conceptual blending (Fauconnier & Turner, 2002; Dancygier, 2008) is used to explain the emergent identity of a player character. Langacker's (2008) subjective and objective construal, as well as an assumed vantage point, are mentioned in the discussion of pronominal shifts. The idea of material and elastic anchors (Hutchins, 2005; Chow & Harrell, 2013) may shed light on the nature and resulting cognitive effects of everyday objects integrated in the process of role-playing.

Jakob Wiedner and Daphne Reitingner, University of Graz

Let's go 'out' to Vienna – manifestations of shared cognitive maps

A particular feature of Upper German dialects is the use of spatial adverbs in combination with remote place names, such as in *I foahr Wien außi* "I go 'out' to Vienna". The adverbs do not simply refer to cardinal directions, such as in "up to the north" but are specifically used with toponyms based on a certain reference point. This feature has received special attention in the work of Stadelmann (1978) who sought to determine which places are assigned which adverb from which reference point. Considering works from neighbouring countries (Fazakas 2007, 2015; Isačenko 1939; Prandi 2015; Šekli 2007), it turns out that this feature is also present in non-standard varieties of Burgenland Croatian, Slovenian, Hungarian, Romani and Alpine Gallo-Romance, while being absent in other surrounding languages such as Czech and Slovak. In our presentation, we will present our theoretical approach to the actual function of this feature as manifestations of shared cognitive maps. Rather than being a form of orientation system, this feature turns out to be a pragmatic device that allows discourse participants to position themselves and reports of motion events into a socio-geographic context that can be co-experienced by other community members while being inaccessible for outsiders. Based on this, we will present our approach to language contact seeking to answer the question how this feature could have spread over southern Central Europe.

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Linguistic view of TIME in Olga Tokarczuk's novel *Prawiek i inne czasy* and its English translation *Primeval and Other Times* by Antonia Lloyd-Jones

TIME is an elusive concept. Cross-linguistic research suggests that speakers of diverse languages view TIME dissimilarly (Khatin-Zadeh et al. 2023). This study examines linguistic view of TIME as it emerges from metaphors in *Prawiek i inne czasy* (source text – ST) and their English translation (target text – TT). Metaphor is selected as the direct study focus for two reasons (1) since it cannot be observed directly, time is understood via metaphor (2) metaphor is considered “one of the possible entries into worldviews” (Underhill 2011: 13). The study poses two questions (1) assuming that languages encode different views of the world, are the ST and TT views of TIME indeed different (2) if they are, what is the nature of these differences: to what extent they are on the systemic level, i.e. the source and target languages encode different views of TIME – the shifts in translation are dictated by these different conceptual patterns – and to what extent they are on the personal level, i.e. the translator leaves traces of her personal view of TIME, especially when the author herself diverges from the entrenched patterns in ST. To answer these questions metaphorical concepts for time are identified in ST and TT and analysed with respect to emergent views of TIME. For the analysis Underhill's (2009) model of worldview is used. It comprises both the conventional dimension of worldview, encoded in the language system, and unconventional one manifested in novel and/or creative uses of the language. Intuitively, the translator's task is to reconstruct the ST view in all its dimensions in TT. However, due to systemic differences between the source and target languages as well as expected differences between the author's and translator's personal views of TIME, it is assumed that TT is a kind of hybrid with features of both the author's and target readers' worldviews “filtered through” the translator's personal knowledge and experience (cf. Lewandowska-Tomaszczyk 2010).

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Predicting emotions through discourse analysis using symbolic logic predicates

The work presents a model of cognitive processes manifested through emotions. Based on the model, symbolic logic predicates are formulated, allowing for the development of algorithms for recognizing emotions in written, spoken, and nonverbal discourses.

Firstly, the use of the proposed logical functions for describing emotions can improve the machine recognition of emotions in texts and advance the technology for generating texts that evoke specific emotions.

Most emotion recognition technologies in texts are based on emotion dictionaries and related corpora, with the number of identified emotions ranging from 2 to 8 depending on the approach (Acheampong et al., 2020). Some models show a recognition accuracy of 99.49%, however, with great time complexity (Ghanbari-Adivi, 2019 as cited in Acheampong et al., 2020). Another critical limitation at present is the dependence of emotion recognition in non-English texts, as the largest number of datasets have been developed for the English language.

Secondly, understanding the formal logic of emotion formation can become an important resource for countering emotional contagion in the professional environment. This is especially important for leaders, as they are much more "contagious" than other team members (Sy et al., 2005).

Thirdly, for psychotherapy, understanding emotions as a specific cognitive process will help the therapist uncover the client's implicit beliefs and increase the effectiveness of therapeutic interventions.

Keywords: emotion recognition, emotion detection, emotion detection from text, discourse analysis, symbolic logic predicates, emotional contagion, psychotherapy, sentiment analysis

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