

**XIII CONGRESO INTERNACIONAL DE LA
ASOCIACIÓN ESPAÑOLA DE LINGÜÍSTICA
COGNITIVA**

**13TH INTERNATIONAL CONFERENCE OF THE
SPANISH COGNITIVE LINGUISTICS
ASSOCIATION**

**AELCO
SCOLA**

**LIBRO DE RESÚMENES
BOOK OF ABSTRACTS**

**NUEVOS DESAFÍOS PARA LA LINGÜÍSTICA
COGNITIVA. AVANCES CONCEPTUALES,
METODOLÓGICOS E INTERDISCIPLINARES**

**NEW CHALLENGES IN COGNITIVE LINGUISTICS.
CONCEPTUAL, METHODOLOGICAL AND
INTERDISCIPLINARY STEPS FORWARD**

**25-27/09/2024
GRANADA**



**UNIVERSIDAD
DE GRANADA**

Indece/ Index

Comité organizador / Organizing committee1

Comité científico / Scientific committee 2

Conferencias plenarias / Plenary lectures6

Presentaciones orales / Oral presentations13

Organizing committee / Comité organizador

Presidente / President

- **Alejandro Castañeda Castro**
(Universidad de Granada, España)

Secretaría / Secretary

- **Rosario Alonso Raya**
(Universidad de Granada, España)
- **Francisco Manjón Pozas**
(Universidad de Granada, España)
- **María Moreno Jaén**
(Universidad de Granada, España)
- **Adolfo Sánchez Cuadrado**
(Universidad de Granada, España)

Vocales / Members

- **Ángela Castañeda González**
(Universidad de Granada, España)
- **Valentina Colonna**
(Universidad de Granada, España)
- **Sandra Guerrero García**
(Universidad de Granada, España)

Scientific committee

Comité científico

- **Rafael Alejo González**
(Universidad de Extremadura, España)
- **Antonio Barcelona**
(Universidad de Córdoba, España)
- **Enrique Bernárdez**
(Universidad Complutense de Madrid, España)
- **Frank Boers**
(Universidad de Ontario Occidental, Canadá)
- **Teresa Cadierno**
(Universidad del Sur de Dinamarca, Dinamarca)
- **Alejandro Castañeda Castro**
(Universidad de Granada, España)
- **Alan Cienki**
(Universidad Vrije de Amsterdam, Holanda)
- **Marta Coll-Florit**
(Universidad Oberta de Catalunya, España)
- **Bert Cornillie**
(Universidad Católica de Lovaina, Bélgica)
- **María Josep Cuenca**
(Universidad de Valencia, España)
- **Nicole Delbecque**
(Universidad Católica de Lovaina, Bélgica)
- **Charles J. Forceville**
(Universidad de Ámsterdam, Holanda)
- **Mar Garachana**
(Universidad de Barcelona, España)
- **Dirk Geeraerts**
(Universidad Católica de Lovaina, Bélgica)
- **Lucía Gómez Vicente**
(Universidad Lumière Lyon 2, Francia)
- **Mónica González Márquez**
(Universidad de Cornell, EEUU)
- **Francisco González García**
(Universidad de Almería, España)
- **Stefan Gries**
(Universidad de

- California, Santa Bárbara, EEUU)
- **Alberto Hijazo Gascón**
(Universidad de Zaragoza, España)
 - **Iraide Ibarretxe Antuñano**
(Universidad de Zaragoza, España)
 - **Gitte Kristiansen**
(Universidad Complutense de Madrid, España)
 - **Jeannette Littlemore**
(Universidad de Birmingham, Inglaterra)
 - **Reyes Llopis-García**
(Universidad de Columbia, Nueva York, EEUU)
 - **Ricardo Maldonado**
(Universidad Nacional Autónoma de México; Universidad de Querétaro, México)
 - **Francisco Manjón Pozas**
(Universidad de Granada, España)
 - **Juana I. Marín-Arrese**
(Universidad Complutense de Madrid, España)
 - **Ignasi Navarro I Ferrando**
(Universidad Jaume I, España)
 - **Susanne Niemeier**
(Universidad de Coblenza, Alemania)
 - **Esther Pascual**
(Universidad de Estudios Internacionales de Shanghai, China)
 - **María Sandra Peña Cervel**
(Universidad de La Rioja, España)
 - **María Lorena Pérez Hernández**
(Universidad de La Rioja, España)
 - **Ana M.ª Piquer Píriz**
(Universidad de Extremadura, España)
 - **M.ª Dolores Porto Requejo**
(Universidad de Alcalá, España)
 - **Ana María Rojo López**
(Universidad de Murcia, España)
 - **Manuela Romano Mozo**

(Universidad Autónoma
de Madrid, España)

- **Francisco Ruiz de Mendoza**
(Universidad de La Rioja, España)
- **Adolfo Sánchez Cuadrado**
(Universidad de Granada, España)
- **Augusto Soares da Silva**
(Universidad de Braga, Portugal)
- **Cristina Soriano Salinas**
(Universidad de Ginebra, Suiza)
- **Mark Turner**
(Universidad Case Western Reserve, Ohio, EEUU)
- **Javier Valenzuela Manzanares**
(Universidad de Murcia, España)



CONFERENCIAS PLENARIAS
PLENARY LECTURES

Explorando las construcciones de dativo posesivo en español

Delbecque, Nicole. *Universidad Católica de Lovaina*

Spanish has developed a wide range of Dative uses (Delbecque & Lamiroy 1996, Lamiroy & Delbecque 1998, Gutiérrez Ordóñez 1999, Maldonado 1999, R.A.E.-A.S.A.L.E. 2009, Cifuentes Honrubia 2015). Leaving aside the extra-clausal *ethical* Dative, which marks the speaker's concern vis-à-vis the event, the 'Dative' designates the generally human participant who fulfils the third most important role next to the Agent and the Patient. The basic typological distinction is that between *lexical* Datives, triggered by the verb's argument structure as it is operational in a given context, versus *free*, non-argumental ones.

Integrated in the event structure as 'attributee', argumental Datives function as indirect object complement. In the canonical ditransitive construction with three-place predicates, two basic semantic roles are usually associated with the Dative: a narrowly understood Goal, connected with a voluntary material or metaphorical transfer event, and an Interested Party. When both roles are united, the Dative corresponds to the human Recipient, metonymically seen as the Beneficiary, especially in the prototypical 'giving' event. In intransitive constructions with two-place predicates, the absence of source argument yields a stative perspective, and the indirect object denotes the affected, interested party bearing the Experiencer role. While, by contrast, *non-lexical*, 'extended' Datives are not dependent on the verb's semantics, they also bring in an interested and/or affected participant. Minimally expressed as clitic, they are generally categorized as 'Dative of Interest' (*dativus commodi-incommodi*) or as 'Dative of Possession' when (simultaneously or not) an inclusion relation holds with another clausal constituent. These labels are confusing, however: on the one hand, the notion of 'interest', in its vagueness, also permeates the argumental Datives; on the other hand, when a possessive reading obtains, the dative operates on two layers, viz., at clausal level it functions as complement or as adjunct, and at intra-clausal level it designates a participant who stands in an 'external Possessor' relationship with another nominal constituent, the *Possessum*. In its Possessor role the Dative clitic functions as reference point for the Possessum (Langacker 1995: 76, 1999: Chapter 6), and is identified as Partitive Dative in the 'Inalienable Possession Construction' (König & Haspelmath 1998: 529). Beyond canonical partitivity (1) and inclusion, the Possessor-*possessum* relation extends to alienable objects that are subjectively projected into the 'personal sphere' (cf. Bally 1926: 68-69). With not inherently relational nominals (2), the possessive reading emerges from lexicosemantic patterns, backed up by the discourse context, in line with culturally determined idealized cognitive models. Further subjectification of the possessive reading hinges on configurations that hitherto seem to have escaped

attention, viz. those with an ‘Epistemic Dative’ (3) (cf. Ruwet (1982) for French) and with an ‘Implicative’ one (4).

(1) Solemnemente *le besa la mano*. (CREA, C. Gallego, *Adelaida*, 1990)
Solemnly 3sg clit dat (he) kisses the hand
‘Solemnly he kisses her hand.’

(2) La mujer continúa siendo una buena esposa, en tanto que atiende bien al marido (*le hace la comida, le lava la ropa, le mantiene limpia la casa*, etc.) y accede sin grandes reparos a sus solicitudes sexuales. (CREA, E. González Duro, *Las neurosis del ama de casa*, 1989)

[...] wife [...] the husband (clit.dat.3sg [she] makes the food, clit.dat.3sg washes the clothes, clit.dat.3sg keeps clean the house, [...])

‘She makes his food, washes his clothes, keeps his house clean.’

(3) Yo *le adiviné una fuerza fuera de lo común*. (CREA, L. Silva, *El alquimista impaciente*, 2000)

I clit.DAT.3sg sensed a strength out of the ordinary

‘I sensed in him a strength out of the ordinary’

(4) A los alumnos este tipo de juegos *les despierta la curiosidad*. (esTenTen18, pimedios.es/2017)

to the students this type of games clit.DAT.3pl awakens the curiosity

‘This type of game arouses the students’ curiosity’

References

- Bally, Ch. 1926. L’expression des idées de sphère personnelle et de solidarité dans les langues indo-européennes. In F. Fankhauser & J. Jakob (eds.), *Festschrift Louis Gauchat*, Sauerländer: Arau, 68-78.
- Cifuentes Honrubia, J.L. 2015. *Construcciones posesivas en español*. Leiden/Boston: Brill/Rodopi.
- Delbecque, N. & Lamiroy, B. 1996. Towards a typology of the Spanish dative. In W. Van Belle & W. Van Langendonck (eds.), *The Dative. Vol.1. Descriptive Studies*. Amsterdam: J. Benjamins, 73-117.

- Gutiérrez Ordóñez, S. 1999. Los dativos. In I. Bosque & V. Demonte (dirs.), *Gramática descriptiva de la lengua española, vol.2*. Madrid: Espasa-Calpe, 1855-1930.
- König, E. & Haspelmath M. 1998. Les constructions à possesseur externe dans les langues d'Europe. In J. Feuillet (ed.), *Actance and valence dans les langues d'Europe*, Berlin: Mouton de Gruyter, 525–606.
- Lamiroy, B. & Delbecque, N. 1998. The possessive dative in Romance and Germanic languages. In W. Van Langendonck & W. Van Belle (eds.), *The Dative. Vol. 2. Theoretical and Contrastive Studies*. Amsterdam: J. Benjamins, 29-74.
- Langacker, R. W. 1995. Possession and possessive constructions. In J. R. Taylor & R. E. MacLaury (eds.), *Language and the Cognitive Construal of the World*. Berlin/New York: Mouton de Gruyter, 51-79.
- Langacker, R. W. 1999. *Grammar and conceptualization*. Berlin/New York: Mouton de Gruyter.
- Maldonado, R. 1999. *A media voz. Problemas conceptuales del clítico* Se. México: Universidad Nacional Autónoma de México.
- Real Academia Española, Asociación de Academias de la Lengua Española (RAE/ASALE) 2009. *Nueva Gramática de la Lengua Española*. Madrid: Espasa.

Emoción y metáfora

Soriano Salinas, Cristina. Universidad de Ginebra. Swiss Center for Affective Sciences.

Emotion is one of the most popular research topics of the past decades, giving rise to the emergence of the so-called “affective sciences” and the rise of “affectivism” in numerous domains (Dukes *et al* 2021). Traditionally, emotion has also been one of the most investigated areas in conceptual metaphor studies within cognitive linguistics. And indeed, the link between metaphor and emotion is a privileged one. To illustrate this point, I will discuss the importance of metaphor in the affective sciences, providing an overview of the ubiquitous presence of metaphor in the representation and study of affect. In addition, I will discuss the positive influence that the affective sciences can have on emotion metaphor research. To this end, I will present several methodological developments to render linguistic studies more interdisciplinarily minded, and I’ll provide examples of some of our collaborative work combining emotion psychology and metaphor research.

The whys and wherefores of language

Ibarretxe Antuñano, Iraide. *Universidad de Zaragoza.*

In recent years, language has moved from being conceived in absolute terms, where certain domains or explanations have been postulated as the only plausible options for characterising language and its functioning (e.g. arbitrary, innate, social, monomodal (oral-auditory)), to a more integrative account that takes into account not only the multimodal nature of language, but also the different aspects – both innate and socio-culturally developed – that enable and shape language processing by speakers from different linguistic realities (types and modalities of the languages they speak and their own relationship to them). These advances have made it possible for the study of language motivation, i.e. the set of factors that can explain how and why humans are able to process and communicate concepts based on our own worldview and specific multimodal resources in an ontogenetic and phylogenetic way, to become central to cognitive science.

The aim of this talk is to explore the concept of language motivation in relation to cognition and to key aspects such as meaning, use and form. To this end, and through a retrospective based on my research team's findings over the last decades on language processing in different languages of the world, I will construct answers to key questions about the concept and scope of motivation, such as: How are meanings of different multimodal linguistic units developed and processed? Is there a relationship between non-universal concepts and typological properties of languages? Is there a direct relationship between the way concepts are encoded and their meaning? In short, in this talk we will search for the whys and wherefores of language.

Multimodalidad en las metáforas de espacio y tiempo

Valenzuela Manzanares, Javier. Universidad de Murcia.

Desde su creación, la lingüística cognitiva ha contribuido de manera decidida a la investigación sobre el funcionamiento del lenguaje y su relación con la cognición. Uno de los rasgos distintivos de esta corriente ha sido el compromiso de intentar basar las explicaciones proporcionadas por sus herramientas y constructos teóricos sobre datos empíricos. Estos datos han sido extraídos utilizando una variedad de métodos de la ciencia cognitiva, desde estudios de corpus lingüísticos, a experimentos psicolingüísticos o datos neurocientíficos, entre otros.

En tiempos relativamente recientes se ha unido a estas fuentes de datos un área menos explorada: la multimodalidad, especialmente la gestualidad. Los gestos que realizamos al hablar proporcionan una gran cantidad de información sobre nuestros procesos de conceptualización, y han resultado ser de una enorme utilidad al examinar algunos de los temas centrales de la lingüística cognitiva, como, por ejemplo, el uso de patrones espaciales para conceptualizar el dominio del tiempo. Revisaremos algunos de los trabajos realizados en mi grupo de investigación utilizando datos de gestualidad y veremos cómo la información multimodal y la verbal interactúan para aportar una mirada nueva sobre temas como la conceptualización del tiempo o del número. Sin embargo, a pesar de su gran interés y utilidad potencial, el estudio de la gestualidad presenta una serie de desafíos, provenientes entre otros factores del modo de recogida de datos, su clasificación o el estudio de su interacción con la información verbal. Examinaremos cómo ha ido evolucionando esta área y cuáles son algunas de las nuevas herramientas que permiten acceder a nuevos datos, y que sirven tanto para complementar estudios ya iniciados como para plantear nuevas preguntas de investigación.



PRESENTACIONES ORALES
ORAL PRESENTATIONS

Prices skyrocket in English but increase in Spanish. Typological differences when translating metaphorical numerical motion

Alcaraz Carrión, Daniel. *Universidad de Murcia*.

Valenzuela Manzanares, Javier. *Universidad de Murcia*.

Wagner Alibali, Martha. *University of Wisconsin-Madison*.

Languages vary in how they grammatically encode motion events (Talmy, 1991). English (S-frame) expresses path via elements external to the verb and has a bigger manner of motion verb lexicon. Spanish (V-frame) expresses path in the verb, and manner of motion is expressed with external elements. These distinctions inspired Slobin's Thinking for Speaking Hypothesis (1991), which suggests that each language directs the speaker's attention to different facets of the motion event. Another body of literature has explored a multitude of metaphors that employ motion as a source domain, suggesting that these typological differences of literal motion also extend to metaphorical uses (Özçaliskan, 2003; Caballero 2009; Ibarretxe-Antuñano and Caballero 2014). Some researchers have noticed that Spanish speakers tend to use quantity metaphors to talk about temporal duration (e.g. *mucho tiempo*), while English speakers use length metaphors (e.g. *long time*; see Valenzuela and Alcaraz Carrión, 2020). These differences may be explained by their typological differences.

In this talk, we focus on another domain which heavily relies on motion: the domain of number. This study investigates the differences in the expression of numerical motion metaphors in English and Spanish. We evaluated 1472 English-to-Spanish translations in which a manner of motion verb (e.g., *skyrocket*, *plummet*) was used to metaphorically express numerical change (e.g., *unemployment is skyrocketing*). These translations were extracted from several English-to-Spanish parallel corpora available in Sketch Engine. For each of the translations, we annotated 1) the type of metaphor used in Spanish, 2) whether manner of motion and path information was present in Spanish, and 3) whether the path and manner information in Spanish were conflated in a single word or were indicated via adjuncts.

There were three main findings. First, Spanish translations shifted from the motion domain to a quantity domain in almost half of the translations (e.g., *skyrocket* as *augmentar*), while the remaining half kept the original motion domain (e.g. *skyrocket* as *disparar*). Second, Spanish translations omitted manner of motion in half of cases (e.g., *prices surging* as *alza de los precios*), while in the other half manner was present either a single word (e.g. *plummeting house prices* translated as *el hundimiento de los precios de la vivienda*) or via adjuncts (e.g. *skyrocketing commodity* translated as *ingentes subidas de los precios*). Third, when path of motion was expressed in the Spanish translation, it was always present in a single word (e.g. *price surging* as *alza de los precios*), following its typological structure. This translation analysis provides evidence

that the typological differences reported for the encoding of literal motion are also observed in the expression of numerical, metaphorical motion, and that the choice of metaphorical mappings may depend on language typology.

Key words

Metaphor, number, motion, translation, typology

References

- Caballero, R. (2009). Tumbling buildings, wine aromas and tennis players: Fictive and metaphorical motion across genres. Conference Paper <https://doi.org/10.13140/2.1.2577.1203>
- Özçaliskan, S. (2003). Metaphorical Motion in Crosslinguistic Perspective: A Comparison of English and Turkish. *Metaphor and Symbol*, 18(3), 189–228. https://doi.org/10.1207/S15327868MS1803_05
- Ibarretxe-Antuñano, I., & Rodríguez, R. C. (2014). Una aproximación al estudio de los eventos de movimiento metafórico desde la tipología semántica y el género. *Anuari de Filologia. Estudis de Lingüística*, 4, 139–155. <https://doi.org/10.1344/AFEL2014.4.8>
- Slobin, D. I. (1991). Learning to think for speaking: Native language, cognition, and rhetorical style: *Pragmatics*, 1(1), 7–25. <https://doi.org/10.1075/prag.1.1.01slo>
- Talmy, L. (1991). Path to Realization: A Typology of Event Conflation. *Annual Meeting of the Berkeley Linguistics Society*, 480-519 .
- Valenzuela, J., & Alcaraz Carrión, D. (2020). Temporal Expressions in English and Spanish: Influence of Typology and Metaphorical Construal. *Frontiers in Psychology*, 11, 543933. <https://doi.org/10.3389/fpsyg.2020.543933>

What do Spanish L2 teachers know about cognitive grammar? A study on teacher cognition

Alhmoud, Zeina. *Universidad Nebrija*
López Parreño, Jorge. *Universidad Nebrija*

Applied Cognitive Linguistics (ACL, henceforth) has significantly contributed to bridging the gap between theoretical insights and practical applications in L2 teaching/learning (Tyler & Huang, 2018; Ibarretxe-Antuñano, Cadierno & Castañeda-Castro, 2019; Hijazo-Gascón & Llopis-García, 2019). Holding the same prominence within ACL, Cognitive Grammar (CG) (Langacker, 1987, 1990, 1991, 2008a, 2008b) has emerged as a pivotal basis, paving the road for many didactic proposals dedicated to teaching L2 Spanish (Alonso-Raya et al., 2005; Llopis-García, Real-Espinosa & Ruiz-Campillo, 2012; Castañeda-Castro, 2014) designed to fit in the L2 Spanish classroom (Alonso-Raya et al., 2005; Llopis-García, Real-Espinosa & Ruiz-Campillo, 2012; Castañeda-Castro, 2014).

This proposal aims to explore the degree of familiarity and willingness among pre-service and in-service teachers to integrate CG into their classroom practices. This mixed-methods study involves a combination of closed-ended and open-ended questionnaires, as well as online interviews, to address the following questions:

- (1) What is the level of familiarity with CG among pre-service and in-service L2 Spanish teachers?
- (2) How willing are pre-service and in-service L2 Spanish teachers to integrate CG into their classroom practices?
- (3) What factors influence pre-service and in-service teachers' decisions regarding the use of CG in their classroom practices?

The study involves 74 master's students, specializing in Spanish as a Foreign Language, who participated in a 4-week, 12-hour course on Cognitive Grammar (CG) as a part of their program. Questionnaires were administered at the end of the first week and again at the conclusion of the fourth week. While participation in interviews was voluntary, the completion of the questionnaire was included as part of their evaluation process.

The professional development provided over the 4-week period is anticipated to yield a positive influence on participants' understanding and knowledge about CG and their willingness to incorporate it into their classroom practices. Furthermore, an association between the prior experiences of in-service and pre-service teachers as L2 learners and their inclination to integrate CG into their classrooms is expected to be found.

While the realm of teacher cognition and teaching grammar has been extensively studied, relatively few studies have approached it from the perspective CG. Therefore, we regard this study as relevant and closely aligned with the broader research in ACL and CG.

Keywords

Applied cognitive linguistics, Cognitive grammar, Teacher cognition, L2 Spanish, Second language teaching.

References

- Alonso-Raya et al. (2005). Gramática Básica del Estudiante de Español. Barcelona: Difusión
- Castañeda-Castro, A. (Ed.). (2014). Enseñanza de Gramática Avanzada de ELE: Criterios y recursos Una aproximación al sistema verbal aplicable a la enseñanza de ELE. Madrid, SGEL.ç
- Borg, S. (2019). The impact of Language Teacher Professional Development. In Gary Barkhuizen (Ed.), *Qualitative Research Topics in Language Teacher Education* (pp.44-49). London/New York: Routledge.
- Hijazo-Gascón, A. & Llopis-García, R. (2019). Applied cognitive linguistics and foreign language learning. Introduction to the special issue. *International Review of Applied Linguistics in Language Teaching*, 57(1), (pp.1-20). <https://doi.org/10.1515/iral-2018-2004>
- Ibarretxe-Antuñano, Cadierno, T., Castañeda Castro, A. (Eds). (2019), *Lingüística cognitiva y español LE/L2*. London, Routledge. <https://doi.org/10.4324/9781315622842>
- Langacker, Ronald W. (1987). *Foundations of Cognitive Grammar Vol. 1: Theoretical Prerequisites*. Stanford: Stanford University Press.
- Langacker, Ronald W. (1990). *Concept, Image, and Symbol. The Cognitive Basis of Grammar*. Berlin: Mouton de Gruyter.
- Langacker, Ronald W. (1991). *Foundations of Cognitive Grammar Vol. 2: Descriptive Application*. Stanford: Stanford University Press
- Langacker, R. W. (2008a), *Cognitive Grammar: A Basic Introduction*. Nueva York, Oxford University Press.
- Langacker, R. W. (2008b), The relevance of Cognitive Grammar for language pedagogy, in S. De Knop & T. De Rycker, *Cognitive Approaches to Pedagogical Grammar: A Volume in Honour of René Dirven*. Vol.9 (pp.7-35). Berlin, New York: De Gruyter Mouton. <https://doi.org/10.1515/9783110205381>
- Llopis-García, R., Real Espinosa, J. M. & Ruiz Campillo, J. P. (2012), *Qué gramática enseñar, qué gramática aprender*. Madrid, Edinumen.
- Martín-Gascón, et al. (2023). Does L2 assessment make a difference? Testing the empirical validity of applied cognitive linguistics in the acquisition of the Spanish/L2 psych-verb construction. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688231190981>
- Niemeier, S. (2017). *Task-based grammar teaching of English. Where cognitive grammar and task-based language teaching meet*. Narr studienbücher.

- Piquer-Píriz, A. & Boers, F. (2019). La lingüística cognitiva y sus aplicaciones a la enseñanza de lenguas extranjeras. In I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda Castro (Eds.), *Lingüística cognitiva y español LE/L2* (pp. 189- 219). London/New York: Routledge. Routledge Advances in Spanish Language Teaching <https://doi.org/10.4324/9781315622842-9>
- Santiago-Sanchez, H. & Borg, S. (2014). Insights into L2 teachers' pedagogical content knowledge: A cognitive perspective on their grammar explanations. 44(pp.45-53) <https://doi.org/10.1016/j.system.2014.02.005>
- Tyler, A. & Huang, L. (2018). Introduction. In A. Tyler, L. Huang & H. Jan (Ed.), *What is Applied Cognitive Linguistics?: Answers From Current SLA Research* (pp. 1-34). Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783110572186-001>

Comparative Constructions in Spanish: Insights from an interventionist quasi-experimental study and the real-world data collection conundrum

Alhmoud, Zeina. *Universidad Nebrija*

Applied Cognitive Linguistics (ACL) has gained prominence in the past decades, and many contributions in this direction have brought CL closer to the L2 context. For instance, Achard & Niemeier (2004), Castañeda-Castro (2004), Alonso-Raya et al. (2005), Radden and Dirven (2007), De Knop, S. & De Rycker (2008), Littlemore (2009), Llopis-García et al. (2012), Boers (2013), Castañeda-Castro (2014), Niemeier (2017), Piquer-Píriz & Alejo-González (2018, 2019), Piquer-Píriz & Boers (2019), Ibarretxe-Antuñano et al. (2019), among others.

This proposal intends to share the results of an interventionist quasi-experimental study that aims to take one more step in the same direction by exploring the effectiveness of pedagogical materials on L2 Spanish comparative constructions (Alhmoud 2016; Alhmoud et al. 2019). The study was conducted three times: 92 students were involved in the first instance, 18 in the second, and 27 in the third. Although the findings were not statistically significant, they suggest that participants benefited slightly from the instruction.

The materials, designed within the framework of Cognitive Grammar (CG) (Langacker 1987, 1991, 2008a, 2008b), were chosen after revising the work of Bolinger (1950, 1953), Gutiérrez-Ordóñez (1994a, 1994b), RAE/ASALE (2009) and Sáez & Sánchez-López (2014). The fourteen constructions, divided into seven contrasts, are as follows:

- (1) *más de.../más que...*; (more quantity of the same category vs. different categories).
- (2) *no más de.../no más que...*; *no más de...* (known maximum quantity, but not the exact number vs. known exact number that is considered insufficient).
- (3) *más...que/más que...* (comparative construction vs. corrective construction).
- (4) *más/menos...que.../más/meno + art....que + art.*; *más/menos...que* (comparing quantities vs. comparing the quality/frequency of an action).
- (5) *no...tanto/no...mucho*; *no...tanto* (a known quantity/action in the present moment vs. an unknown quantity/action that doesn't belong to the present moment).
- (6) *tant(o/os/a/as) ...como/(el/la/los/las) mism(o/os/a/as) ...que*; *tant(o/os/a/as) ...como* (same number vs. same number, but also to same kind).
- (7) *tanto...como/ tant(o/a/os/as) ...como*; *tanto...como* (two categories without specifying the quantity vs. same quantity).

The second objective of this proposal is to tackle the challenges encountered during data collection within authentic classroom settings, and to underscore the importance of ongoing research in this domain. It is relevant to mention that even though Applied

linguistics stems from a theoretical basis, it means to address practical problems arising from the messy real world; as McKinley & Rose (2017, p.8) suggest, “by bringing the methodological obstacles to the forefront, we can better build an understanding of best practices in overcoming similar research problems in the future.”

Key words

Applied Cognitive Linguistics (ACL), L2 Spanish, comparative constructions, animated images, interventionist quasi-experimental research.

References

- Alhmoud, Z. (2016). *Construcciones Comparativas en Español: Ventajas Descriptivas y Aplicaciones Didácticas de Una Aproximación Cognitiva*. [Doctoral dissertation, Granada University]. <https://digibug.ugr.es/handle/10481/43491>
- Alhmoud, Z., Castaneda-Castro, A., & Cadierno, T. (2019). Construcciones comparativas: Aproximación descriptiva y didáctica desde la gramática cognitiva. In I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda-Castro (Eds.), *Lingüística cognitiva y español LE/L2* (pp. 189- 219). London/New York: Routledge. Routledge Advances in Spanish Language Teaching <https://doi.org/10.4324/9781315622842-9>
- Alonso-Raya et al. (2005). *Gramática Básica del Estudiante de Español*. Barcelona: Difusión
- Boers, F., Piquer Píriz, A. M., Stengers, H., & Eyckmans, J. (2009). Does pictorial elucidation foster recollection of idioms? *Language Teaching Research* 13,4, 367-382.
- Boers, F. (2013) “Cognitive linguistic approaches to teaching vocabulary: Assessment and integration,” *Language Teaching*, 46(2), pp. 208–224. <https://doi.org/10.1017/S0261444811000450>
- Bolinger, D. L. (1950), *The Comparison of Inequality in Spanish*. *Language*, 25 (pp.28-62)
- Bolinger, D. L. (1953), *Addend to the Comparison of Inequality in Spanish*. *Language* 29 (pp. 62–66)
- Castañeda-Castro, A. (2004), Potencial pedagógico de la Gramática Cognitiva Pautas para la elaboración de una gramática pedagógica de español / LE. *redELE: Revista Electrónica de Didáctica ELE, Vol (0)*. Ministerio de Educación y Ciencia. Marzo. ISSN-e 1571-4667. <https://shorturl.at/grEY2>
- Castañeda-Castro, A. (Ed.). (2014). *Enseñanza de Gramática Avanzada de ELE: Criterios y recursos Una aproximación al sistema verbal aplicable a la enseñanza de ELE*. Madrid, SGEL.
- Goldberg, A. E. (2003), Constructions: a new theoretical approach to language, in *Trends in Cognitive Science*, 7Vol, (pp. 209-224).
- Gutiérrez Ordóñez, S. (1994a). *Estructuras comparativas*. Madrid: Arco Libros.
- Gutiérrez Ordóñez, S. (1994b). *Estructuras pseudocomparativas*. Madrid: Arco Libros.

- Hijazo-Gascón, A. & Llopis-García, R. (2019). Applied cognitive linguistics and foreign language learning. Introduction to the special issue. *International Review of Applied Linguistics in Language Teaching*, 57(1), (pp.1-20). <https://doi.org/10.1515/iral-2018-2004>
- Ibarretxe-Antuñano, Cadierno, T., Castañeda Castro, A. (Eds.). (2019), *Lingüística cognitiva y español LE/L2*. London, Routledge. <https://doi.org/10.4324/9781315622842>
- Langacker, Ronald W. (1987). *Foundations of Cognitive Grammar Vol. 1: Theoretical Prerequisites*. Stanford: Stanford University Press.
- Langacker, Ronald W. (1991). *Foundations of Cognitive Grammar Vol. 2: Descriptive Application*. Stanford: Stanford University Press
- Langacker, R. W. (2008a), *Cognitive Grammar: A Basic Introduction*. Nueva York, Oxford University Press.
- Langacker, R. W. (2008b), The relevance of Cognitive Grammar for language pedagogy, in S. De Knop & T. De Rycker, *Cognitive Approaches to Pedagogical Grammar: A Volume in Honour of René Dirven*. Vol.9 (pp.7-35). Berlin, New York: De Gruyter Mouton. <https://doi.org/10.1515/9783110205381>
- Littlemore, J. (2009), *Applying cognitive linguistics to second language learning and teaching*. Palgrave Mcmillan.
- Niemeier, S. (2017). *Task-based grammar teaching of English. Where cognitive grammar and task-based language teaching meet*. Narr studienbücher.
- McKinley J. & Rose H. (2017), Realities of doing research in applied linguistics In J. McKinley & H. Rose (Eds.), *Doing research in applied linguistics: Realities, dilemmas and solutions* (pp. 3-14). Routledge – London and New York
- Piquer-Píriz A. & Alejo-González, R. (2018). Applying Cognitive Linguistics: Identifying some current research foci (figurative language in use, constructions and typology). In Piquer-Píriz A. & Alejo-González, R. (Eds.), *Applying Cognitive Linguistics: Figurative language in use, constructions and typology* (pp. 1–19). John Benjamins Publishing Company <https://doi.org/10.1075/bct.99.01piq>
- Piquer-Píriz, A. & Boers, F. (2019). La lingüística cognitiva y sus aplicaciones a la enseñanza de lenguas extranjeras. In I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda Castro (Eds.), *Lingüística cognitiva y español LE/L2* (pp. 189- 219). London/New York: Routledge. Routledge Advances in Spanish Language Teaching <https://doi.org/10.4324/9781315622842-9>
- RAE/ASALE. 2009. *Nueva gramática de la lengua española*. Madrid: España.
- Sáez, L. & Sanchez López, C. (2014). “Las construcciones comparativas: Estado de la cuestión”. In L. Sáez y C. Sánchez López (Eds.), *Las construcciones comparativas* (pp. 13–176). Madrid: Visor Libros.

No future

Alonso Raya, Rosa. *Universidad de Granada.*

Manjón Pozas, Francisco. *Universidad de Granada.*

[En el presente trabajo se exponen resultados de las tareas de investigación vinculadas al proyecto I + D «Gramática figurativo-constructiva del tiempo y aspecto verbales en inglés y español (IMAGINE)» financiado por el Ministerio de Ciencia e Innovación de España (Ref.: PID2021-128771OB-I00), que se centra en el desarrollo de la competencia gramatical en lengua extranjera haciendo uso de la competencia plurilingüe de los aprendientes y de las herramientas de la gramática cognitiva, dentro del par español-inglés.]

El propósito fundamental de nuestras reflexiones es indagar sobre cuál sería la forma más eficaz de enseñar y de aprender el futuro en español y, en concreto, las posibles diferencias de uso entre la perífrasis con 'estar+gerundio' y la forma sintética (*estaré durmiendo/dormirá*).

Para ello, revisaremos los tres grandes paradigmas que intentan dar cuenta del significado general de la forma de futuro (temporalista, modal y evidencial) y propondremos acudir a la solución integradora del modelo cognitivo epistémico dinámico de Langacker (Langacker 1991) adaptado al español por Castañeda Castro (Castañeda Castro 2004). Dicho modelo hace explícito el mecanismo mediante el cual los tiempos, modos y aspectos verbales expresan tanto la perspectiva epistémica desde la que concebimos las situaciones como su localización temporal, mediante una representación bidimensional idealizada de la realidad: el **eje cronológico** que permite el anclaje déictico de los verbos en la línea del tiempo y la localización del futuro y el condicional en el **ámbito de la realidad desconocida**.

A partir de este nivel superior de esquematicidad, descenderemos un peldaño y nos centraremos en los tres valores que hemos considerado más rentables para nuestros estudiantes: la predicción, la suposición (futuro de conjetura o epistémico) y el futuro concesivo.

Teniendo en cuenta la clasificación de Vendler para la semántica de los predicados, distinguiremos en un principio entre *estados, actividades o procesos, realizaciones y logros*. De un modo muy general, podemos establecer, siguiendo a Luis García Fernández (2009), que mediante la perífrasis progresiva favorecemos la interpretación epistémica; mientras que la forma sintética favorece la interpretación prospectiva, excepto en el caso de los estados, donde la perífrasis progresiva es extraordinariamente escasa en términos de frecuencia (*Ahora estará sabiendo lo que pasa*).

Por lo que respecta al futuro concesivo, explicaremos que la peculiaridad de este uso consiste en que la distancia que el futuro manifiesta en el eje temporal (posterior al momento de la enunciación) y en el epistémico (simultáneo al momento de la

enunciación, pero en el ámbito de la realidad desconocida), funciona también en el nivel ilocutivo (Rodríguez Rosique 2013).

La última parte de nuestro trabajo pretende ofrecer ejemplos de actividades para el aula que encarnen las propuestas presentadas. La práctica se enmarca en lo que habitualmente denominamos *atención a la forma*, con el propósito de integrar conocimiento implícito y explícito, con actividades de conciencia gramatical (*consciousness-raising activities*) e *input* estructurado, dirigidas a la comprensión del significado del futuro y su rendimiento discursivo.

Palabras clave

enseñanza y aprendizaje de segundas lenguas, gramática cognitiva, tiempo futuro, sistema verbal del español, perífrasis progresiva.

Referencias

- Alonso, R., Castañeda, A., Martínez, P., Miquel, L., Ortega, J. y Ruiz, J. P. (2021). *Gramática Básica del Estudiante de Español. Nueva edición revisada*. Barcelona: Difusión.
- Asociación de Academias de la Lengua Española (2009). *Nueva gramática de la lengua española. Morfología y Sintaxis I*. Madrid: Espasa Calpe.
- Castañeda, A. (2004). «Una visión cognitiva del sistema temporal y modal del verbo en español». En Cifuentes J. L. y Marimón, C. (eds.): *Estudios de Lingüística: el verbo. Estudios de Lingüística de la Universidad de Alicante*. 18, 55-71.
- Castañeda, A. (2023). «Aplicación de los modelos temporalista y epistémico en la enseñanza de tiempo y aspecto en la clase de ELE. El potencial de la gramática cognitiva como opción integradora». En Zamorano Aguilar, A. y Martínez Atienza, M. (coord.): [Teoría de la lengua y enseñanza-aprendizaje de ELE](#). Tirant lo Blanch, 15-45.
- Escandell Vidal, M.V. (2010). «Futuro y evidencialidad». *Anuario de Lingüística Hispánica*, XXVI, 9-34.
- García Fernández, L. (2009). «Semántica y sintaxis de la perífrasis <estar + gerundio>». *Moenia*, 15, 245-274.
- Gras, P. (2018): “Gramática de construcciones para profesores de ELE”, en Sans y Herrera (eds.) 2018, págs. 65-78.
- Langacker, R. W. (1991). *Foundations of Cognitive Grammar. Volume II: Descriptive Application*. Stanford: Stanford University Press.
- Rodríguez Rosique, S. (2013). «Las ventanas de la gramática: discurso y futuro distanciador». *Círculo de Lingüística Aplicada a la Comunicación* 55, 111-132.
- Sans, N. y F. Herrera (eds.) (2018): *Enseñar gramática en el aula de español. Nuevas perspectivas y propuestas*. Barcelona: Difusión.
- SEDANO, M. (2006). «Importancia de los datos cuantitativos en el estudio de las expresiones de futuro», *Revista Signos* 2006, 39: 283-296

Cognitive Linguistics-based explicit instruction of deictic motion verbs in L2 Greek

Andria, Maria. *Universidad de Barcelona*

Hijazo-Gascón, Alberto. *Universidad de Zaragoza*

Deictic motion verbs such as COME and GO seem to be particularly challenging for second language (L2) learners. Previous studies have shown that languages can be classified according to how COME verbs are used, only for motion towards the speaker (e.g. Spanish) or for motion towards the addressee and the speaker (e.g. English, Greek) (Gathercole, 1977, 1978). These differences in how deictic verbs are used can lead to different thinking-for-speaking patterns (Slobin, 1996). When acquiring an L2, these contrasts can be the source of conceptual transfer or cross-linguistic influence (Jarvis & Pavlenko, 2008). Deictic motion verbs occur very frequently in everyday conversation and therefore tend to be taught from the earliest stages of language learning. Yet, when the deictic patterns in the L2 differ from those present in their first language (L1), learners may be unaware of these differences, even at higher levels of proficiency, and therefore prone to errors, as has been studied in different L2s (Authors, 2018; Lewandowski, 2014; Liste-Lamas, 2015; Stam, 2010). However, pedagogical interventions seem to help learners to improve their use of deictic patterns (Colasacco, 2019; Stam, 2015; Stam et al., 2023). The main aim of this study was to explore whether a Cognitive Linguistics-based explicit teaching of thinking-for-speaking patterns improves the acquisition of these verbs in L2 Greek, a language that presents more specificities than Spanish in terms of deictic motion.

The participants in this study were 12 adult L2 learners, seven females and five males, who were studying Modern Greek. All were Spanish/Catalan bilinguals. Six of them were had a B1-level of proficiency, while the other six had a C1-level, as defined by the Common European Framework of Reference for Languages (Council of Europe, 2001). Data were elicited by (i) a cloze test activity which included the target verbs and (ii) an activity of pedagogical translation. Prior to the intervention, participants' knowledge of the deictic motion verbs was explored (pre-test). The intervention consisted of a two-hour session of explicit instruction of the verbs under analysis. After the intervention, post-tests were conducted in three different times: post-test 1 (T1) immediately afterwards; post-test 2 (T2) one week later and post-test 3 (T3), one month later. Different data collection times were used in order to explore the long-term effects of the intervention (or lack thereof). As a complementary data source, field notes were gathered by the teacher/researcher throughout the intervention. Both quantitative and qualitative analyses were performed.

Results showed that, prior to the intervention, deictic motion verbs constituted a problematic area for the participants. However, the analysis of the post-tests revealed that the intervention seemed to have a positive effect on the learners' awareness and

use of these verbs. In addition, the analysis of the filed notes revealed participants' engagement, motivation, as well as positive attitudes towards the intervention. The study concludes by discussing the pedagogical implications for L2 learning and teaching, with a potential long-term effect of the Cognitive Linguistics-based explicit instruction of thinking-for-speaking patterns.

Key words

cross-linguistic influence, motion, thinking-for-speaking, Greek, intervention.

References

- Colasacco, M. (2019). A Cognitive Approach to teaching deictic motion verbs to German and Italian students of Spanish. *International Review of Applied Linguistics to Language Teaching (IRAL)*, 57(1), 71-96.
- Gathercole, V. (1977). Study of the comings and goings of the speakers of four languages: Spanish, Japanese, English and Turkish. *Kansas Working Papers in Linguistics*, 2, 61-94.
- Gathercole, V. (1978). Towards a universal for deictic verbs of motion. *Kansas Working Papers in Linguistics*, 3, 72-88.
- Jarvis, S. & Pavlenko, A. (2008). *Crosslinguistic influence in language and cognition*. New York, NY: Routledge.
- Lewandowski, W. (2014). Deictic verbs: Typology, thinking for speaking and SLA. *SKY Journal of Linguistics*, 27, 43–65.
- Liste-Lamas, E. (2015). German directional adverbs with hin- and her-: A preliminary study on their acquisition by L1 speakers of Spanish. In I. Ibarretxe-Antuñano & A. Hijazo-Gascón (Eds.), *New horizons in the study of motion: Bringing together applied and theoretical perspectives* (pp. 10–31). Cambridge Scholars Publishing.
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70-96). Cambridge, UK: Cambridge University Press.
- Stam, G. (2010). Can L2 Speaker's Patterns of Thinking-for-Speaking Change? In Z.H. Han & T. Cadierno (Eds.), *Linguistic Relativity in SLA. Thinking for speaking* (pp. 59-83). Bristol: Multilingual Matters.
- Stam, G. (2015). Changes in Thinking-for-Speaking: A longitudinal case study. *The Modern Language Journal*, 99(S1), 83–99. <https://doi.org/10.1111/j.1540-4781.2015.12180.x>
- Stam, G., Urbanski, K., Lantolf, J. & Smotrova, T. (2023). How concept-based language instruction works in teaching thinking for speaking in an L2. *International Review of Applied Linguistics in Language Teaching*, 61(1), 111–153. <https://doi.org/10.1515/iral-2022-0073>

¿Qué nos dicen los gestos sobre la representación de la causalidad en español?

Ariño-Bizarro, Andrea. *Universidad de Zaragoza.*
Özyürek, Asli. *Max Planck Institute for Psycholinguistics.*
Ibarretxe-Antuñano, Iraide. *Universidad de Zaragoza.*

Todos los hablantes codifican lingüísticamente la relación entre causas y efectos, independientemente del idioma en el que se expresen. Sin embargo, no todas las lenguas dividen y codifican de la misma manera el continuo de información causal (Kwon 2012; Sanders et al. 2009; Sanders y Sweetser 2009). Estudios previos sobre causalidad en español han revelado que, al hablar oralmente sobre relaciones causales, los hablantes suelen centrar su atención en el tipo de participación del agente (accidental o intencional) en el desarrollo de la acción causal (Ariño-Bizarro e Ibarretxe-Antuñano 2018, 2020; Gibbons 2003; Ibarretxe-Antuñano 2012; Melis 2020). Además, el papel fundamental de la intencionalidad se evidencia no solo en la variedad de opciones de codificación oral (Ibarretxe-Antuñano 2012), sino también en la forma en que los hablantes categorizan y recuerdan estos eventos (Filipović 2013, Ibarretxe-Antuñano et al. 2016, Pascual et al. 2017). Sin embargo, el papel de los gestos en la codificación de la intencionalidad de la acción aún no se ha explorado en detalle en español.

Este estudio investiga (i) la codificación gestual de la agentividad en eventos causales, y (ii) la posible alineación y correlación entre los recursos lingüísticos orales y gestuales. Se recopilieron datos utilizando estímulos de videoclips del proyecto Causality Across Languages (NSF BCS-1535846), un conjunto de 58 videos de interacciones causales entre humanos, fuerzas naturales y objetos inanimados. Treinta y dos hablantes nativos de español europeo (de Aragón) participaron en dos tareas: (i) una tarea de categorización no verbal donde los participantes atribuyeron diferentes grados de responsabilidad a las acciones, y (ii) una tarea de descripción verbal, donde los participantes respondieron a la pregunta "¿Qué ha pasado?". Todos los datos se transcribieron y codificaron con el software ELAN (Lausberg y Sloetjes 2009).

Los resultados muestran que la intencionalidad no solo es fundamental cognitivamente en español, sino también discursivamente, tanto oral como gestualmente. La tarea de categorización muestra que, al asignar el grado de responsabilidad en eventos causales, los hablantes de español se comportan de manera diferente según la intencionalidad: se atribuye una mayor responsabilidad cuando el agente actúa intencionalmente que cuando actúa accidentalmente. En cuanto a la codificación multimodal, los datos muestran que los hablantes eligen un punto de vista gestual diferente y se centran en un tipo distinto de información semántica según la intencionalidad. En estímulos con acciones causales intencionales, los gestos de los participantes codifican la información combinada Camino + Manera desde un punto de vista de personaje. En estímulos con eventos causales accidentales, por otro lado, los informantes adoptan el punto de vista del observador y codifican en estos gestos solo el Camino. Además, estas preferencias gestuales están correlacionadas de manera significativa con las estructuras orales con las que estos gestos coocurren. Las

construcciones transitivas se alinean con los gestos realizados desde el punto de vista del personaje, que expresan de manera congruente una alta agencia y, por lo tanto, alta intencionalidad y responsabilidad (estos resultados están en línea con los de Chan y Kelly (2021) en inglés).

Palabras clave

Causalidad, intencionalidad, multimodalidad, responsabilidad y español.

Referencias

- Ariño-Bizarro, A. & Ibarretxe-Antuñano, I. (2020). La accidentalidad de los eventos causales desde la perspectiva de la tipología semántica. En F. López García (Ed.), *La involuntariedad en español* (pp. 33-54). Peter Lang.
- Ariño-Bizarro, A. & Ibarretxe-Antuñano, I. (2018). El papel de la intencionalidad en los eventos causales del español. In VV.AA. (Eds.), *Actas del XIII Congreso Internacional de Lingüística Xeral* (pp. 79-86). Vigo: Universidad de Vigo.
- Chan, D. M. & Kelly, S. (2021). Construing events first-hand: Gesture viewpoints interact with speech to shape the attribution and memory of agency. *Memory & Cognition*, 49, 884-894.
- Filipović, L. (2013). The role of language in legal contexts: a forensic cross-linguistic viewpoint. *Law and Language: Current Legal Issues*, 15(19), 328-343.
- Gibbons, J. (2003). *Forensic linguistics*. Oxford.
- Ibarretxe-Antuñano, I. (2012). Placement and removal events in Basque and Spanish. En A. Kopecka & B. Narasimham (Eds.), *The events of 'putting' and 'taking'. A cross-linguistic perspective* (pp. 123-143). John Benjamins.
- Ibarretxe-Antuñano, I., Cadierno, T. & Hijazo-Gascón, A. (2016). The role of force dynamics and intentionality in the reconstruction of L2 verb meanings: A Danish-Spanish bidirectional study. *Review of Cognitive Linguistics*, 14(1), 136-160.
- Kwon, I. (2012). Korean forward causality in basic communicative spaces network: -ese and -nikka constructions. *Discourse Cognitive*, 19, 1-27.
- Lausberg, H. & Sloetjes, H. (2009). Coding gestural behavior with the Neuroges-Elan system. *Behavior Research Methods, Instruments & Computers*, 41(3), 841-849.
- Melis, C. (2020). La expresión lingüística de los 'accidentes'. En F. López García (Ed.), *La involuntariedad en español* (pp. 55-78). Peter Lang.
- Pascual, A., Etxebarria, I. & Pérez, V. (2017). Culpa y vergüenza: ¿los límites entre ambas son los mismos en castellano, en inglés y en euskera? *EduPsykhé*, 6(1), 3-20.
- Sanders, T. & Sweetser, E. (2009). *Causal categories in discourse and cognition*. De Gruyter Mouton.
- Sanders, T., Sanders, J. & Sweetser, E. (2009). Causality, cognition and communication: A mental space analysis of subjectivity in causal connectives. En T. Sanders & E. Sweetser (Eds.), *Causal categories in discourse and cognition* (pp. 21-60). Mouton de Gruyter.

English linguistic strategies of in source-based sensory language

Bagli, Marco. *University of Genoa*

Source-based language is a common strategy to convey sensory information about the qualities of an object. It is frequently used to overcome the paucity of specific, abstract vocabulary. Although this type of linguistic strategy is found across the different senses, it is often discussed in relation to food descriptions (Bagli 2021, Bagli 2023). As a communicative strategy, it is beneficial as it allows speakers to evaluate and communicate a current sensory experience with respect to a prototypical source of the sensation, but it may harbour ambiguity, especially if the selected source is not shared among participants in the interaction (Crojimens and Majid 2016). The goal of this research is to identify the several morpho-syntactic patterns used by English speakers to describe the qualities of food through source-based information, and to provide a taxonomy of the constructions involved. I discuss three types of source-based language as organised along a cline from more analytical (i.e., X tastes like Y), to more synthetic (i.e., adjectival suffixes). The medial stage between these two extremes corresponds to cases in which the source of the sensation is morphologically free, but syntactically embedded in constructions that follow the pattern N1 of N2 (e.g., *a splash of chilli*). Previous accounts of this phenomenon have recognised it either as motivated by conceptual metonymy, or as a case of indexical “pointing structures” (Winter 2019). I argue that the two different theoretical accounts are not in stark opposition, rather they both contribute to our understanding of the figurative usage of concrete aspects of perception in language. The data to exemplify and support my claim were retrieved online from various sources of food descriptions, including gin, whiskey, and olive oil Tasting Notes (Caballero et al. 2019), which were created by expert tasters to evaluate the flavour profile of the item being described.

Key words

source-based language, taste description, metonymy, indexicality, pointing

References

Books:

- Bagli, M. (2021). *Tastes We Live By. The linguistic conceptualisation of taste in English*. Berlin: Mouton de Gruyter.
- Caballero, Rosario, Ernesto Suárez-Toste and Carita Paradis. 2019. *Representing Wine – Sensory Perception, Communication, and Cultures*. Amsterdam: John Benjamins.
- Winter, B. (2019). *Sensory linguistics*. Amsterdam: John Benjamins.

Articles:

Bagli, M. (2023). How to point with language: English source-based language to describe taste qualities. *Lublin Studies in Modern Languages and Literature*, 47(2), 31-46, available online at DOI:10.17951/lsmll.2023.47.2.31-46

Crojimans, Ilja and Asifa Majid. 2016. Not All Flavor Expertise Is Equal: The Language of Wine and Coffee Experts. *PLOS ONE*, 11 (6), e0155845.

Metonymic triggers in the Córdoba Metonymy Database

Barcelona, Antonio. *Universidad de Córdoba*

Jiménez Navarro, Eva Lucía. *Universidad de Córdoba*

Rodríguez Redondo, Ana Laura. *Universidad Complutense de Madrid*

The paper classifies the various types of metonymic triggers for a selected set of the metonymies gathered in the University of Córdoba Metonymy Database, a research tool developed as part of our project PGC2018-101214-B-I00, funded by the Spanish government, which already includes several hundreds of entries. One of the fields in its analytical entry model is precisely metonymic triggers. These are the contextual factors that trigger the operation of a conceptual metonymy (Hernández Gomariz 2018). They can be co-textual factors, typically the lexicogrammatical co-text, or other types of contextual factors, especially cognitive factors such as frames or the situational context. The first step in the analysis has been the selection of the database entries to be analyzed, which in some cases includes the revision of the entries, particularly the “triggers” field. The second step has been the development of a data collection model to classify the various types of triggers registered in the database entries. The third step has been the analysis of those data. This step is still in progress. Preliminary results show that almost invariably the lexicogrammatical context triggers a metonymic interpretation qualified by the frames activated by the lexicogrammatical co-text and / or by other contextual triggers, as in *book industry*, where the head *industry* triggers the metonymic reading of *book* as activating processes or actions related to books (publishing, editing, selling, etc.), and the relevant frames are the BOOK frame, the PUBLISHING frame, etc. This is normally the picture when metonymy operates over constructions. When it is a “purely inferential” metonymy (Barcelona forthcoming), like the metonymy / ies guiding the recognition of an indirect speech act, the main triggers are normally cognitive, like the frame-like “speech act scenarios” (Panther and Thornburg 1998) and the wider context. *It’s too cold here*, said by someone looking meaningfully at a wide-open window next to someone else, would normally be interpreted as a request to close that window. The inventory of the specific triggers prompting metonymic operations and their relative weight in the metonymies selected is a valuable contribution to the understanding of metonymy.

Keywords

metonymy, metonymic triggers, metonymy database, frames, co-text

References

- Barcelona, A. (forthcoming). *Metonymy in Discourse Comprehension*. Berlin: De Gruyter Mouton, *Cognitive Linguistic Research* (accepted for publication; under revision).
- Panther, K.-U. & Thornburg, L. L. (1998). A cognitive approach to inferencing. In conversation. *Journal of Pragmatics* 30(6), 755–769.
- Hernandez-Gomariz, I. (2018.) Analysis of metonymic triggers, metonymic chaining, and patterns of interaction with metaphor and with other metonymies as part of the metonymy database in the Córdoba project. In: O. Blanco Carrión, A. Barcelona, & R. Pannain (Eds.), *Conceptual Metonymy: Methodological, Theoretical, and Descriptive Issues* (121–160). (Human Cognitive Processing 60). Amsterdam & Philadelphia: Benjamins.

Taking a walk through representational art: an empirical study on embodied museum audio description

Barnés-Castaño, Celia. *University of Granada.*

Jiménez Hurtado, Catalina. *University of Granada.*

In recent decades, audio description, an intersemiotic translation modality which makes the visual verbal, has gained ground in settings ranging from cinema to dance performances. In the museum context, its main goal, that blind and partially sighted people can build accurate mental images of the described exhibits, is agreed upon by guidelines and practitioners (Hutchinson & Eardley, 2019; Manfredi & Bartolini, 2023). Understanding how absent or limited visual experience can shape the representation of visual and spatial information is key to fulfilling this aim (Holsanova, 2016). According to embodied cognition approaches, language processing is not an amodal cognitive operation, but it is based to a greater or lesser extent on the simulations of our everyday experiences with the world (Muraki *et al.*, 2023). Therefore, these theories predict that a distinct everyday experience leads to representational differences, implying that blind and partially sighted people could picture visual concepts and spatial reference frames differently. For instance, blind and partially sighted people could rely more on egocentric reference frames when representing spatial information (Job *et al.*, 2022; Pasqualotto & Proulx, 2012).

Here, drawing on studies about language processing and spatial cognition, we advance that an audio description tailored to how blind and partially sighted people conceptualize and perceive the world can paint more accurate pictures in their minds and enhance the resulting aesthetic experience. These hypotheses were put to the test in an online within-subject study with 53 blind and partially sighted participants. During the study session, four paintings by the Spanish master of light Joaquín Sorolla y Bastida were described. The audio descriptions differed in the adopted perspective. Every participant listened to two audio descriptions which took the perspective of an observer, in line with the most widespread practice (Soler Gallego & Jiménez Hurtado, 2013; Soler Gallego, 2021). Conversely, the remaining audio descriptions were embodied, that is, they adopted an inner perspective. By inviting the listener into the painting, both the egocentric reference frame and the non-visual sensations evoked by the artwork were made more salient with the goal of bringing the painting closer to how blind and partially sighted people experience the world. Results from self-reported questionnaires revealed that the adopted perspective did not have an impact on mental imagery. In contrast, as predicted, an embodied audio descriptive style enhanced the resulting aesthetic experience. This study contributes to the empirical foundations of museum audio descriptive practice, giving an insight into how language alone can influence the mental images painted by the audio descriptive guides and the aesthetic experience elicited by the artwork.

Keywords

Embodied cognition; mental imagery; spatial reference frames; intersemiotic translation; museum audio description

References

- Holsanova, J. (2016). A cognitive approach to audio description. En A. Matamala & P. Orero (eds.), *Researching audio description: New approaches* (pp. 49-73). Palgrave Macmillan.
- Hutchinson, R. S., & Eardley, A. F. (2019). Museum audio description: The problem of textual fidelity. *Perspectives*, 27(1), 42-57.
- Job, X. E., Kirsch, L. P., & Auvray, M. (2022). Spatial perspective-taking: insights from sensory impairments. *Experimental Brain Research*, 240, 27-37.
- Manfredi, M., & Bartolini, C. (2023). Integrating museum studies into translation studies: Towards a reconceptualization of the source text as sensory experience in museum audio description and the notion of experiential equivalence. *Translation Studies*, 16(2), 261-276.
- Muraki, E. J., Speed, L. J., & Pexman, P. M. (2023). Insights into embodied cognition and mental imagery from aphantasia. *Nature Reviews Psychology*, 2, 591-605.
- Pasqualotto, A., & Proulx, M. J. (2012). The role of visual experience for the neural basis of spatial cognition. *Neuroscience & Biobehavioral Reviews*, 36(4), 1179-1187.
- Soler Gallego, S. (2021). The Minority AD: Creativity in audio descriptions of visual art. En M. Antona & C. Stephanidis (eds.), *Universal Access in Human-Computer Interaction. Access to Media, Learning and Assistive Environments* (pp. 308-327). Springer.
- Soler Gallego, S., & Jiménez Hurtado, C. (2013). Traducción accesible en el espacio museográfico multimodal: las guías audiodescriptivas. *JoSTrans*, 20, 181-200.

The cognitive and communicative role of complexity in parodic echoes: drawing parallels with ironic echoing

Barreras Gómez, María Asunción *Universidad de La Rioja.*

Echoic mention is the repetition of previous linguistic or conceptual material. In Relevance Theory, pragmatic echoes are postulated as central to the production of ironic meaning (Wilson and Sperber 2012), but other possible cases of echoic use of language have been discussed in the literature (cf. Ruiz de Mendoza and Galera, 2014; Lozano, 2023). Beyond its pragmatic dimension, echoic mention has been discussed as having a cognitive dimension and added to the potential list of cognitive operations used by speakers to produce language-based meaning inferences (Ruiz de Mendoza and Galera, 2014; Ruiz de Mendoza, 2017).

In the cognitive view of irony, Ruiz de Mendoza (2017) has argued that “echoing”, as a cognitive operation, is used to build a conceptual echoic scenario, whose basic function is to express pretended agreement. This happens through a clash with what the speaker thinks is the observable scenario (the real-world situation). This clash gives rise to the general inference that the speaker has reservations about the truthfulness of the echoed scenario. This inference can be further specified in context to convey different degrees of skepticism and wryness often in combination with scornful attitudes and/or humor.

On the other hand, parody is the imitation of someone’s verbal and/or non-verbal behavior for comic effect. It combines a critical and a comic act (Rossen-Knill and Henry, 1997). Parody is an echoic form of communication, like irony. However, while irony focuses on the content of the message, parody focuses on imitating the form and its associated paralinguistic behavior (especially gestures and intonation), usually hyperbolized for derision.

Moreover, parodic echoes exhibit similar complexity patterns to those identified for irony in Ruiz de Mendoza and Lozano (2019). According to these authors, there are three basic complexity strategies: (i) compounding or the formal integration through syntactic procedures of several echoes (e.g., Yeah, right, you always work, while I just hang around combines two complaints into one); (ii) cumulation or the aggregation of consecutive synonymic expressions for focal prominence (e.g. Yes, sure. He’s a hero, a modern knight, nobility incarnate); and (iii) chaining, consisting in echoing a previous echo, usually in conversational rebuttal (A (critically): Yeah, right. John is a great neighbor. B (with new evidence about John): Yeah. John is a great neighbor!). We find similar complexity patterns in parodic echoes: (i) compounding can integrate apparently unrelated parodic events into one (e.g., a misbehaving student mocks his teacher by reciting different expressions that his teacher uses on different occasions); (ii) cumulation effects can happen by combining different variants of a formal aspect of behavior thus increasing mockery (e.g., Let me, allow me, permit me for let me in the

imitated expression); (iii) chaining can happen through the repetition of someone's previous parodic echo (e.g., a boy performs a distorted imitation of a friend's imitation of a mutual classmate).

Through the analysis of a corpus of parodic acts drawn from US sitcoms, this presentation explores the cognitive and communicative role of complexity in parodic echoes while drawing parallels with echoic complexity in irony.

Key words

cognitive operations, complexity, echoic mention, irony, parody

References

- Lozano, I. (2023). A multidimensional approach to echoing: Categories, uses, and types. *Review of Cognitive Linguistics*, 21(1), 210–228.
- Rossen-Knill, D.H. & Henry, R. (1997). The pragmatics of verbal irony. *Journal of Pragmatics*, 27, 719-752.
- Ruiz de Mendoza Ibáñez, F. J. (2017). Cognitive modeling and irony. *Irony in language use and communication*, 1, 179-200.
- Ruiz de Mendoza Ibáñez, F. J., & Galera Masegosa, A. (2014). *Cognitive modeling. A linguistic perspective*. John Benjamins
- Ruiz de Mendoza Ibáñez, F. J. & Lozano-Palacio, I. (2019). A cognitive-linguistic approach to complexity in irony: Dissecting the ironic echo. *Metaphor and Symbol*, 34(2), 127-138.
- Ruiz de Mendoza Ibáñez, F. J. & Lozano-Palacio, I. (2022). *Modeling Irony: A cognitive-pragmatic account*. John Benjamins.
- Wilson, D., & Sperber, D. (2012). Explaining irony. In D. Wilson, & D. Sperber (Eds.), *Meaning and relevance* (pp. 123–145). Cambridge University Press.

Se'n va cara a la zurda o ve cara a mi? La expresión de la Deixis en los eventos de movimiento en catalán y español

Benaiges-Saura, Katia (UZ – IPH)

Ibarretxe-Antuñano, Iraide (UZ – IPH)

Moret-Oliver, M^a Teresa (UZ – IPH)

Universidad de Zaragoza (UZ) – Instituto de Patrimonio y Humanidades (IPH)

Este estudio analiza la Deixis en catalán y español de Aragón. Talmy (2000) propone que la Deixis es un subcomponente del Camino, junto al Vector, vinculado a la dirección del movimiento, y a la conformación, la forma o entramado geométrico del Camino. Sin embargo, autores como Matsumoto (2003, 2020) defienden que debería analizarse por separado. El catalán y el español son lenguas de marco verbal, puesto que prototípicamente codifican el Camino en el verbo principal (Talmy, 2000). Sin embargo, existe variación intratipológica (Ibarretxe-Antuñano, 2009), de manera que presentan divergencias en sus sistemas deícticos (Hijazo-Gascón e Ibarretxe-Antuñano, 2010). Gathercole (1977, 1978) establece una tipología semántica de la Deixis para dar cuenta, desde una perspectiva interlingüística, del uso de los verbos deícticos. Señala que el centro deíctico varía según las lenguas, lo que repercute en el uso que hacen estas de los verbos IR y VENIR. Así, existen lenguas donde los verbos venitivos pueden usarles para expresar la dirección hacia el hablante y hacia el destinatario (ej. inglés), mientras que en otras lenguas su uso es exclusivo para expresar el movimiento hacia el hablante (ej. japonés). El español permite la codificación venitiva cuando el centro deíctico es el Emisor pero no cuando es el Destinatario (ej. *¿vienes? sí, voy/*sí, vengo*), mientras que el catalán (excepto el valenciano) permite el centro deíctico en ambos casos (Ibarretxe-Antuñano, et al., 2017).

En este estudio explora la interacción entre el Camino, la Deixis y la Manera, así como el estatus de relevancia que tienen para los hablantes en un evento de movimiento complejo. En concreto, se analiza cuál de ellos se elige verbalizar y de qué manera (verbo principal vs. elementos externos) en un evento de movimiento donde los (sub)componentes son igualmente prominentes y compiten por su selección.

Los datos han sido elicitados mediante una adaptación del experimento A de the NINJAL Project on Motion Event Descriptions (Matsumoto, 2020). Los vídeos mostraban 63 escenas de auto-movimiento translocacional y estaban organizados en torno a tres variables: Camino, Manera y Deixis. Los participantes tenían que localizarse a sí mismos en la escena donde se desarrollaba el evento de movimiento y describir verbalmente qué sucedía. Los participantes son 12 hablantes bilingües de catalán-español (Aguaviva, Teruel) y 12 hablantes monolingües de español (Zaragoza), divididos en 3 grupos etarios: 18-35 (M=22.7, M=18.9), 35-60 (M=54.3, M=57.5), 61-90 (M=72.1, M=66.2).

Los resultados muestran que tanto los hablantes de catalán como los de español prefieren codificar en el verbo principal el componente del Camino, seguido del de la

Deixis, aunque los hablantes de catalán tienden a utilizar en mayor medida verbos deícticos de movimiento. Por otra parte, los elementos externos al verbo principal tienden a codificar más información sobre la Deixis que sobre la Manera y el Camino, y son más frecuentes los que lexicalizan la Deixis y el Camino en catalán que en español. En cuanto al uso de los verbos deícticos de movimiento, los hablantes de catalán utilizan el verbo *venir* para expresar tanto dirección hacia el hablante como hacia el destinatario, a diferencia de lo que ocurre en español.

Palabras clave

Camino, Deixis, Manera, catalán, español

Referencias

- Hijazo-Gascón, A. y Ibarretxe-Antuñano, I. (2010). Tipología, lexicalización y dialectología aragonesa. *Archivo de Filología Aragonesa*, 66, 181-215.
- Ibarretxe-Antuñano, I. (2009). Path salience in motion events. En J. Guo, E. Lieven, N. Budwig, S. Ervin-Tripp, K. Nakamura and S. Özcaliskan (eds.), *Crosslinguistic approaches to the psychology of language: Research in the tradition of Dan Isaac Slobin* (403-414). New York: Routledge.
- Ibarretxe-Antuñano, I., Hijazo-Gascón, A. y Moret-Oliver, M. (2017). The importance of minority languages in semantic typology: The case of Aragonese and Catalan. En Ibarretxe-Antuñano (ed.), *Motion and space across languages: Theory and applications* (123-150). Amsterdam. John Benjamins.
- Talmy, L. (2003). *Toward a Cognitive Semantics. Typology and Process in Concept Structuring*. The MIT Press.
- Matsumoto, Yo. (2003). Typologies of lexicalization patterns and event integration: Clarifications and reformulations. In S. Chiba (ed.), *Empirical and theoretical investigations into language: A festschrift for Masaru Kajita*, 403-418. Tokyo: Kaitakusha.
- Matsumoto, Yo. (2020). Neutral and specialized path coding: Toward a new typology of path-coding devices and languages. In Y. Matsumoto and K. Kawachi (eds.), *Boarder perspectives on motion event descriptions*, 385-438. Amsterdam: John Benjamins.

Using literal underpinnings to help second language learners infer the meaning of idioms: Does the inferencing attempt help retention?

Boers, Frank. *University of Western Ontario.*

Eyckmans, June. *Ghent University.*

Yu, Xi. *University of Western Ontario.*

Wang, Xiaofei. *University of Western Ontario*

It can be very hard for second language (L2) learners to infer the meaning of idioms (Carrol & Littlemore, 2020; Cooper, 1999), but studies have shown that the chances of accurate inferences improve when information is provided about the literal underpinning of idioms, that is, the original context in which the expressions were (or still are) used literally (Boers et al., 2007; Wang et al., 2020) because these literal underpinnings “motivate” the idiomatic meanings. Even so, wrong inferences cannot be avoided entirely, and concerns have been raised that wrong inferences may interfere with learners’ later recall of the correct meanings (Wang et al., 2022)—a downside of inferencing which has been observed with regards to learning L2 words as well (e.g., Elgort, 2017). The question that needs to be asked, then, is whether it might be better to skip inferencing efforts and instead give learners the idiomatic meanings directly, with the literal underpinnings added as mere mnemonic support. Using a counter-balanced research design, Yu and Boers (2023) recently addressed precisely this question and concluded that it is *not* worth investing time in an inferencing activity (followed by feedback) *unless* the likelihood of correct inferences is very high. However, their study relied on a single opportunity for participants to learn a set of 21 idioms, and the scores on a one-week delayed test were quite poor overall. Well-designed language courses provide learners with practice opportunities after their initial engagement with new lexical items, and this additional practice may override any interference effects from prior inaccurate inferences. In this presentation, we report a replication study of Yu and Boers (2023) to explore this possibility. Learners of L2 English ($n \geq 60$) were presented (in a counter-balanced research design) with 21 English idioms in brief contexts and they were prompted to infer the meaning of the idioms with or without supporting information about their literal underpinning, after which they received feedback, or they were given the meaning of the idioms directly followed by the literal underpinnings. Different from the original study, this initial learning stage was followed in the same session by a meaning-recall exercise, which was again followed by feedback. One week later, the learners took a test to see how well they remembered the 21 idioms. Logistic regression modeling was used to determine what factors influenced the likelihood of accurate test responses. The fixed factors included in the modeling were treatment condition, inferencing accuracy, time on task, and accuracy in the exercise. Individual students’ inferences and their exercise and post-test responses were compared as well

to examine whether inaccurate interpretations at the learning stage caused interference and, if so, whether the additional practice sufficed to override it. The findings help to make recommendations for ways of engaging L2 learners with the motivated nature of idioms.

Key words

Figurative idioms; linguistic motivation; inferences; memory.

References

- Boers, F., Eyckmans, J., & Stengers, H. (2007). Presenting figurative idioms with a touch of etymology: More than mere mnemonics? *Language Teaching Research*, 11, 43–62.
- Carrol, G., & Littlemore, J. (2020). Resolving figurative expressions during reading: The role of familiarity, transparency, and context. *Discourse Processes*, 57(7), 609–626.
- Cooper, T. C. (1999). Processing of idioms by L2 learners of English. *TESOL Quarterly*, 33, 233–262.
- Elgort, I. (2017). Incorrect inferences and contextual word learning in English as a second language. *Journal of the European Second Language Association*, 1(1), 1–11.
- Wang, X., Boers, F., & Warren, P. (2020). Using literal underpinnings to help learners remember figurative idioms: Does the connection need to be crystal-clear? In A. M. Piquer-Píriz & R. Alejo-González (Eds.), *Metaphor in foreign language instruction* (221–239). De Gruyter.
- Wang, X., Boers, F., & Warren, P. (2022). Prompting language learners to guess the meaning of idioms: Do wrong guesses linger? *Language Awareness*. Epub ahead of print.
- Yu, X., & Boers, F. (2023). Inferring the meaning of idioms: Does accuracy matter for retention in memory? *RELC Journal*. Epub ahead of print.

Metaphors of knowledge, education and university

Bogdanowska-Jakubowska, Ewa. *University of Silesia*

Bogdanowska, Nika. *SWPS University*

The aim of the study is to investigate how knowledge, education and university are conceptualized in ceremonial American discourse addressed to the young. The data for the analysis comes from the corpus of 100 commencement addresses delivered during graduation ceremonies in American universities and colleges. The persons invited to deliver a commencement address are notable figures in the society (e.g. politicians, artists, writers, businessmen, activists, academics) or graduating students — all of them high achievers (Bogdanowska-Jakubowska, 2020, 2021). Their knowledge and experience entitle them to give advice to the young.

A theoretical framework within which the study of education and university metaphors has been conducted is Christopher Hart's (2018a; Hart & Lukeš, 2007; Hart, 2008, 2010, 2018b) Cognitive Linguistic approach to Critical Discourse Studies. In the approach, metaphors are employed in the realization of the ideological discursive strategy of framing. In a similar vein, in the Discourse-Historical Approach, committed to Critical Discourse Studies, metaphors, perceived as categorization devices, are used in the realization of referential strategies by which social actors, objects and events are represented (Wodak, 2011; Reisigl, 2018).

The analyzed discourse is rich in metaphors and metonymies which provide the frame for (1) the celebration of the graduates' hard work and academic success and (2) the advice based on the speaker's knowledge and experience, e.g.:

THE UNIVERSITY IS A (SECOND) HOME,
THE UNIVERSITY IS A STARTING POINT,
THE UNIVERSITY IS A TOUCHSTONE,
THE UNIVERSITY FOR THE WAY OF THINKING,
THE UNIVERSITY IS AN INTELLECTUAL MELTING POT.

The study may contribute to better understanding of the American conceptualization of education as a way to self-perfection and professional success: university education enables the graduates and obliges them to work for the common good. In the analyzed discourse, university is a category of contextual settings as well as an element contributing to the formation of identities. The American university is presented as a place which does not only provide education but also endows the graduates with the axiological foundation and "the power" to change the world for the better. The concept of university is employed as a social-physical location-with-a-function.

Key words

Metaphor, Critical Discourse Studies, commencement address, American culture

References

- Bogdanowska-Jakubowska, E. (2020). Work ethos in American ceremonial discourse addressed to the young. *Discourse & Communication*, 14(6), 561-579.
- Bogdanowska-Jakubowska, E. (2021). The discursive representation of places significant for an individual: An analysis of Polish academic year inauguration speeches and American commencement addresses. In P. Biały, M. Kuczok & M. Zabawa (Eds.), *Various Dimensions of Place in Language Studies* (118-137). Wydawnictwo Uniwersytetu Śląskiego.
- Hart, C., & Lukeš, D. (2007). Introduction: Cognitive linguistics in critical discourse analysis. In C. Hart & D. Lukeš (Eds.), *Cognitive linguistics in critical discourse analysis: Application and theory* (pp. 1–27). Cambridge Scholars. [Published in 2007.
- Hart, C. (2008). Critical discourse analysis and metaphor: Toward a theoretical framework. *Critical discourse studies*, 5(2), 91-106.
- Hart, C. (2010). *Critical Discourse Analysis and Cognitive Science*. Palgrave Macmillan.
- Hart, C. (2018a). Cognitive linguistic critical discourse studies. In J. Flowerdew & J. Richardson (Eds.), *The Routledge Handbook of Critical Discourse Studies* (pp. 77–91). Routledge.
- Hart, C. (2018b). Cognitive linguistic critical discourse studies: Connecting language and image. In R. Wodak & B. Forchtner (Eds.), *The Routledge Handbook of Language and Politics* (pp. 187–201). Routledge.
- Reisigl, M. (2018). The discourse-historical approach. In J. Flowerdew & J. Richardson (Eds.), *The Routledge Handbook of Critical Discourse Studies* (pp. 44–59). Routledge.
- Wodak, R. (2011). *The Discourse of Politics in Action. Politics as Usual*. Palgrave Macmillan.

Can gesture disambiguate the meaning of a polysemous word?

Bolumar Martínez, Irene. *University of Murcia.* [Correspondence Author]

Goldin-Meadow, Susan. *University of Chicago.* [Author 2]

Alcaraz-Carrión, Daniel. *University of Murcia.* [Author 3]

Polysemy is believed to be one of the major sources of ambiguity (Norrick, 1981; Taylor, 2006). Although people normally determine the meaning of ambiguous items by appealing to context, it is not always possible to access those additional pieces of information.

Using experimental methods to study language ambiguity and focusing on nonverbal communication modalities, such as gesture, has proven to be useful in previous research (such as Holler & Beattie, 2003; Holle & Gunter, 2007; Hinnell & Parrill, 2020). Taking into account that previous works have mostly focused on the phenomenon of homonymy, we designed three studies to explore the role of gesture in the expression of a polysemous construction (subject + *touched me*). As communication includes different modalities apart from speech, we intend to check whether people can associate specific gestures that were found in previous studies (Bolumar et al., 2024) with any of the potential meanings of *touch*.

The research questions of this investigation are:

1. Can speakers of English guess the meaning of *touch* by looking at the hand gestures made by other speakers? [Study 1]
2. Do speakers of English associate specific hand gestures to the physical meaning and the emotional meaning of *touch*? [Studies 2 and 3]

In the first study, participants watch muted clips where speakers make a hand gesture and they have to indicate the meaning of *touch* and how confident they are with their decision. The stimuli used here were obtained from the multimodal corpus NewsScape and were modified to show different body parts. Each participant watched different visibility conditions so as to examine if hands, rather than faces, help people guess the meaning of *touch*.

With regards to the second study, the stimuli were created in order to examine which formal gesture characteristics were associated with each potential meaning. The gestures recorded involved different hand shapes, types of contact and gesture referents. In this case, there were no visibility restrictions for speakers, but the clips were also muted and the question was identical to the one found in the first study.

In the third study, we used the stimuli from the second experiment and also added clips without gesture. Participants could be assigned either to the audiovisual group (voiced stimuli) or to the visual group (muted stimuli). Here, instead of including confidence

ratings, we measured the participants' reaction time in order to check whether they react faster when they see a gesture.

Although the data collection is expected to occur during the winter months of 2024, preliminary results suggest that participants are able to guess the meaning of *touch* by looking at the speaker's gestures. The results originating from this work will contribute to polysemy studies from a multimodal perspective and will allow us to answer whether gesture can disambiguate the meaning of the polysemous verb *touch*.

Key words

Polysemy, Gesture, Multimodality, Perception, Touch

References

- Bolumar, I., Alcaraz-Carrión, D., & Valenzuela, J. (2024). A multimodal approach to polysemy: the senses of touch. [Manuscript submitted for publication].
- Hinnell, J., & Parrill, F. (2020). Gesture Influences Resolution of Ambiguous Statements of Neutral and Moral Preferences. *Frontiers in Psychology, 11*, 1–10. <https://doi.org/10.3389/fpsyg.2020.587129>
- Holle, H., & Gunter, T. C. (2007). The Role of Iconic Gestures in Speech Disambiguation: ERP Evidence. *Journal of Cognitive Neuroscience, 19*(7), 1175–1192. <https://doi.org/10.1162/jocn.2007.19.7.1175>
- Holler, J., & Beattie, G. (2003). Pragmatic aspects of representational gestures: Do speakers use them to clarify verbal ambiguity for the listener? *Gesture, 3*(2), 127–154. <https://doi.org/10.1075/gest.3.2.02hol>
- Norricks, N. R. (1981). *Semiotic Principles in Semantic Theory*. John Benjamins B. V. <https://doi.org/https://doi.org/10.1075/cilt.20>
- Taylor, J. R. (2006). Polysemy and the lexicon. In G. Kristiansen, M. Achard, R. Dirven, & F. J. Ruiz de Mendoza Ibáñez (Eds.), *Cognitive Linguistics: Current Applications and Future Perspectives* (pp. 51-80). Mouton de Gruyter. <https://doi.org/10.1515/9783110197761.1.51>

FábulaE: la personificación como herramienta pedagógica para facilitar la comprensión del funcionamiento de la lengua en ELE

Bordetas Bonilla, Alba. *Université Toulouse-Jean Jaurès.*

Muñoz García, Margarita. *Université Rennes 2.*

Arroyo González, Encarnación. *Université Toulouse-Jean Jaurès.*

El objetivo de nuestra comunicación es presentar una herramienta pedagógica para el aprendizaje del español lengua extranjera, impulsada por las universidades de Toulouse Jean Jaurès y Rennes 2, cuya originalidad reside en la personificación de diferentes elementos lingüísticos (gramaticales y fonéticos) a partir de vídeo cápsulas. Dichos elementos cobran vida metafóricamente lo que mejora la comprensión (Hu & al., 2021) y facilita el aprendizaje según el enfoque cognitivo (Langacker, 1987). Por un lado, gracias a la personificación, se reduce el grado de abstracción de los conceptos lingüísticos y, al evocar objetos conocidos, se facilita la conceptualización. Además, este tipo de metáfora ontológica ayuda al aprendiente a elaborar imágenes mentales sólidas. En este sentido, el objetivo de estas vídeo cápsulas no es solamente transmitir conocimientos, sino también contribuir a su asimilación, ayudando al alumno a conectar los conocimientos previos con los nuevos, a organizarlos y a estructurarlos (Berthier & al., 2018). Por otro lado, hemos optado por utilizar la animación ya que posibilita la creación de personajes lúdicos que viven situaciones fácilmente reconocibles por los estudiantes. Por ejemplo, para la personificación de la preposición “A” se ha elegido un personaje muy activo y dinámico facilitando la conceptualización de la idea de movimiento. Para representar la preposición “EN”, sin embargo, se ha creado un personaje sedentario y apático que permite la conceptualización de la idea de permanencia.



Las diferentes situaciones se presentan a través de historias que respetan un esquema narrativo que aumenta el grado de comprensión (Bordetas Bonilla, 2015) y de memorización (Fayol, 1994). Por ejemplo, en una de las vídeo cápsulas, el verbo “gustar” está cansado de que siempre lo confundan con el verbo “querer” (error muy común entre los francófonos) y para diferenciarse, decide adoptar también un orden lógico distinto: complemento + verbo + sujeto. Cada concepto lingüístico se explica así a través de una historia, en la cual la imagen forma parte de la narrativa. A la caracterización de personajes se añade también el uso deliberado de colores, ilustraciones y formas. Todos estos elementos están pensados para ayudar a los estudiantes a elaborar representaciones mentales de los puntos gramaticales y de sus diferentes usos. A través

de esta forma de explorar la lengua en nuestras vídeo cápsulas, se pone un énfasis particular en animar a los estudiantes a reflexionar sobre ella, para así mejorar su conciencia lingüística y por consiguiente su nivel lingüístico (Cots, 2007). Esta conciencia lingüística también está considerada como un elemento esencial en el proceso de adquisición del componente fónico (Intravaia, 2000; Kennedy & Trofimovich, 2010; Muñoz García & Contreras Roa, 2023). En la plataforma FábulaE, por ejemplo, para tomar conciencia de la acentuación en español, los acentos tónicos tras un largo viaje, deciden en qué sílabas pararse a descansar, determinando así las sílabas tónicas. De este modo, forman grupos en función del tipo de acentuación (palabras agudas, llanas y esdrújulas). Así pues, el discurso narrativo y las imágenes acompañan la representación de estas categorías fonológicas inexistentes en la lengua materna de los estudiantes.

Palabras clave

español lengua extranjera - personificación - narración - conciencia lingüística - vídeo cápsulas

Referencias

- Berthier, J.L., Borst, G., Desnos, M. & Guilleray, F. (2018). *Les neurosciences cognitives dans la classe*. Esf-Sciences Humaines.
- Bordetas Bonilla, A. (2015). *Compréhension de l'oral en espagnol langue étrangère : construction de sens à partir de dispositifs de représentation audiovisuels*. Thèse de doctorat, Université Toulouse Le Mirail.
- Cots, J. M. (Eds.), (2007). *La conciencia lingüística en la enseñanza de las lenguas*. Graó.
- Fayol, M. (1994). *Le récit et sa construction. Une approche de psychologie cognitive*. Delachaux & Niestlé.
- Hu, J., Gordon, C., Ren, N. Y. & Ren Y. (2021). "Once Upon A Star": A Science Education Program Based on Personification Storytelling in Promoting Preschool Children's Understanding of Astronomy Concepts. *Early Education and Development*, 32(1), 7-25.
- Intravaia, P. (2000). *Formation des professeurs de langue en phonétique corrective. Le système verbo-tonal*. Didier Érudition et CIPA.
- Kennedy, S. & Trofimovich, P. (2010). Language awareness and second language pronunciation: a classroom study. *Language Awareness*, 19(3), 171-185.
- Langacker, R. (1987). *Foundations of Cognitive Grammar: Vol. 1. Theoretical Prerequisites*. Stanford University Press.
- Muñoz García, M., Contreras Roa, L. (2023). Le regard de l'apprenant sur l'apprentissage de la prononciation : Le cas des apprenants en LEA anglais / espagnol. In A. L. Duffé Montalván, G. Drouet, D. ar Rouz (Eds.), *L'apprenant dans l'enseignement et dans l'apprentissage des langues* (pp. 197-213). EME Éditions.

Linguistic Landscapes: A Cross-Linguistic Analysis of Spatial Prepositions in Moroccan Arabic and English

Bouabida, Nihal. *University Moulay Ismail.*

Feist, Michele I. *University of Louisiana at Lafayette.*

This study investigates the nuanced meanings of topological spatial prepositions in Moroccan Arabic (MA) and English (ENG), seeking to uncover internal and cross-linguistic variations in their usage. Building upon a rich literature on prepositional semantics and their cross-linguistic variation, this research focuses on reference as a tool to probe and compare the meanings of prepositions across languages. We employed Behavioral Profiles (BP) (Gries, 2010) to explore the meanings of MA and ENG prepositions, conceptualized as intricate patterns of usage. BPs are constructed as vectors reflecting the frequency with which speakers employ a preposition across a set of contexts. This method offers a systematic and objective comparison of preposition use in diverse contexts, thereby establishing a foundational understanding of how these prepositions function in both MA and ENG.

We address three main issues in preposition meanings. First, we compared prepositions in MA and ENG at the system level. We used 118 line-drawings of spatial scenes to elicit spatial descriptions from 25 native speakers in each language (cf., Bowerman & Pederson 1996; Feist 2008; Zhang 2013). The results highlight a notable difference in the number of prepositions employed in each language (9 in MA, 32 in ENG), prompting a deeper exploration of preposition use in each language. To that end, we assessed the breadth of usage of each preposition across the 118 pictures, revealing marked differences in their referential ranges. Complementing this, we looked at each preposition's frequency of use among our participants to determine whether they were all equally available to speakers of the languages. Taken together, the results point to structural distinctions between the prepositional systems of MA and ENG. Notably, English exhibits fine-grained spatial distinctions, while MA employs coarser distinctions, suggesting divergent spatial semantic systems.

Second, we explored similarities in the usage patterns of prepositions across the two languages through Agglomerative Nesting clustering on the BPs of the MA and ENG prepositions. The findings reveal cross-linguistic equivalents and highlight language-specific nuances, deepening our understanding of cross-linguistic variation in spatial prepositional meanings in MA and ENG. Third, we turned our focus to the underlying senses that could account for each preposition's pattern of use. To do this, we first identified the most representative pictures associated with each preposition as its referential core. We then identified the semantic attributes common to each referential core (Bouabida, in prep), highlighting the dimensions that likely contribute to each preposition's conceptualization and usage and offering a nuanced understanding of how

these spatial terms are linguistically encoded and employed by speakers of different languages.

Our findings reveal a complex landscape of preposition usage, highlighting factors that influence their meanings, their linguistic status, and their comparability across languages. The study demonstrates that prepositions in MA and ENG exhibit both commonalities and divergences in spatial representation, reflecting a blend of linguistic universality and specificity. The findings have broader implications, extending to language acquisition, learning and teaching, and translation. They underscore the importance of considering spatial cognition's diversity in these domains, facilitating more effective communication and understanding across languages.

Key words

Spatial prepositions; Cross-linguistic analysis; Behavioral profiles

References

- Bouabida, N. (in prep). Perspectives on Space: Tracing Cross-Linguistic Variation in Moroccan Arabic and English prepositions. Doctoral dissertation, University Moulay Ismail.
- Bowerman, M., Pederson, E. (1996). Cross-linguistic perspectives on topological spatial relationships. Paper presented at the 91st annual meeting of the American Anthropological Association, San Francisco, CA.
- Gries, S. Th. (2010). Behavioral profiles: A fine-grained and quantitative approach in corpus based lexical semantics. *The Mental Lexicon*, 5.3: 323–346.
- Feist, M. I. (2008). Space between languages. *Cognitive Science*, 32(7), 1177-1199.
- Zhang, Y. (2013). *Spatial representation of topological concepts IN and ON: a comparative study of English and Mandarin Chinese*. Doctoral dissertation, Individualized Program, Concordia University.

We ♥ multimodality:
On the interaction between metonymy and alpha-pictorial signs

Brdar-Szabó, Rita. *ELTE Budapest*

Brdar, Mario, *University of Osijek*

Van Leeuwen developed a two-way system of text and image interdependency (2005), where one mode can either specify/explain the other or have a similar/different/complementary meaning (this can be seen as a variation on Barthes (1977) and his notions of anchoring and relaying). In the latter case, they can also be very tightly integrated, so as to permeate each other and form a whole. In this presentation, we are concerned with such tightly integrated text-image interactions in which the two are blended. They can be of two types: in one of them words are treated as parts of the image itself, i.e., words form an image; in the other type, it is the other way around, images are used as parts of a text, replacing words or graphemes. The presentation focuses on the latter possibility, illustrated in the very title of the presentation.

These text-image interactions are clearly multimodal. What is more, if they are used together recurrently enough, they may come to form a multimodal construction, in an extension of Goldbergian Construction Grammar (see Zima & Bergs 2016; Dancygier & Vandelanotte 2017; Zenner & Geerarts 2018; Hart & Marmol Queralto 2021). They engage the visual perception, but in two channels or modalities: the verbal (or linguistic), and the pictorial.

In this presentation, we consider an issue of theoretical nature that primarily arises in the case of the latter type of integration. It has been claimed that metonymies can be multimodal (Hidalgo Downing & Mujic, 2011; Maalej 2015; Rocci et al. 2018; Kashanizadeh & Forceville, 2020). Taking into consideration their essence and the way that metonymies are defined, it is clear that, strictly speaking, there could be no multimodal metonymies of the simplest kind. Multimodal metonymy is impossible for two reasons.

First, according to classic definitions of metonymy, only the metonymic source (i.e., the vehicle) is explicitly presented (or manifest). Secondly, this goes against the grain of the cognitive linguistic approach to metaphor and metonymy as conceptual operations. Mappings, extensions, shifts, or whatever we postulate here, link only concepts, not lexical expressions directly with some other lexical expressions, picture with some other picture, etc., or any material expressions across modalities. Because the metonymic source and the metonymic target are concepts (only the metonymic vehicle may be realized in some modality), it is clear that neither can be realized in any modality. They are purely conceptual, and only the metonymic vehicle can be realized materially in one of the modalities. It follows that metonymies can only be monomodal or purely conceptual.

If, however, the metonymic source concept nevertheless happens to be materially manifest together with the metonymic target concept manifest in another modality, this is just a multimodal construction. It is just a metonymic complex in a multimodal context. Further, a whole may be multimodal, but there are two separate metonymies running parallelly in two different modalities. We get the impression of a multimodal metonymy when a pair of metonymies is used parallelly.

Key words

multimodality, metonymy, complex metonymy, alpha-pictorial signs

References

- Dancygier, B., & Vandelandotte, L. (2017). Internet memes as multimodal constructions. *Cognitive Linguistics*, 28(3), 565-598. <https://doi.org/10.1515/cog-2017-0074>
- Hart, C., & Marmol Queralto, J. (2021). What can cognitive linguistics tell us about language-image relations? A multidimensional approach to intersemiotic convergence in multimodal texts. *Cognitive Linguistics*, 32(4), 529-562. <https://doi.org/10.1515/cog-2021-0039>
- Hidalgo Downing, L., & Mujic, B. K. (2011). Multimodal metonymy and metaphor as complex discourse resources for creativity in ICT advertising discourse [Article]. *Review of Cognitive Linguistics*, 9(1), 153-178. <https://doi.org/https://doi.org/10.1075/ml.9.1.08hid>
- Kashanizadeh, Z., & Forceville, C. (2020). Visual and multimodal interaction of metaphor and metonymy: A study of Iranian and Dutch print advertisements. *Cognitive Linguistic Studies*, 7(1), 78-110. <https://doi.org/https://doi.org/10.1075/cogls.00050.kas>
- Leeuwen, T. van (2005). *Introducing Social Semiotics*. Routledge.
- Maalej, Z. A. (2015). Mono-modal and multi-modal metaphors and metonymies in policy change: the case of the KSU2030 strategic plan. *Language Sciences*, 47, 1-17. <https://doi.org/10.1016/j.langsci.2014.07.005>
- Pérez-Sobrinó, P. (2016). Multimodal metaphor and metonymy in advertising: a corpus-based account. *Metaphor and Symbol*, 31(2), 73–90. <https://doi.org/10.1080/10926488.2016.1150759>
- Rocci, A., Mazzali-Lurati, S., & Pollaroli, C. (2018). The argumentative and rhetorical function of multimodal metonymy. *Semiotica*, 2018(220), 123-153. <https://doi.org/https://doi.org/10.1515/sem-2015-0152>
- Zenner, E., & Geeraerts, D. (2018). One does not simply process memes: Image macros as multimodal constructions. In E. Winter-Froemel & V. Thaler (Eds.), *Cultures and traditions of wordplay and wordplay research (pp. 167-194)*. De Gruyter. <https://doi.org/10.1515/9783110586374-008>
- Zima, E., & Bergs, A. (2017). Multimodality and construction grammar. *Linguistics Vanguard*, 3(s1). <https://doi.org/10.1515/lingvan-2016-1006>

War Metaphors: Conceptual Framework of War as a Spreading Situation

Bretones Callejas, Carmen M. *University of Almería*

This paper analyzes the conceptual framework provided by the discourse of war, focusing on the ways in which war is metaphorically understood as a spreading situation. Through a comprehensive conceptual analysis (Lakoff 1992; Lakoff and Johnson 1980, 1999; Moore 1999; Fillmore 1982; Chilton and Lakoff 2005; Flusberg et al. 2018; Gibbs 2014), the study examines three key metaphorical dimensions: war as a widening phenomenon, war as a spreading force, and war as a triggered circumstance. The metaphorical portrayal of war as a widening entity suggests a conceptualization of conflict that transcends geographical boundaries and escalates across diverse domains. The metaphorical extensions provide a lens through which we can evaluate the far-reaching consequences of war on societies, economies, and individual lives. The metaphor of war as a spreading force likens the dynamics of conflict to the contagious nature of a virus (Mitchell 2012). The metaphorical frame shows the rapid and unpredictable nature of war, emphasizing its potential to proliferate and escalate, impacting regions far beyond the initial point of engagement. Furthermore, the concept of war as a trigger shows the idea that conflicts often act as catalysts, setting off a chain reaction of events and consequences. This metaphorical lens allows for an exploration of the interconnectedness of various geopolitical, socio-economic, and cultural factors that contribute to the perpetuation of war.

By the identification and analysis of war-related metaphors in corpora and news (COCA, CRAE, Linguee, Google, Google Trends) the study explores the role of war in shaping attitudes, judgments, and responses to diverse situations (cf. Fillmore 1982; Musolff et al. 2014) and the relevance of culture in their construction (Ibarrexe 2013). Following a corpus-linguistic approach provides a higher degree of generalizability and validity to the observations and findings (Biber 2012), but in this specific case to rely in just one corpus seemed insufficient. COCA, provided only three instances of “war is spreading” while the news during a specific period of time showed a frequent use. With the analysis of instances such as “Can the spread of war be stopped?”, “As war widens, Israel faces a new Gaza reality”, “Sudan’s army is trying to hold off attacks” and “Clashes threaten to open a new front”, the study examines the cultural factors and pragmatic implications of war metaphors. They can shape human behavior, including the evaluation of rule-breaking and its consequences (E.g., “The enemy will pay an unprecedented price”). In conclusion, this paper contributes to a deeper understanding of the conceptual framework of war, offering insights into how semantic frames and metaphors show our perceptions, judgments, and responses to conflict.

Key words

Conceptual Metaphor Analysis, Frames, War Metaphors, Pragmatic Implications, Cultural Factors, Human Cognition and Behavior.

References

- Biber, D. (2012). Corpus-based and corpus-driven analyses of language variation and use. In B. Heine & H. Narrog, (Eds.), *The Oxford handbook of linguistic analysis* (pp. 195–223). Oxford: Oxford University Press.
- Chilton, P., & Lakoff, G. (2005). Foreign policy by metaphor. In *Language & Peace* (pp. 61-84). Routledge.
- Fillmore, C.J. (1982). "Frame Semantics". Linguistic Society of Korea (ed). *Linguistics in the Morning Calm*. Seoul: Hanshin, 111-138
- Flusberg, S. J., Matlock T. and Thibodeau P. H. (2018) "War metaphors in public discourse," *Metaphor and Symbol*, 33(1), 1-18, DOI: [10.1080/10926488.2018.1407992](https://doi.org/10.1080/10926488.2018.1407992)
- Gibbs R.W. (2014). "Conceptual metaphor in thought and social action." M. Landau, M.D. Robinson, B.P. Meier (eds.), *The Power of Metaphor: Examining its Influence on Social Life*, American Psychological Association, 17-40, 10.1037/14278-002
- Ibarretxe-Antuñano, I. (2013). The relationship between conceptual metaphor and culture. *Intercultural Pragmatics*, 10(2), 315–339.
- Lakoff, G. (1992). "Metaphors and war: their metaphor system used to justify war in the Gulf" in Pütz, M. (ed) *Thirty Years of Linguistic Evolution*, Philadelphia and Amsterdam, John Benjamins, 463 - 81
- Lakoff, G. and Johnson, M. (1980). *Metaphors We Live By*. Chicago: The University of Chicago Press
- Lakoff, G. and Johnson, M. (1999). *Philosophy in the Flesh*. New York: Basic Books
- Mitchell, P. (2012). *Contagious metaphor*. A&C Black
- Moore, A. F. (1999). The News Discourse of *The Times* during the Conflict in the Persian Gulf (1990-1991): A Lexicosyntactic Analysis. PhD thesis. UDC. <http://bit.ly/3tSzQqQ>
- Musolff, A., MacArthur, F. and Pagani, G. (2014). *Metaphor and Intercultural Communication*. London, UK; New Delhi, India; New York, NY; Sydney, Australia: Bloomsbury

**The boundary crossing constraint revisited:
data from native Spanish speakers of different varieties and L2 learners**

Calle Bocanegra, Rosalía. *Palacký University Olomouc.*

Podlipský, Václav Jonáš. *Palacký University Olomouc.*

Verb-framed languages (Talmy, 1985; 1991; 2000) have been proposed to disallow the use of a main manner verb for describing motion events involving the crossing of a boundary (“boundary crossing constraint“, henceforth BCC, Slobin and Hoiting, 1994). For example, in Spanish a Figure supposedly cannot *roll into a room*, instead it *enters a room rolling*. However, several authors have reported anecdotal exceptions to the BCC for verb-framed languages such as Arab, Turkish, and Spanish (Naigles et al., 1998; Özçalışkan, 2015; Alghamdi et al., 2019), suggesting that manner verbs can in fact be used to describe boundary-crossing events when the crossing is (i) vertical rather than horizontal, (ii) unintentional, and (iii) quick.

Our first goal (Calle Bocanegra, 2023) was to explore the factors that may modulate the acceptability of main manner verbs to refer to boundary crossing events (movement direction, directional/pure manner verb, entering/exiting, Ground size, the preposition used) for native speakers of different Spanish varieties ($n = 180$). The results showed that Spanish native speakers do frequently link manner verbs with boundary crossing events, both in comprehension (half of the time) and production (quarter of the time), especially when referring to the act of entering, and that this depends on the preposition used (more often with *a* than with *en*). These results motivate revisiting Talmy’s typology and have implications for second language acquisition, instruction and translation.

Although we show that the BCC is not an inviolable requirement for verb-framed languages, it has stimulated research in how boundary-crossing encoding is learned and translated cross-linguistically. The findings include: (i) transfer of the boundary-crossing description patterns cross-linguistically by translators (Alonso, 2013; Cifuentes-Férez and Molés-Cases, 2020) and by L2 learners (Muñoz and Cadierno, 2019); (ii) gradual approximation to target-language patterns with increasing L2 proficiency (Alghamdi et al., 2019; but cf. Treffers-Daller and Calude, 2015); (iii) positive evidence from the input may not be enough for acquiring the BCC in the L2 (Treffers-Daller and Calude 2015; Alghamdi et al., 2019); and (iv) explicit instruction helps (un)learn the restriction (Laws et al., 2022).

Our second goal was to explore the way learners of Spanish as an L2, whose L1 lacks the BCC, describe boundary-crossing events, and interpret descriptions thereof, and whether this depends on L2 proficiency. Our participants, Czech learners of Spanish ($n = 28$), completed the same tasks as the native participants in Calle Bocanegra (2023). We found that the more advanced learners approximated well the L2 patterns in terms of the constructions that do not exist in their L1 (i.e. path main verb along with a

separate Manner constituent, such as *entrar corriendo en la casa*), but they did not reduce the usage of main manner verbs for describing the boundary crossings enough. This suggests it is easier to learn brand new L2 constructions than to adjust the use of constructions used similarly in the L1 and L2 (cf. Flege, 1995), and that learners acquire the Thinking-for-Speaking patterns (Slobin, 1996) gradually with growing L2 proficiency (Alcaraz Mármol, 2013; Calle Bocanegra, 2019).

Key words

Boundary-crossing constraint, motion verb constructions, Spanish varieties, Czech learners of Spanish

References

- Alcaraz Mármol, G. (2013). Learning verbs of movement in a Foreign Language: Spanish students of English in a formal context. *Revista de Lingüística y Lenguas Aplicadas*, 8(1), 154-160.
- Alghamdi, A., Daller M., & Milton, J. (2019). The persistence of L1 patterns in SLA: incidental learning and the boundary crossing constraint. *Vigo International Journal of Applied Linguistics*, 16, 81-106.
- Alonso, R. (2013). Motion events in L2 acquisition: The boundary-crossing constraint in English and Spanish. *US-China Foreign Language*, 11(10), 738-750.
- Calle Bocanegra, R. (2019). Acquisition of deictic movement verbs by Czech learners of Spanish as a foreign language. *Language Design Journal*, 21, 83-106.
- Calle Bocanegra, R. (2023). The boundary-crossing constraint revisited: movement verbs across varieties of Spanish. *Cognitive Linguistics*. <https://doi.org/10.1515/cog-2023-0030>
- Cifuentes-Férez, P., & Molés-Cases, T. (2020). On the translation of boundary-crossing events: Evidence from an experiment with German and Spanish translation students. *Vigo International Journal of Applied Linguistics*, 17, 87-111.
- Flege, J. E. (1995). Second Language Speech Learning: Theory, Findings and Problems. In W. Winifred Strange (Ed.), *Speech Perception and Linguistic Experience: Issues in Cross-Language Research* (pp. 233-277). York Press.
- Laws, J., Attwood, A., & Treffers-Daller, J. (2022). Unlearning the boundary-crossing constraint: processing instruction and the acquisition of motion event construal. *International Review of Applied Linguistics in Language Teaching*, 60(4), 1089–1118.
- Muñoz, M., & Cadierno, T. (2019). Mr Bean exits the garage driving or does he drive out of the garage? Bidirectional transfer in the expression of Path. *International Review of Applied Linguistics in Language Teaching*, 57(1), 45-69.

- Naigles, L. R., Eisenberg, A. R., Kako, E. T., Highter, M., & McGraw, N. (1998). Speaking of motion: Verb use in English and Spanish. *Language and cognitive processes*, 13(5), 521-549.
- Özçalışkan, Ş. (2015). Ways of crossing a spatial boundary in typologically distinct languages. *Applied Psycholinguistics*, 36(2), 485-508.
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. Gumpertz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70–96). Cambridge University Press.
- Slobin, D. I., & Hoiting, N. (1994). Reference to movement in spoken and signed languages: Typological considerations. In S. Gahl, A. Dolbey & C. Johnson (Eds.), *Proceedings of the 20th Annual Meeting of the Berkeley Linguistics Society* (pp. 487-505). Berkeley Linguistics Society.
- Talmy, L. (1985). Lexicalization patterns: Semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and syntactic description, vol. 3: Grammatical categories and the lexicon* (pp. 36-149). Cambridge University Press.
- Talmy, L. (1991). Path to Realization: A Typology of Event Conflation. In L. A. Sutton (Ed.), *Proceedings of the Seventeenth Annual Meeting of the Berkeley Linguistics Society: General Session and Parasession on The Grammar of Event Structure* (pp. 480-519). Berkeley Linguistics Society.
- Talmy, L. (2000). *Toward a Cognitive Semantics. Vol. 2: Typology and Process in Concept Structuring*. The MIT Press.
- Treffers-Daller, J. & Claude, A. (2015). The role of statistical learning in the acquisition of motion event construal in a second language. *International Journal of Bilingual Education and Bilingualism*, 18(5), 602-623.

Exploring the different ways Spanish language instructors use the pronoun *we* in the classroom

Case Bartle, Anne. Louisiana Tech University

[POSTER PRESENTATION – PRESENTACIÓN DE PÓSTER]

Spanish language teachers use a variety of personal pronouns in their classes to address students including second person plural and singular in both Spanish and English. However, it has also been shown that Spanish teachers, as well as many other teachers, use first person plural pronoun, *we* or *nosotros*, as a means to soften the speech act of imperatives and/or protect students' image. Quirk et al.'s (1985) interpretation of the *we* meaning *you* used by teachers is a non-threatening technique used by teachers of all levels and subjects. This allows for teachers to lower the affective filter level of their students, creating a relaxed and stress-free atmosphere, which can aid in the overall L2 acquisition process (Weaver 1996). Cazden (1988) denotes this use of *we* as being a positive manner to impose an imperative on students. Furthermore, it can be argued that when a teacher uses the pronoun *we* meaning *you*, the speech act that follows is usually a directive, falling in line with Seale's theory (1969) on speech acts.

Taking this into consideration, teachers use the pronoun *we* to make a directive removes the speaker from the role of one asking for something to actually include him/herself with the hearer/performer. According to Brown and Levinson (1978), the inclusion of the hearer with the speaker is a means of achieving positive politeness. It makes the hearer feel liked and welcomed and is especially a means of protecting the students' positive face considering the authoritative position of the teacher.

The use of *we* meaning *you* is not the only use of an inclusive plural pronoun implemented in a language classroom. Many times language teachers truly are including themselves in the group of students because of shared characteristics or experiences. Other times teachers are excluding the students from the group, yet including themselves with another group, because of unshared characteristics or experiences. This use of *we* can be compared to Brown and Gilman's (1960) analysis of the uses of the pronouns *tú* or *Usted* based on the solidarity between speaker and hearer. Brown and Gilman asserted that the more the speaker and hearer feel a connection, the more likely they will address each other with the reciprocal *T*, and the lesser the connection, the greater the chance that there will be either an unreciprocal address based on power or a reciprocal *V* will be used. This can be compared to the relationship between the teacher and students in a language classroom which will affect the use of either an inclusive or exclusive *we*. The more solidarity that is present between the speaker and hearer, the greater the chances an inclusive *we* will be used. And the less solidarity that exists, the more likely an exclusive *we* or even *I* will be used.

The data for this study was collected from six participants total; three native-speakers of Spanish (NS) and three non-native speakers (NNS) who shared the same first language as their students (English). The NSs came from Spain, Nicaragua, and México and the NNSs were from different regions in the U.S. All the instructors had taught Spanish for at least 4 years in the U.S. Approximately four hours were transcribed from each class, totaling 24 hours. The author isolated the times the teachers used the pronoun *we* or *nosotros* from the data. She then determined the potential reasoning behind the use of the first person plural pronoun. In the field of cognitive linguistics, teachers take into consideration the relationship and interaction they have with the listeners (learners), to make a conscious choice to build solidarity with the listeners or distance themselves from them, much the same way a speaker will decide between using formal *V* pronoun versus the informal *T* pronoun.

References

- Brown, P. and S. C. Levinson. (1987). *Politeness. Some Universals in Language Usage*. Cambridge: CUP.
- (1978). *Universals in Language usage: Politeness Phenomena*. In *Questions and Politeness*, E. Goody (ed.). Cambridge: Cambridge University Press
- Brown, R. and A. Gilman. (1960). *The pronouns of power and solidarity*. In: T. Sebeok (ed.). *Style in Language*. Cambridge, MA: MIT Press, 253–276.
- Quirk, R., S. Greenbaum, G. Leech, and J. Svartvik. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- Weaver, C. (1996). *Teaching Grammar in Context*. Portsmouth: Heinemann-Boynton/Cook.
- Cazdan, C. (1988). *Classroom Discourse: The Language of Teaching and Learning*. New Hampshire: Heinemann Educational Books, Inc.
- Searle, J. R. (1969). *Speech Acts. An Essay in the Philosophy of Language*. Cambridge: CUP

Comunicación multimodal en niños con Síndrome de Williams: Un análisis de gestos y construcciones expresivas

Casanova Martínez, Fernando. *Universidad de Murcia.*

En el presente estudio, se parte de las teorías de Jakobson (1973) sobre la estructura del lenguaje y su impacto en los trastornos del habla, así como de las observaciones de Radford et al. (2000) respecto a cómo los trastornos lingüísticos pueden revelar funciones cerebrales y representaciones lingüísticas. Adoptando un enfoque multimodal para investigar la comunicación en niños con Síndrome de Williams (SW), el análisis se centra en la interacción entre gestos y construcciones expresivas, particularmente interjecciones y onomatopeyas, para comprender mejor la comunicación de estos niños. La metodología del estudio incluye el análisis de vídeos en francés de 6 niños con SW y 16 niños con desarrollo típico (DT) narrando historias a partir de imágenes, permitiendo una observación directa y comparativa de la frecuencia y el tipo de sus gestos corporales, así como del uso de interjecciones y onomatopeyas. Para su clasificación, se sigue la tipología gestual que proponen Ibarretxe-Antuñano y Valenzuela (2021) y la diferenciación de interjecciones propuesta por Ameka (1992) y Ameka y Wilkins (2006), puesto que sigue resultando eficiente para discernir los tipos de interjecciones en expresivas, conativas y fáticas (Dingemanse, 2023).

Se ha demostrado que los niños con SW tienden de forma notable hacia una mayor expresividad tanto gestual como verbal (Lacroix et al., 2010). Este patrón señala que los gestos y las interjecciones pueden desempeñar un papel compensatorio en su comunicación (Fernández-Urquiza et al., 2020). Además, el estudio se inspira en los trabajos de Fernández-Urquiza et al. (2015), quienes han documentado la importancia de los actos verbales y paraverbales en individuos con dificultades lingüísticas. De este modo, este estudio busca explorar si hay una tendencia entre los niños con SW a utilizar tipos específicos de gestos en combinación con interjecciones que expresan emociones o actitudes similares. La relación entre los gestos y los elementos verbales no solo refleja una estrategia de comunicación integrada, sino que también podría indicar una modalidad comunicativa distintiva en niños con SW. Este análisis multimodal ofrece una perspectiva holística, reconociendo que la comunicación efectiva en niños con SW puede depender significativamente de la sinergia entre elementos verbales y no verbales.

A través de este estudio, se espera obtener una comprensión más profunda del perfil comunicativo asociado al SW, evaluando cómo estos patrones de comunicación multimodal influyen en la eficacia comunicativa y las relaciones sociales de estos niños. La investigación futura mostrará si estos patrones representan estrategias adaptativas o son inherentes al perfil lingüístico de niños con SW y cómo dichas estrategias pueden ser utilizadas para mejorar las intervenciones educativas y terapéuticas. Este análisis detallado de la anotación gestual y verbal podría proporcionar información provechosa

para los educadores, logopedas y lingüistas, permitiendo desarrollar métodos más efectivos y sensibles a las necesidades comunicativas específicas de niños con SW. En última instancia, el estudio subraya la importancia de la multimodalidad en la comunicación y cómo su comprensión puede jugar un papel crucial en el apoyo y desarrollo de niños con trastornos del lenguaje como el Síndrome de Williams.

Palabras clave

Síndrome de Williams; Comunicación Multimodal; Gestos; Construcciones expresivas; Interjecciones.

Referencias

- Ameka, F. (1992). Interjections: The universal yet neglected part of speech. *Journal of Pragmatics*, 18, 101-118.
- Ameka, F. y Wilkins, D. P. (2006). Interjections. En J. Verschueren y J. Östman (Eds.), *Handbook of Pragmatics* (pp. 1-19). John Benjamins.
- Dingemanse, M. (2023). Interjections. En E. van Lier (Ed.), *The Oxford Handbook of Word Classes* (pp. 477-491). Oxford University Press.
- Fernández-Urquiza, M., Díaz, F., Moreno-Campos, V., Lázaro, M. y Simón, T. (2015). *Protocolo Rápido de Evaluación Pragmática Revisado*. Universitat de València.
- Fernández-Urquiza, M., Jiménez-Romero, S. y Benítez-Burraco, A. (2020). Valoración pragmática del lenguaje en niños con cromosopatías de baja prevalencia. *Pragmalingüística*, 2, 152-168.
- Ibarretxe-Antuñano, I. y Valenzuela, J. (2021). *Lenguaje y Cognición*. Síntesis.
- Jakobson, R. (1973). *Fundamentos del Lenguaje*. Ayuso. 2ª ed.
- Lacroix, A., Stojanovik, V., Dardier, V. y Laval, V. (2010). Prosodie et Syndrome de Williams : une étude inter-langue. *Enfance*, 3, 287-300.
- Radford, A., Atkinson, M., Britain, D., Clahsen, H. y Spencer, A. (2000). *Introducción a la Lingüística*. Cambridge.

Imperfecto como presente de entonces. Una correlación temporal con matices

Castañeda Castro, Alejandro. *Universidad de Granada*
Moreno Jaén, María. *Universidad de Granada*

Una enseñanza de la gramática de una lengua adicional que pretenda aplicar técnicas eficaces basadas en el llamado *foco en la forma* (Doughty y Williams 2009, Miquel y Ortega 2014) requiere de una aproximación descriptiva que reconozca el carácter simbólico de las formas gramaticales y a partir de la cual puedan desarrollarse aproximaciones didácticas en las que se pongan en evidencia los emparejamientos forma-conceptualización —a los que los aprendices puedan prestar atención de una manera significativa y apta para su asimilación y aplicación en procesos de comunicación—. La gramática cognitiva (Langacker 1991) se muestra en este sentido (Castañeda 2004, Tyler 2012, Niemeier 2017, Ibarretxe, Cadierno y Castañeda 2019, Guerrero *et al* 2022) como un modelo descriptivo apto para esa clase de aplicación. El desarrollo de presentaciones didácticas, que sirvan tanto para la fase de conceptualización y toma de conciencia como para el diseño de ejercicios de práctica comprensiva y productiva centrada en la forma, constituye una fase inicial inexcusable en el tratamiento en clase de la gramática de una lengua extranjera.

Sobre la base de tales presupuestos, y en el marco del proyecto PID20221-128771OB [IMAGINE] (FINANCIADO POR MCIN/AEI/10.13039/501100011033), en el presente trabajo nos proponemos presentar una aproximación descriptiva al imperfecto en español inspirada en el modelo epistémico-dinámico de Langacker (Castañeda y Sánchez Cuadrado 2021, Castañeda 2023), en el que el reconocimiento de su valor prototípico imperfectivo no impide identificar su aporte semántico básico como “presente de entonces”. Esta aproximación, que puede tener un notable potencial didáctico, se discute en el presente trabajo en el nivel descriptivo sobre la base de muestras obtenidas del corpus esteten18 accesible en SketchEngine, con las que se contrastan las alternancias de formas de imperfecto frente a formas de presente y de formas simples frente a formas perifrásticas progresivas (García Fernández 2009) y ello, a su vez, en relación con los distintos tipos aspectuales de predicados establecidos por Vendler (1957) (estados, actividades, realizaciones y consecuciones). Aunque el paralelismo entre presente e imperfecto en los ámbitos de actualización presente o actual y pasado o no actual, que encaja en una concepción coherente del sistema verbal, presenta evidentes ventajas didácticas, dicha correlación debe matizarse a la luz de la interacción de las restricciones pragmático-discursivas propias de la narración o el relato de situaciones pasadas frente a la descripción de situaciones actuales, y de los distintos efectos de interpretación de carácter construccional que surgen de la relación entre los tiempos simples y perífrasis de progresivo con el tipo aspectual de predicado con el que se combinan. Algunos hallazgos iniciales sobre ese tipo de matices a la correlación imperfecto/presente serán expuestos en este trabajo.

Palabras clave

imperfecto, presente, perífrasis progresiva, gramática cognitiva, corpus Sketch Engine, español lengua extranjera

Referencias

- Castañeda Castro, A. (2004). "Potencial pedagógico de la gramática cognitiva: Pautas para la elaboración de una gramática pedagógica del español/LE", RedELE, 0.https://cvc.cervantes.es/ensenanza/biblioteca_ele/antologia_didactica/descripcion_comunicativa/castaneda01.htm
- Castañeda Castro, A. y Sánchez Cuadrado, A. (2021). "The role of metonymy in teaching the Spanish verbal system to L2/FL learners of Spanish", en *Tense, Aspect and Modality in L2. Recent Applied Studies*, L. Quintana Hernández y B. Rodríguez Arrizabalaga (eds.), Círculo de Lingüística Aplicada a la Comunicación, 32(3), 71-94, <https://dx.doi.org/10.5209/clac.76713>.
- Castañeda Castro, A. (2023). "A vueltas con la oposición imperfecto / pretérito perfecto simple. Ventajas descriptivas y pedagógicas de un enfoque temporal-epistémico". ELUA, 40, 33-61, 2023. <https://doi.org/10.14198/ELUA.24813>
- Doughty, C. y Williams, J. (2009). *Atención a la forma en la Adquisición de Segundas Lenguas en el Aula*. Madrid: Edinumen. Traducción de: *Focus on Form in Classroom Second Language Acquisition*. Cambridge: Cambridge University Press, 1998.
- García Fernández, L. (2009). "Semántica y sintaxis de la perífrasis <estar + gerundio>", Moenia. Revista lucense de lingüística e literatura.15 (2009), pp. 245-274.
- Guerrero García, S., Moreno Jaén, M y Castañeda Castro, A. (2022). "Desarrollo de la competencia gramatical mediante actividades de gramática cognitiva y mediación", en A. Sánchez Cuadrado (coord.), *Mediación en el aprendizaje de lenguas. Estrategias y recursos*. Madrid: Anaya. Págs. 155-188.
- Ibarretxe_Antuñano, I., Cadierno, T. y Castañeda Castro, A. (eds.). (2019). *Lingüística cognitiva y Español LE/L2*. Londres/Nuevo York: Routledge.
- Langacker, R. W. (1991). *Foundations of Cognitive Grammar. Volume II: Descriptive Application*. Stanford: Stanford University Press.
- Miquel, L. y Ortega, J. (2014). "Actividades orientadas al aprendizaje explícito de recursos gramaticales en niveles avanzados de E/LE", en A. Castañeda Castro (coord.), *Enseñanza de gramática avanzada de ELE. Criterios y recursos*. Madrid: SGEL, 89-178.
- Niemeier, S. (2017). *Task Based grammar teaching of English. Where cognitive grammar and task-based language teaching meet*. Narr Francke Attempto.
- Tyler, A. (2012). *Cognitive linguistics and second language learning. Theoretical Basics and Experimental Evidence*. Routledge.
- Vendler, Z. (1957). *Linguistics and Philosophy*. Cornell University Press.

Creative Metaphor and Hyperbole in Asian-American, Black-American and Mixed American Female Stand-up Comedy

Chen , Jianhua Universidad Autónoma de Madrid

Hidalgo-Downing, Laura Universidad Autónoma de Madrid

Although recent studies have addressed the role of metaphor in humorous discourse (Attardo 2015, Dynel 2009), other forms of figurative language, such as hyperbole (Burgers et al. 2016, McCarthy and Carter 2004, Musolff 2021, Norrick 2004, Ruiz de Mendoza Ibáñez 2020), have not received sufficient attention so far. In general terms, in spite of the relevance of humour as a central cognitive mechanism (Attardo 1994, 2000, 2001, Brône, Feyaerts and Veale 2006, Colston and O'Brien 2000, Raskin 1985), the study of figurativity in stand-up comedy is an under-researched area. Additionally, stand-up comedy is a genre that has been dominated by male comedians for many decades, while the presence of women is relatively recent (Bing 2004). Given that humour is a basic cognitive resource for the expression of creativity and for the negotiation of social roles and identities, the study of figurativity in stand-up comedy can contribute to understanding figurative cognition as a situated discursive socio-cultural practice (Hidalgo-Downing and Kraljevic-Mujic 2020). The present paper contributes to the study of metaphor and hyperbole in humorous discourse by analysing the role of these cognitive processes in a sample of stand-up comedies performed by 16 well-known English-speaking Asian-American, Black-American and Mixed-American female comedians. The main objective is to discuss, in quantitative and qualitative terms, the role played by these cognitive processes and how they contribute to the creation of humorous effects and to negotiating specific social topics in the corpus. For this purpose, a corpus of transcripts of 20 stand-up performances was collected and annotated for humorous metaphor and hyperbole. The research questions are the following: (1) Which figurative process is more frequent in the corpus? (2) What discourse and social topics are conceptualized in terms of humorous metaphors? (3) What types of hyperbole are used and what is its role? (4) How do these cognitive processes contribute to the creation of humorous effects and to the negotiation of social identities? Preliminary results show that hyperbole is the predominant humorous cognitive process, and it is used to amplify and exaggerate specific personal experiences and social topics in order to promote laughter in the audience. Humorous metaphors are used to produce creative incongruous mappings which frame specific experiences in unexpected or less conventional ways.

Key words

humour discourse, stand-up comedy, female comedians, figurative language, humorous techniques

References

- Attardo, S. (1994). *Linguistic Theories of Humor*. Berlin: Mouton de Gruyter.
- Attardo, S. (2000). Irony markers and functions: Towards a goal-oriented theory of irony and its processing.
- Attardo, S. (2001). *Humorous Texts: A Semantic and Pragmatic Analysis*. Berlin: Mouton de Gruyter.
- Attardo, S. (2015). Humorous Metaphors. In G. Brône, K. Feyaerts, & T. Veale (Eds.), *Cognitive Linguistics and Humor Research* (pp. 91–111). Berlin: De Gruyter Mouton.
- Bing, J. M. (2004). Is feminist humor an oxymoron?. *Women and Language*, 27(1).
- Brône, Geert, Feyaerts, Kurt and Veale, Tony. "Introduction: Cognitive linguistic approaches to humor" *HUMOR*, vol. 19, no. 3, 2006, pp. 203-228. <https://doi.org/10.1515/HUMOR.2006.012>
- Burgers, C., Brugman, B. C., Renardel de Lavalette, K. Y., & Steen, G. J. (2016). HIP: A method for linguistic hyperbole identification in discourse. *Metaphor and Symbol*, 31(3), 163-178.
- Colston, H. L., & O'Brien, J. (2000). Contrast of kind versus contrast of magnitude: The pragmatic accomplishments of irony and hyperbole. *Discourse processes*, 30(2), 179-199.
- Dynel, M. (2009). Creative metaphor is a birthday cake: Metaphor as the source of humour. *Metaphorik.de*, 17(2009), 27–48.
- Hidalgo-Downing, L., & Mujic, B. K. (Eds.). (2020). *Performing metaphoric creativity across modes and contexts* (Vol. 7). John Benjamins Publishing Company.
- McCarthy, M., & Carter, R. (2004). "There's millions of them": hyperbole in everyday conversation. *Journal of pragmatics*, 36(2), 149-184.
- Musolff, A. (2021). Hyperbole and emotionalisation: Escalation of pragmatic effects of proverb and metaphor in the "Brexit" debate. *Russian Journal of Linguistics*, 25(3), 628-644.
- Norricks, N. R. (2004). Hyperbole, extreme case formulation. *Journal of Pragmatics*, 36(9), 1727-1739.
- Raskin, V. (1985). *Semantic Script Theory of Humor*. Dordrecht: D. Reidel Publishing Company.
- Ruiz de Mendoza Ibáñez, F. J. R. (2020). Understanding figures of speech: Dependency relations and organizational patterns. *Language & Communication*, 71, 16-38.

De la percepción a la dirección: sobre el movimiento fictivo en ‘mirar’

Colin Salazar, Leticia del Carmen. *Instituto de Investigaciones Filológicas-UNAM*

Maldonado Soto, Ricardo. *Instituto de Investigaciones Filológicas-UNAM*

Desde una perspectiva sintáctico-semántica y cognitiva, este trabajo analiza el estatus argumental de los complementos del verbo *mirar*. Algunos estudios han hecho aproximaciones desde una perspectiva léxica y gramatical (Grüber, 1967; Di Tullio, 1998; Horno, 2002; Rodríguez, 2002). Desde la lingüística cognitiva, otras propuestas (Hanegreefs, 2006; Fernández, 2006) han mostrado las diferencias entre ‘mirar’ y ‘ver’.

En este trabajo se reconoce que la presencia de elementos direccionales con los que aparece ‘mirar’ puede rastrearse desde su significado básico “fijar o dirigir la vista con atención” (GDLE, 1996). La direccionalidad en *mirar* está plenamente justificada (Hanegreefs, 2006) y licencia la producción de ejemplos que pueden ser considerados argumentales (1) de manera que su estructura, como verbo de percepción, contempla un experimentante y un estímulo hacia el cual dirige la mirada.

Sin embargo, encontramos extensiones en ámbitos abstractos que pueden modificar la estructura argumental del verbo, de manera que el experimentante se convierte en un tema y el estímulo en una locación poniendo en evidencia su carácter direccional. Esta abstracción de los componentes puede darse tanto en la trayectoria (2a) como en el elemento mirado que deja de expresarse como objeto directo y aparece como objeto preposicional (2b)

- (1) Indiferente **miraste** a Boris terminarse de vestir. (CONVEM)
- (2) a. La ventana **mira** hacia el luminoso puente. (CONVEM)
b. La universidad **mira** hacia el futuro. (CREA)

Por ello, se propone que la transición del significado de PERCEPCIÓN al de DIRECCIÓN responde a una proyección metafórica de la base conceptual de *mirar* que puede ser explicada mediante la categoría de ‘emanación’ de movimiento fictivo (Talmy, 1996). En cuyo caso se superpone la imagen de ‘un agente que mira’ a la configuración de un objeto cuya faz emula la orientación de la cara y se orienta hacia la dirección que elabora el complemento locativo. Con ello se explica el cambio en la estructura del verbo y los participantes con los que aparece.

Este análisis se basa en ejemplos extraídos de tres corpus (*Corpus Sociolingüístico de la Ciudad de México*, *Corpus de Referencia del Español Actual* y el corpus de las

Construcciones Verbales en el Español Mexicano) para los cuales se consideraron factores como la clase semántica del verbo y los participantes semánticos y sintácticos con los que se relaciona.

References

- Di Tullio, A. (1998). Complementos no flexivos de verbos de percepción física en español. *Verba*, 25, p. 197-221.
- Fernández Jaén, J. (2006). Verbos de percepción sensorial en español: Una clasificación cognitiva. *Interlingüística*, 16, p. 1-14.
- Grüber, J. (1967). Look and see. *Language*, 43, 4, p.937-947.
- GDLE. (1996). *Gran diccionario de la lengua española*. Barcelona: Larousse
- Hanegreefs, H. (2006). La construcción preposicional con mirar: un análisis sintáctico-semántico. *Boletín de Lingüística*, XVIII/25, p.22 – 65.
- Horno Chéliz, M. C. (2002). Aspecto léxico y verbos de percepción: a propósito de ver y mirar. En R. M. Castañer Martín y J. M. Enguita Utrilla (eds.), *In memoriam Manuel Alvar. Archivo de Filología Aragonesa LIX*, 555-575. Zaragoza: Instituto “Fernando el Católico” CSIC.
- Ibáñez, S. (2009). Prepositional phrases in RRG. A case study from Spanish. En L. Guerrero, S. Ibáñez y V. Belloro (Eds.), *Studies in Role and Reference Grammar*. México: UNAM. p. 469-490.
- Rodríguez Espiñeira, M. J. (2002). Las oposiciones léxico-gramaticales entre mirar/ver y escuchar/oír. En R. Lorenzo (comp.), *Homenaje a Fernando R. Tato Plaza*, Santiago de Compostela: Universidade de Santiago de Compostela, p. 473-489.
- Talmy, L. (1996). Fictive motion in language and “ception”. *Language and space*, 21, p.1-276.

¿Pueden distintos estilos de lectura cambiar la recepción de un poema? Un estudio cognitivo sobre los encabalgamientos de Lorca

[¹] **Colonna, Valentina.** *Universidad de Granada.*

[²] **Angioi, Francesco.** *Universidad de Granada.*

[³] **Di Stasi, Leandro.** *Universidad de Granada.*

[⁴] **Serrano, Francesca.** *Universidad de Granada.*

El encabalgamiento según la RAE (s.f.), significa “distribuir en versos o hemistiquios contiguos partes de una palabra o frase que de ordinario constituyen una unidad fonética y léxica o sintáctica”. Está compuesto por un primer elemento (rejet) y un segundo (contre-rejet). La métrica se ha ocupado de su reproducción básicamente a nivel endofásico. Sin embargo, trabajos sobre el rol de la prosodia en efectos anticipatorios de la lectura (Weber, Braun et al., 2006; Weber, Grice et al. 2006; Braun y Chen, 2012) muestran cómo una prosodia distinta puede afectar a un mismo texto a nivel pragmático y la prosodia es determinante en el caso de ambigüedad. Además, estudios fonéticos sobre la lectura de la poesía italiana y española muestran que varios estilos de lectura poética pueden clasificarse y que, en el caso del encabalgamiento, se detectan patrones de organización prosódica y de la curva entonativa que revelan una rica variación y una norma discernible entre poetas distintos (Colonna, 2021a, 2021b). ¿La variación prosódica en la lectura del fenómeno retórico del encabalgamiento en poesía, puede afectar la recepción y representación del mensaje y contenido? En este trabajo, se estudia cómo la escucha de dos versos con encabalgamiento leídos con diferentes estilos afecta al comportamiento de la mirada de un grupo de participantes expertos.

Se llevó a cabo un diseño intra-sujeto para estudiar los efectos de tres estilos de lecturas (i.e., 1. métrica con fractura pausal y entonación del rejet ascendente, 2. métrica con fractura pausal y entonación del rejet descendente, 3. sintáctica sin pausa entre rejet y contre-rejet) sobre el comportamiento de la mirada. 28 estudiantes del primer año de Filología Hispánica y Doble Grado de la Universidad de Granada participaron en una prueba de imágenes estáticas informatizada que comprendía 84 estímulos (28 encabalgamientos de García Lorca x 3 estilos de lectura). Cada estímulo presentaba un audio (interpretado por un poeta) y 4 imágenes dispuestas en orden aleatorio en las esquinas de la pantalla, correspondientes a: rejet, contre-rejet, rejet y contre-rejet, y una imagen control. Los tres primeros tipos provienen de una base de datos sin derechos de autor y con el uso de IA; la imagen control proviene del corpus IASP (han sido excluidas imágenes de seres animados e/o de comida, y con niveles de valencia inferiores a 4 o superiores a 5 y arousal superior a 5) (Lang et al. 2005; Vila et al. 2013; Moltó, 2013). La prueba se desarrolló a través de MATLAB Psychophysics Toolbox (Brainard, 1997), y los datos de la mirada binocular se registraron (30 Hz) mediante un instrumento de eye-tracking remoto (EyeTribe; Oculus, Menlo Park, USA).

Por cada estímulo, se pidió a los participantes enfocar la mirada hacia la imagen que les sugería el audio y, posteriormente, elegir la imagen en que habían detenido más su mirada.

Un análisis cuantitativo y estadístico de los datos permitirá derivar las primeras conclusiones sobre los efectos de diversas interpretaciones de una figura retórica poética crucial, vista en una poesía conocida pero siempre novedosa, como la de Lorca.

Palabras clave

Fonética; Ciencias Cognitivas; Eye-tracking; Poesía; lectura de poesía.

Referencias

- Brainard, D.H. (1997). The psychophysics toolbox. *Spatial Vision*, 10, 433–436.
- Braun, B. y Chen, A. (2012). Now for something completely different: Anticipatory effects of intonation. En O. Niebuhr (Ed.), *Understanding Prosodies. The Role of Context, Function and Communication*. De Gruyter, 289-311.
- Colonna, V. (2021a). “Voices of Italian Poets”. *Analisi fonetica e storia della lettura della poesia italiana dagli anni Sessanta a oggi* [Tesis de Doctorado, Università di Genova-Università di Torino]. <https://hdl.handle.net/11567/1041229>
- Colonna, V. (2021b). Voces de poetas. Introducción a un estudio fonético experimental sobre Alberti, Guillén y Neruda. *CHIMERA: Romance Corpora and Linguistic Studies*, 8, 109-136.
- Lang, P. J., Bradley, M. M., & Cuthbert, B. N. (2005). *International affective picture system (IAPS): Instruction manual and affective ratings*. Technical Report A-6. University of Florida, Gainesville, FL.
- Moltó, J., Segarra, P., López, R., Esteller, A., Fonfría, A., Pastor, M. C., Poy, R. (2013). Adaptación española del "International Affective Picture System" (IAPS). Tercera parte. *Anales de Psicología*, 29(3), 965-984.
- RAE=Real Academia Española. (s.f.). Encabalgat. En *Diccionario de la lengua española*. Recuperado el 10 de enero de 2024, de <https://dle.rae.es/encabalgat#6UW8tfl>
- Vila Castellar, J., Sánchez, M.B., Ramírez Uclés, I., Fernández Santaella, M.d.C., Cobos Álvarez M.P., Rodríguez Fernández, S., ... & Brotons, J.M. (2001). El Sistema Internacional de Imágenes Afectivas (IAPS). Adaptación Española. Segunda parte. *Revista de psicología general y aplicada: Revista de la Federación Española de Asociaciones de Psicología*, 54(4), 635-657.
- Weber, A., Braun, B., Crocker, M. W. (2006). Finding Referents in Time: Eye-Tracking Evidence for the Role of Contrastive Accents. *Language and Speech*, 49(3), 367-392. <https://doi.org/10.1177/00238309060490030301>
- Weber, A., Grice, M., Crocker, M. W. (2006. b). The role of prosody in the interpretation of structural ambiguities: A study of anticipatory eye movements. *Cognition*, 99(2), B63–B72. 10.1016/j.cognition.2005.07.001.

The Conceptual Metaphor *Understanding/Knowing is Hearing* in Georgian Language and Culture

Daraselia, Nino. *Ivane Javakhishvili Tbilisi State University*

This paper investigates one of the instantiations of the generic-level conceptual metaphor *Cognition is Perception* (namely, *Understanding/Knowing is Hearing*) in Georgian language and culture. Cognitive linguistics (conceptual metaphor theory, embodiment hypothesis), Gardner's theory of multiple intelligences and cultural studies form the theoretical basis of the research. The empirical data (comprising the Georgian morphemes/words for vision, hearing and intellection as well as idioms and proverbs involving the mentioned lexical items) have been drawn from the authoritative dictionaries and corpora (GNC, The Georgia National Corpus, clarino.uib.no>gnc>corpus-list) of the Georgian language as well as samples of spoken and written discourse genres.

The etymological and cognitive semantic analyses of the data have revealed the following:

For Georgian language and culture, hearing sensory modality is of dominance. Hence for Georgian, the intrafield semantic extension is *hear>see* and not *see>hear*. The said can be illustrated by the following derivational sample *q'uri-q'ureba* (*ear-look, view, watch*). The presented evidence contradicts Viberg's (1984) universal, unidirectional pattern of semantic extension across modalities: *see>hear*.

In transfield extensions, the conceptual metaphor with the image-schema *Understanding/Knowing is Hearing* is of primacy. For instance, in Georgian, the corresponding phrase for the English set expression *I see* (meaning *I understand*) is *I hear* (*mesmis*).

The derivation of lexemes referring to hearing perception from the roots denoting intellection is also attested in Georgian: *goni-gagoneba* (*reason, mind – hearing*). It is noteworthy that *gagoneba* further developed secondary meanings of *understanding* and *obeying*. In this reference, the example of the lexical item *gamgoni* is also of interest: *gamgoni-listener>obedient, docile*.

The verb *igebis* exemplifies the reverse process of semantic extension; the mental activity comes to mean physical hearing: *igebis* (*learns, gains information, understands>hears*).

The paper is an attempt to interpret this culture-specific conceptualization tendency from the standpoint of Gardner's theory of multiple intelligences. According to Gardner (2011), the 8 types of intelligence singled out by him (linguistic, mathematical/logical, musical, kinesthetic, spatial, intrapersonal, interpersonal and naturalist) are simultaneously realized in any individual, however, one of the types is of

dominant importance. It is noteworthy that Gardner places special emphasis on cultural influence that may impact the development of each intelligence. In this regards, it can be said that the theory of multiple intelligences can be used to characterize the specificity of a particular language community and culture. The observations on the samples of verbal and non-verbal behaviour of Georgians have shown that for the Georgian language community musical and interpersonal intelligences are of particular relevance. The dominance of the mentioned intelligence types is reflected in the image-schemas presented above.

Keywords

Understanding/Knowing is Hearing, metaphorical conceptualization, multiple intelligences, Georgian language and culture

El poder de las metáforas bélicas en la comunicación sobre la pandemia COVID-19: un análisis comparativo entre poblaciones hispanohablantes y francófonas.

Masid, Ocarina. *Universidad Nebrija*

Doquin de Saint-Preux, Anna. *Universidad Complutense de Madrid*

Durante décadas, la lingüística cognitiva ha hecho hincapié en la omnipresencia del lenguaje figurado en la comunicación (Barlow et al., 1977; Ortony y Fainsilber, 1987). Las metáforas se utilizan con frecuencia en los medios de comunicación y en el discurso político para conceptualizar fenómenos sociales cruciales como las crisis económicas, la migración o las enfermedades (Nerghes et al., 2015; Semino et al., 2018). La metáfora conceptual, en particular, tiene una importancia significativa en la comunicación pública, ya que establece vínculos entre diferentes dominios conceptuales, lo que permite a un individuo dar sentido metafórico a su experiencia social. Investigaciones anteriores han revelado que las diferentes metáforas utilizadas para representar el mismo fenómeno pueden influir sustancialmente en la forma en que los individuos razonan, sienten y actúan (Nicaise, 2014; Thibodeau y Boroditsky, 2015; Doquin de Saint-Preux y Masid, 2021). Esta investigación examina el uso de metáforas bélicas para conceptualizar la pandemia del COVID-19, comparando el impacto emocional, las opiniones, la toma de decisiones, los miedos asociados al virus y factores positivos derivados de la pandemia en dos grupos de 116 hispanohablantes y 116 francófonos. Los resultados destacan el impacto negativo del uso de este dominio metafórico en el estado psicológico de la población, así como las notables diferencias significativas de percepción entre francófonos e hispanohablantes en cuanto a la opinión, la toma de decisiones, los miedos más frecuentes relacionados con la pandemia y también en cuanto a factores positivos para la vida derivados de la misma. En general, se observa que la media es más alta en los hispanohablantes para todas las variables estudiadas. Estos hallazgos coinciden con investigaciones recientes que indican que el uso de metáforas bélicas para referirse al COVID-19 intensifica las emociones negativas en la población (Rohela et al., 2020; Sabucedo et al., 2020; Wagener, 2019, 2020; Walker, 2020). Además, a pesar de que las metáforas utilizadas para describir la pandemia y sus efectos son similares en ambas lenguas, el impacto parece ser más fuerte en el español. Trabajos precedentes ya señalaban que las diferencias culturales y lingüísticas podrían afectar significativamente a la percepción y el impacto de las mismas metáforas conceptuales en distintas lenguas (Kövecses, 2005). El presente estudio contribuye a profundizar en la comprensión de los mecanismos cognitivos subyacentes al efecto de las metáforas conceptuales sobre el comportamiento humano, ofreciendo perspectivas esenciales para una comunicación más eficaz y empática en futuras crisis mundiales.

Palabras clave

Metáforas conceptuales, Lingüística cognitiva, Coronavirus, Emociones, Miedos

Referencias

- Doquin de Saint Preux A., Masid Blanco O. (2021). The Power of Conceptual Metaphors in the Age of Pandemic: The Influence of the WAR and SPORT Domains on Emotions and Thoughts. *Language & Communication*. Volume 81, 37-47.
- Gibbs Jr., R.W. (2014). Conceptual metaphor in thought and social action. In: Landau, M., Robinson, M.D., Meier, B.P. (Eds.), *The Power of Metaphor: Examining its Influence on Social Life*. American Psychological Association, 17–40.
- Hauser, D.J., Schwarz, N. (2015). The war on prevention: bellicose cancer metaphors hurt(some) prevention intentions. *Personality and Social Psychology Bulletin*, 41(1), 66–77.
- Kövecses, Z. (2005). *Metaphor in culture: Universality and variation*. Cambridge University Press.
- Lakoff, G., Johnson, M. (1980). *Metaphor We Live by*. University of Chicago Press.
- Nerghes, A., Hellsten, I., Groenewegen, P. (2015). A toxic crisis: metaphORIZING the financial crisis. *International Journal of Communication*, 9, 106–132.
- Newell, B.R., Bröder, A. (2008). Cognitive processes, models, and metaphors in decision research. *Judgment Decision Making*. 3(3), 195–204.
- Nicaise, L. (2014). The market as a rational and responsible human being: measuring the impact of metaphor on financial decisions. *Metaphor and the Social World*, 4, 90–108.
- Thibodeau, P.H., Boroditsky, L. (2011). Metaphors we think with the role of metaphor in reasoning. *PloSOne*, 6(2).
- Thibodeau, P.H., Boroditsky, L. (2015). Measuring effects of metaphor in a dynamic opinion landscape. *PloSOne*, 10(7).
- Thibodeau, P.H., Matlock, T., Flusberg, S.J. (2019). The role of metaphor in communication and thought. *Language and Linguistics Compasse*, 13(5), e12327.

Metaphors for language teachers: A cross-sectional and longitudinal study

Eyckmans, June. *Ghent University*
Boers, Frank. *University of Western Ontario*
Faez, Farahnaz. *University of Western Ontario*

Research has shown that eliciting people's metaphors for language teachers can help to gain insight into educators' and students' beliefs about language education and what roles they expect teachers to play (Alarcón et al., 2015; De Guerrero & Villamil, 2000, 2002; Jitpranee, 2017; Wan et al., 2011). The question addressed in this presentation is whether adult learners' metaphors for what they consider to be a good language teacher change in response to new educational experiences.

We collected metaphors from ESL/EFL learners at two sites. One group of respondents ($n \geq 60$) are international students from China who are attending a pre-service TESOL program at a Canadian university. After a brief introduction to the phenomenon of metaphor, they completed a metaphor elicitation task (*A good language teacher is (like) ____*), followed by a prompt to clarify their proposed analogy (*I find this is a fitting comparison because ____*). This was done shortly after the students arrived in their new educational setting in September 2023 and will be done again eight months later, in June 2024. Because the Chinese educational culture is reputed to be "teacher centered" whereas the Canadian educational culture is said to be "learner centered", we hypothesize that these respondents will replace some of their initial metaphors (e.g., the teacher is a guide/ lighthouse / conductor/ captain/ gardener/ magician) by ones that imply greater agency on the part of learners. The second group of respondents ($n \geq 20$) are Belgian students attending a similar program at a university in their home country, where the educational approach resembles that of Canada. The same metaphor elicitation task was given to them in September 2023 and will be given again in June 2024. We hypothesize that these respondents' initial metaphors will stay largely the same over time in the absence of a profound change in their experience of educational approaches. Data from the second group of respondents will thus help to interpret the changes (if any) observed in the first group. The 2024 AELCO conference will be the first time the findings of this study are presented.

Key words

Metaphor elicitation task; images of good language teachers; cross-cultural variation; changes in metaphor.

References

Alarcón, P., Díaz, C., & Vergara, J. (2015). Chilean preservice teachers' metaphors about the role of teachers as professionals. In W. Wan & G. Low (Eds.), *Elicited*

- Metaphor Analysis in Educational Discourse* (pp. 289–314). John Benjamins Publishing Company.
- De Guerrero, M. C. M., & Villamil, O. S. (2000). Exploring teachers' roles through metaphor analysis. *TESOL Quarterly*, *34*, 341–351.
- De Guerrero, M. C. M., & Villamil, O. S. (2002). Metaphorical conceptualizations of ESL teaching and learning. *Language Teaching Research*, *6*, 95–120.
- Jitpranee, J. (2017). Metaphor analysis: Students' metaphorical conceptualizations of English teachers at a university in Thailand. *The Asian Journal of Applied Linguistics*, *4*, 48–57.
- Wan, W., Low, G. D., & Li, M. (2011). From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles. *System*, *39*, 403–415.

Thinking-for-audiodescribing: Codability and the description of motion in a corpus of English and Spanish audio descriptions

Feist, Michele I. *University of Louisiana at Lafayette.*

Alonso Alonso, Rosa. *Universidad de Vigo.*

At the nexus of Cognitive Linguistics and Translation Studies, cross-linguistic differences in the framing of a communicated event and their implications for conceptualization of the event have attracted substantial attention, particularly in the domain of motion events. Although motion events involve four core semantic elements – Figure, Ground, Path, and Motion (Talmy, 2000) – additional conceptual elements such as Manner and Cause may be included in motion descriptions (Talmy, 1985). Notably, languages differ in the typical inclusion, distribution, and elaboration of these semantic components, leading scholars to argue that the codability, or cognitive “availability” (Brown & Lenneberg, 1954) of individual semantic components varies across languages (Feist, 2013; Ibarretxe Antuñano, 2009; Özçaliskan & Slobin, 2003; Slobin, 2003, 2004). As a result, speakers have been argued to be more likely to include highly codable conceptual elements in event descriptions, and to have richer mental imagery for more codable conceptual elements (Slobin, 2003).

Evidence for these differences comes from studies of both free narratives (e.g., Slobin, 1996, 2004) and translations of texts (e.g., Alonso Alonso, 2018; Slobin, 2005), providing valuable insights into the nature and implications of this typological variation. However, this research has largely been centered on descriptions of motion in the absence of viewed motion, thus sampling from inferred, rather than experienced, motion. Given the dynamic nature of motion, a better understanding of the effects of codability on event description and mental imagery requires examination of descriptions of the same dynamic stimulus by speakers of typologically different languages.

Audio-descriptions (ADs) are spoken descriptions intended to make visual elements of an audiovisual work (i.e., films) available to visually impaired patrons. As responses to a dynamic audiovisual work, ADs include descriptions of motion in situations where elements of the motion event are presented rather than inferred, thus providing a valuable window into the conceptualization of unfolding motion and presenting an ideal opportunity to address this gap. In addition, in many cases ADs are available for both the original and a dubbed version of the same movie, creating a controlled situation in which to compare descriptions of the same events across languages. The current paper thus compares ADs in two typologically different languages in order to broaden our understanding of the implications of motion event typology via a highly controlled real world communicative situation.

Using ADs from English and Spanish versions of two movies from the *Harry Potter* series, both involving high levels of action and motion as the stories progress, the current paper explores the codability of two semantic components, Manner and Path, in two

typologically different languages. Because motion information is not solely encoded in the verb (Feist, 2010), our study compares the frequency of inclusion of each semantic component overall, as well as the variability in the sets of verbs and of satellites used to encode each semantic element, in audio-descriptions of motion events throughout the two movies. The findings thus allow a more nuanced view of codability differences and their effects across languages and across semantic elements.

Key words

Thinking-for-speaking, motion events, audio description

References

- Alonso Alonso, R. (2018). Translating motion events into typologically distinct language. *Perspectives*, 26(3), 357-376.
- Brown, R.W., & Lenneberg, E. H. (1954). A study in language and cognition. *Journal of Abnormal and Social Psychology*, 49, 454-462.
- Feist, M.I. (2010). Motion through syntactic frames. *Cognition*, 115(1), 192-196.
- Feist, M.I. (2013). Codability and cost in the naming of motion events. *Rivista Italiana di Filosofia del Linguaggio*, 7(3), 45-61.
- Ibarretxe Antuñano, I. (2009). Path salience in motion events. In G. Jiansheng, E. Lieven, N. Budwig, S. Ervin-Tripp, K. Nakamura, & S. Özçaliskan (Eds.), *Crosslinguistic approaches to the psychology of language: research in the tradition of Dan Isaac Slobin* (pp. 403-414). Psychology Press.
- Özçaliskan, S., & Slobin, D.I. (2003). Codability effects on the expression of manner of motion in Turkish and English. In A.S. Özsoy, D. Akar, M. Nakipoğlu-Demiralp, E. Erguvanli-Taylan, & A. Aksu-Koç (Eds.), *Studies in Turkish linguistics* (pp. 259-270). Boğaziçi University Press.
- Talmy, L. (1985). Lexicalization patterns: semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and syntactic description* (pp. 57-149). Cambridge University Press.
- Talmy, L. (2000). *Toward a Cognitive Semantics: Vol. 2. Typology and Process in Concept Structuring*. MIT Press.
- Slobin, D.I. (1996). Two ways to travel: Verbs of motion in English and Spanish. In M. Shibatani & S.A. Thompson (Eds.), *Grammatical constructions: Their form and meaning* (pp. 195-220). Clarendon Press.
- Slobin, D.I. (2003). Language and thought online: Cognitive consequences of linguistic relativity. In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and cognition* (pp. 157-192). MIT Press.
- Slobin, D.I. (2004). The many ways to search for a frog: Linguistic typology and the expression of motion events. In S. Strömquist & L. Verhoeven (Eds.), *Relating events in narrative: Typological and contextual perspectives* (pp. 219-257). Lawrence Erlbaum Associates.
- Slobin, D.I. (2005). Relating Narrative Events in Translation. In D. Ravid & H. B.-Z. Shyldkrot (Eds.), *Perspectives on language and language development: Essays in honor of Ruth A. Berman* (pp. 115-130). Kluwer.

Riding a bike is like dancing through the city". A case study on metaphorical framing in public discourses about mobility

Filardo Llamas, Laura. *Universidad de Valladolid.*

Pérez Hernández, Lorena. *Universidad de La Rioja.*

Despite being a global concern, sustainable mobility still lacks a language of its own (te Brommelstroet et al., 2021; Filardo-Llamas & Pérez-Hernández, 2023). The role of language and conceptual metaphor in framing reality has been attested in ecolinguistics (Rohmer, 2023, Vermenych, 2023; Khryapchenkova, 2015), and cognitive linguistics (Thibodeau & Boroditsky 2011, 2015; Hart, 2021). However, studies on the metaphorical conceptualization of new forms of mobility are scarce (Caimotto, 2020, 2023ab; te Brömmelstroet, 2020).

This paper offers a qualitative analysis of the metaphorical conceptualization of contemporary emerging mobility as framed by cycling advocates in Spain, the UK and the Netherlands. Data has been retrieved from X (formerly Twitter) following GUI-based sampling methods (Pfurtscheller, 2020; Androutsopoulos 2023) and the criteria for qualitative social media analysis (Page et al., 2014).

The analysis follows variationist approaches (Kövecses, 2005) and offers insights on the metaphorical strategies used in pro-cycling discourses about mobility. Established metaphors like the CITY IS A (MECHANIZED) BODY, which conceptualizes streets as *arteries*, traffic as a *flow*, and its malfunctioning as a traffic *congestion*, is confronted by means of metaphorical extensions that present cars themselves as the cause of the disease and cycling as a potential healer. The elaboration of the existing metaphor is used to unmask its own biases. Alternatively, cycling advocates also introduce new metaphors that expose the problems of motorized mobility (CARS ARE BEASTS, CARS ARE GODS/DICTATORS) and highlight the benefits of cycling (BIKES ARE LIFE). The data also reveals a metaphorical reconceptualization of the city from the notion of a (mechanized) body to that of a house, which triggers a shift of function from being a space for moving to being a space for living. The analysis sheds light on the explanatory and evaluative functions of metaphor when used by cycling advocates to promote more sustainable means of transport.

Key words

Conceptual metaphor, mobility discourse, variationism, framing, ecolinguistics

References

Androutsopoulos, J. (2023). Working with social media comments: Data retrieval and mixed-methods analysis. Talk at the USAL-UVA Linguistics Research Seminars. Online. Universidad de Salamanca and Universidad de Valladolid. December 13.

- Caimotto, C. M. 2020. *Discourses of Cycling, Road Users and Sustainability*. Cham, Palgrave Macmillan.
- Caimotto, C. M. (2023a). Cycling promotion and narratives of urban development: an ecolinguistic approach. In Hickman R. and Hannigan C. (Eds.) *Discourse Analysis in Transport and Urban Development* (pp. 185-197). Mass.: Edward Elgar Publishing, Ltd.
- Caimotto, C. M. (2023b). 'Cycling is good' but 'cyclists are reckless': Discourses of mobility justice and discrimination. *Journal of Language and Discrimination*, 7(1): 52-74. doi: <https://doi.org/10.1558/jld.24428>
- Filardo-Llamas, L. & Pérez-Hernández, L. (2023). El lenguaje de la nueva movilidad urbana: de la resistencia a la convergencia. *Naukas*. 26 November. Available: <https://naukas.com/2023/11/26/el-lenguaje-de-la-nueva-movilidad-urbana-de-la-resistencia-a-la-convergencia/>
- Hart, C. (2021) Animals vs. armies: Resistance to extreme metaphors in anti-immigration discourse. *Journal of Language and Politics*, 20(2), 226–253. <https://doi.org/10.1075/jlp.20032.har>
- Khryapchenkova, O. (2015). Language and environmental consciousness of society: The situation in Russia. *Language & Ecology*. Available: https://www.ecolinguistics-association.org/_files/ugd/ae088a_bc67da428317428b985ffd171575e640.pdf
- Kövecses, Z. (2000). *Metaphor and Emotion. Language, Culture, and Body in Human Feeling*. Cambridge University Press.
- Kövecses, Z. (2005). *Metaphor in Culture. Universality and variation*. Cambridge: Cambridge University Press.
- Page, R., Unger, J.W., Zappavigna, M., & Barton, D. (2014). *Researching Language and Social Media: A Student Guide* (1st ed.). Routledge. <https://doi.org/10.4324/9781315771786>**Libros/Books:**
- Pfurtscheller, D. (2020). Öffentlichen Sprachgebrauch auf Facebook untersuchen. Zugänge, Probleme, Erste Hilfe. In Marx, K., Lobin, H. & Schmidt, A. (Eds.), *Deutsch in Sozialen Medien. Interaktiv – multimodal – vielfältig* (pp. 355–35). De Gruyter.
- Rohmer, M. C. (2023). Linguistic relativity and environmental sustainability: Lessons drawn from a double language approach to the World Water Forum 2022 in Senegal. *Language & Ecology*. Available: https://www.ecoling.net/_files/ugd/ae088a_d06fea5824ac492d8aa011d8d9e528b9.pdf
- Talmy, L. (2003). *Toward a Cognitive Semantics: Vol. 2. Typology and Process in Concept Structuring*. The MIT Press.
- Te Brömmelstroet, Marco (2020) *Mobility Language Matters*. De Correspondent, Amsterdam. Available: <https://decorrespondent.fetchapp.com/get/16f22508>
- te Brömmelstroet, Marco, Samuel Nello-Deakin, Jenny Quillien & Indranil Bhattacharya (2021) Towards a pattern language for cycling environments: merging variables

- and narratives, *Applied Mobilities*, 6(1), 35-53.
<https://doi.org/10.1080/23800127.2018.1505261>
- Thibodeau P.H; Boroditsky L. (2011). Metaphors We Think With: The Role of Metaphor in Reasoning. *PLoS ONE*, 6(2), e16782.
<https://doi.org/10.1371/journal.pone.0016782>
- Thibodeau, P.H, Boroditsky, L. (2015). Measuring Effects of Metaphor in a Dynamic Opinion Landscape. *PLoS ONE*, 10(7), e0133939.
<https://doi.org/10.1371/journal.pone.0133939>
- Ungerer, F. & Schmid, H. J. (1996). *An Introduction to Cognitive Linguistics*. Longman.
- Vermenych, Yana. 2023. Discursive effects of multimodal metaphor instantiation in environmental documentary films: An ecolinguistic perspective. *Language & Ecology*. Available:
https://www.ecoling.net/files/ugd/ae088a_a7cfcb21eb5d4000b3c69d5e01de4b1b.pdf

The Wheels of Reason. A cognitive linguistic approach on the effects of the clock in the mechanical conceptualization of experience.

González-Vidal, Marcos. *Universidad Autónoma de Madrid & Universidade Católica Portuguesa*

This paper explores how the invention of the clock machine brought about a proliferation of fundamental ideas for the mechanical conception of human experience in Spanish from the 16th to the 18th century. Earlier historical and cultural studies (Mumford 1934, 1967, 1970 or Le Goff 1977, 2020), have already reflected on the importance and the social and cultural effects of the mechanical formulation of the world born in the Middle Ages in Western Europe, showing how this conception has developed over the years in parallel with research on the technology of the clock. And there is also extensive research on the mechanical and technological conceptualization of experience (Chilton, 1996; Lakoff & Johnson, 1999; Kövecses, 2002; Goatly, 2007; Sinha et al. 2011; among many others) proving that a mechanistic worldview permeates history and determines the experience of a broad range of objects in our daily life.

Drawing on these antecedents, this study takes a Corpus Linguistics approach by examining the occurrences of the terms CLOCK and MACHINE in the *Corpus del Español* (Davies, 2002-) and *Diccionario histórico de la lengua española (CDH)* (REAL ACADEMIA ESPAÑOLA, n.d.) corpora from the 16th to 18th centuries. This empirical analysis is combined with Conceptual Metaphor Theory (Lakoff & Johnson, 1980, 1999; Johnson, 1991) with the aim of identifying the conceptual metaphors which conform the mechanical conception of experience at the dawn of the Modern Age.

Results show how the conceptual metaphors found, related to MACHINE in general and to CLOCK specifically, project a conception of the world dominated by a mechanical rationality which, although already present in the Middle Ages, crystallises into a coherent framework throughout the Modern Age. Thus, conceptual metaphors such as THE UNIVERSE IS A MACHINE/CLOCK, GOD IS A CLOCKMAKER, HUMAN IS A CLOCK, ORGANISATION IS A MACHINE, among others, project mappings related to harmony, equilibrium, cause-effect determination or to the notion of *system* which make the mechanical frame of experience emerge. In this sense, a field of tension is present in the relation of these concepts, which tend to revolve around ideas of reason, morality, politics or even human or animal anatomy, and point in the direction of the genesis of the Modern Age. Finally, this paper also discusses the importance of treating concepts relationally from an initial point, instead of considering them as independent containers of features or properties that are later mapped towards other concepts.

Key words

clock, machine, Conceptual Metaphor Theory, Corpus Linguistics

References

- Chilton, P. A. (1996). *Security Metaphors: Cold War Discourse from Containment to Common House*. New York: Peter Lang Inc.
- Davies, M. (2002-). *Corpus del Español: Historical/Genres*. Retrieved from <http://www.corpusdelespanol.org/hist-gen/> [2024]
- Goatly, A. (2007). *Washing the Brain. Metaphor and Hidden Ideology*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Johnson, M. (1991). *The body in the mind: The bodily basis of meaning, imagination, and reason*. Chicago: University of Chicago Press.
- Kövecses, Z. (2002). *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, G., & Johnson, M. (1999). *Philosophy In The Flesh: The Embodied Mind and Its Challenge to Western Thought*. New York: Basic Books.
- Le Goff, J. (1977). *El Orden de la Memoria. El tiempo como imaginario*. Barcelona: Paidós Ibérica S.A.
- Le Goff, J. (2020). *Por otra Edad Media: Tiempo, trabajo y cultura en Occidente*. Barcelona: Taurus.
- Mumford, L. (1934). *Técnica y civilización*. Logroño: Pepitas de calabaza s. l.
- Mumford, L. (1967). *El mito de la máquina. Técnica y evolución humana*. Logroño: Pepitas de calabaza s. l.
- Mumford, L. (1970). *El mito de la máquina. El pentágono del poder*. Logroño: Pepitas de calabaza s. l.
- REAL ACADEMIA ESPAÑOLA, (n.d.). *Banco de datos (CDH) [en línea]. Diccionario histórico de la lengua española*. Retrieved from <<http://www.rae.es>> [2024]
- Sinha, C., Sinha, V. D., Zinken, J., & Sampaio, W. (2011). When time is not space: The social and linguistic construction of time intervals and temporal event relations in Amazonian culture. *Language and Cognition*, 3/1: 137-69.

Perfect Time in Spanish Aspectual Variation

González, Paz. University of Leiden

As Kristiansen & Dirven (2008) state, “Cognitive Linguistics itself will unescapably benefit from turning its attention towards variational (...) linguistics. (...) A truly usage-based Cognitive Linguistics cannot ignore the qualitative and quantitative variation to be found within the standard and non-standard varieties of a language.” In order to answer the following questions, we need to dive deeper into variational linguistics: What is behind the different ways we can express past events in Spanish? And how is it possible that there is so much variability within its dialects? This talk presents the current variability in the use of the Preterit *canté* (‘I sang’) and the Present Perfect *he cantado* (‘I have sung’) across Spanish dialects, focussing on three of them: Peninsular (PEN), Peruvian (PER) and Argentinian (AR). Not only a semantic description allows us to understand the different uses and interpretations of the forms for each of the varieties, but also factors such as type of context and selection of temporal adverbials (or not) can shed light into this phenomenon. Two studies on this matter, using very different methodologies, will be scrutinized and compared, to achieve a broader picture of the phenomenon. González et al (2018)’s methodology was based on online questionnaires where particular contexts were used and participants (90) were asked to give their preferences; Fuchs and González (2022) approached this question from a corpus analysis point of view; they analysed the uses of the Preterit and the Perfect in two different translations of one of the Harry Potter books. The comparison between these very different type of empirical studies seeks to contribute to the description of dialectal differences with respect to the use of the Preterit and the Present Perfect from both a quantitative and qualitative perspective. This comparative study will help Cognitive Linguistics to refocus its tendency to only look at standardised varieties to understand language phenomena.

Key words

Perfect, Preterit, Variation, Spanish dialectology

References

- Fuchs, M., & González, P. (2022). Perfect-perfective variation across Spanish dialects: a parallel-corpus study. *Languages*, 7(3). doi:10.3390/languages7030166
- González, P., Yupanqui M.J. & Kleinherenbrink C. (2019), The microvariation of the Spanish perfect in three varieties, *Isogloss* 4(1): 115-133. doi:10.5565/rev/isogloss.60
- Kristiansen, G. & Dirven, R. (2008). Introduction. Cognitive Sociolinguistics: Rationale, methods and scope. In G. Kristiansen & R. Dirven (Ed.), *Cognitive Sociolinguistics: Language Variation, Cultural Models, Social Systems* (pp. 1-20). Berlin, New York: De Gruyter Mouto

From heroes to bioterrorists – WAR metaphor in politicization of science

Gradečak, Tanja. *University of Osijek.*

Milić, Goran. *University of Osijek.*

Vidaković Erdeljić, Dubravka. *University of Osijek.*

One of the side effects of the COVID-19 pandemic is what may seem a counterintuitive opposition to health workers, pharmaceutical companies and science in general. Hotez (2021) ascribes this kind of behaviour to a clear political agenda, but the conceptualization of scientists as enemies among non-experts has a much older background and is described by the resistance to the mainstream expertise, and by scepticism about scientific evidence in general, which includes doubts about vaccines (Steffens et al. 2019).

The ubiquity of the WAR metaphor in the context of COVID-19 discourse has been recognized in many languages and countries, among other in Croatian (Štrkalj-Despot and Ostroški Anić 2021). Our research will focus on the assumption that the predominance of the WAR metaphor and its elaborations easily transferred to communication about science and scientists, as a convenient target for partisanship in political discourse. To this purpose a corpus of digital newspaper articles, related to discussions on health workers, pharmaceutical companies and researchers in the period from the beginning of 2021, when vaccines were introduced in Croatia, until the end of the year, was analysed with SketchEngine. The key word 'neprijatelj' (Eng. 'enemy') and the related lexemes revealed that a similar profile of speakers emerged, mainly in the comments section, who found this derisive language about science and vaccines a very productive platform for political engagement.

The results showed an indicative shift of some elements of the WAR domain from the disease as a primary opponent toward researchers and science in general, which should be taken into serious consideration in view of future communication about science in the time of (health) crisis.

Key words

COVID-19 pandemic, WAR metaphor, scientists

References

- Hotez PJ. (2021). Mounting antisience aggression in the United States. *PLoS Biol* 19(7): e3001369. <https://doi.org/10.1371/journal.pbio.3001369>
- Steffens, M. S., Dunn, A. G., Wiley, K. E., Leask, J. (2019). How organisations promoting vaccination respond to misinformation on social media: a qualitative

investigation, BMC Public Health, 19(1), <http://doi.org/10.1186/s12889-019-7659-3>

Štrkalj Despot, K. and Ostroški Anić, A. (2021). A War on War Metaphor: Metaphorical Framings in Croatian Discourse on Covid-19. *Rasprave: Časopis Instituta za hrvatski jezik i jezikoslovlje*, 47 (1), 173-208. <https://doi.org/10.31724/rihjj.47.1.6>

¿El español solo emplea verbos de alta energía en la raíz verbal de predicados con cruce de límites? Un estudio de corpus con Sketch Engine

Guerrero García, Sandra. *Universidad de Granada*

Diversos autores han señalado que, al verbalizar un evento de movimiento en español, acompañado de la expresión de la manera y que implique un cruce de límites, como en *El hombre entró caminando en la casa*, el español tiende a emplear su construcción prototípica [verbo de desplazamiento en la raíz verbal + verbo de manera en gerundio]. No obstante, esta tendencia no se presenta en todos los casos. Estudios como los de Slobin (2004) y Cadierno (2010), entre otros, han demostrado excepciones a esta norma, sugiriendo que, en ciertos contextos, es posible encontrar el uso de verbos de manera directamente en la raíz verbal, una construcción más típica del inglés. Esto ocurre, particularmente, cuando se trata de verbos de alta energía como *zambullirse*, los cuales denotan acciones puntuales y télicas.

Considerando que en algunas situaciones el límite es difuso, como en *Corrí al tercer piso*, donde la frontera no se describe físicamente de manera explícita, analizamos casos de cruce de límites tanto explícitos como implícitos. Para ello, examinamos siete verbos de manera de movimiento y nueve preposiciones espaciales que indican el camino en español. Utilizamos el subcorpus de español europeo (esEuTenTen18), enfocado en la variación diatómica escrita, disponible en la plataforma Sketch Engine (www.sketchengine.eu).

El análisis cualitativo de 113 casos extraídos de un total de 2.110 ejemplos del corpus, junto con las pruebas estadísticas realizadas con el software *R*, ha revelado que, con un *p* valor $< 10^{-3}$, el 90% de los casos de cruce de límites implícitos utiliza un verbo de manera en la raíz verbal, mientras que solo el 10% lo hace en un complemento subordinado. De estos casos, 63 emplean verbos de alta energía como *saltar* y 50 de baja energía como *correr*. Los resultados sugieren que la inclusión de la manera en la raíz verbal depende de la concepción de la escena que se desee representar, utilizándose para evitar un énfasis no deseado en el recorrido y presentar el movimiento de manera compacta. Esto se relaciona con los procesos de escaneo mental de Langacker (2008a, b).

Palabras clave

Cruce de límites, patrones de lexicalización, lingüística de corpus, Sketch Engine, procesos de escaneo mental

Referencias

- Cadierno, T. (2010). Motion in Danish as a second language: Does the learner's L1 make a difference? En H. ZhaoHong & T. Cadierno (Eds.), *Linguistic relativity in SLA: Thinking for speaking* (pp. 1–33). Multilingual Matters. <https://doi.org/10.21832/9781847692788-003>
- Langacker, R. W. (2008a). *Cognitive Grammar: A Basic Introduction*. Oxford University Press. 248
- Langacker, R. W. (2008b, noviembre). Sequential and summary scanning: a reply. *Cognitive Linguistics*, 19(4), 571–584. <https://doi.org/10.1515/cogl.2008.022>
- Slobin, D. I. (2004). The many ways to search for a frog. En S. Strömqvist & L. Verhoeven (Eds.), *Relating Events in Narrative: Typological and Contextual Perspectives*, 219–257. Lawrence Erlbaum Associates.
- Slobin, D. I., & Hoiting, N. (1994). Reference to movement in spoken and signed languages: Typological considerations. *Proceedings of the annual meeting of the Berkeley Linguistics Society*, 20(1), 487–505. <https://doi.org/10.3765/bls.v20i1.1466>
- Talmy, L. (1991). Path to Realization: A typology of event conflation. *Proceedings of the annual meeting of the Berkeley Linguistics Society*, 17(1), 480. <https://doi.org/10.3765/bls.v17i0.1620>

A cognitive-functional analysis of non-prototypical deverbal *-er* nominals

Guerrero Medina, Pilar. *University of Córdoba*

Palma Gutiérrez, Macarena. *University of Córdoba*

In their conceptual approach to *-er* nominals, Panther and Thornburg point out that *-er* nominalizations “seem to constitute an unpredictable and chaotic collection because of their extreme formal and referential diversity” (2001: 153). In order to provide a less chaotic picture of deverbal *-er* suffixation in present-day English, this paper presents a cognitive-functional analysis of deverbal *-er* nominals, illustrating that the system of non-agentive *-er* nominalizations cannot be exclusively interpreted as a mere semantic extension or reanalysis of the agentive prototype, as claimed by Heyvaert (2003). Following Langacker (2009), we can establish a symmetry between the notions of alternations in focal prominence and the system of deverbal *-er* nominals. Agentive *-er* nominals such as *waiter* or *teacher* relate to prototypical active structures in which the subject is agentive, whereas non-agentive *-er* nominals such as *best-seller* or *Freerider* relate to actor-defocusing alternations like the active/middle alternation. Langacker’s notion of *trajector* removes the connotation of derivation/inferiority and assumes that any participant (either agentive or non-agentive) can appear in subject position. If both agentive and non-agentive participants can be considered as trajectors, and thus occupy subject position, then also agentive and non-agentive *-er* nominals must be categorized at the same level, instead of characterizing non-agentives as a mere extension of agentives.

This paper explores the connections between middle formation and non-agentive *-er* nominalizations, illustrating how the different semantic types that middle structures instantiate in Heyvaert’s (2003: 154-158) cognitive-functional analysis of prototypical and non-prototypical middles (i.e., *facility-*, *quality*, *feasibility-*, *destiny-* and *result-oriented* middles) can be systematically found among non-agentive *-er* nominals in present day English. For instance, an *easy-rider* (“a motorbike that rides *easily*”) illustrates the *quality-oriented* middle type, whereas the nominal *broiler* (“a type of chicken that broils *well*”) is a *result-oriented* formation. Following Lemmens (1998) and building upon previous work of ours (Guerrero Medina & Palma Gutiérrez, 2023), we will also show that a detailed analysis of the type of base verbs used in deverbal *-er* formations is necessary to provide a more accurate description of their lexico-semantic profile. Non-agentive *-er* formations include *Goal*-profiling derivations derived from transitive verbs (e.g. *keeper*), *Medium*-profiling nominals based on ergative processes (e.g. *broiler*, *boneshaker*), and *Circumstance*-profiling formations derived from intransitive verbs such as *Instruments* (e.g. *tourer*, *tramper*, *grater*, *peeler*) and *Locative* nouns (e.g. *Easy Diner*). The discussion in this paper will be based on an all-purpose corpus of examples retrieved from the *enTenTen 21* corpus in Sketch Engine.

Key words

agentive, -er nominalizations, middle, non-agentive, prototype, trajector

References

- Guerrero Medina, P. & Palma Gutiérrez, M. (2023). The lexicogrammatical profile of non-agentive deverbial -er nominalizations: a usage-based approach. *Alicante Journal of English Studies/Revista Alicantina de Estudios Ingleses*, 39, 87-107.
- Heyvaert, L. (2003). *A Cognitive-Functional Approach to Nominalization in English*. Berlin: Mouton de Gruyter.
- Langacker, R. W. (2009). *Investigations in Cognitive Grammar*. (Cognitive Linguistics Research, 42). Mouton de Gruyter.
- Lemmens, M. (1998). *Lexical perspectives on transitivity and ergativity. Causative constructions in English*. John Benjamins.
- Panther, K. & Thornburg, L. (2001). A conceptual analysis of English -er nominals. In M. Pütz, S. Niemeier & R. Dirven (Eds.) *Applied Cognitive Linguistics II: Language Pedagogy* (pp. 149-200). Mouton de Gruyter.

Conceptual processing in coining terms for PENIS in American Spanish: A quantitative analysis

Gutiérrez Rubio, Enrique. *University Palacký Olomouc.*
Kos, Petr. *University of South Bohemia in České Budějovice.*

Within an onomasiological approach, the starting point in naming extra-linguistic reality is the mental processing of the concept to be named, namely categorization and conceptualization.

In our approach to metonymy as a means of conceptualization, the parts of the concept's ICM (see Lakoff 1987) which the given concept shares with other members of an already existing category lead to the classification of the concept to the existing category (the process of categorization). Other parts of the concept's ICM which are specific for the concept within the selected category serve as a source for the actual naming. This part, or parts, of the ICM thus provide(s) mental access to the whole concept by the PART OF ICM FOR WHOLE ICM metonymy (see Radden & Panther 2004: 8). This initial metonymy may be followed by other subsequent metonymies or metaphors. From this it follows that this initial metonymy is always instrumental in naming and may serve as the starting point for further conceptualization.

The data for the analysis has been collected from the *Spanish-Czech Dictionary of Americanisms* (Černý 2018), a monumental work that gathers words and idioms used exclusively in American Spanish together with their Czech equivalents. The dictionary is based on more than 20 specialized dictionaries and glossaries of Americanisms, including some works devoted to informal variants of specific geographic areas of Spanish-speaking America. As a result, it has become the most extent dictionary of Americanisms and provides us with 408 Spanish terms for PENIS used in different regions of America.

The aim of the presentation is not just to demonstrate the richness of ways a single concept, such as PENIS, may be mentally approached, but to reveal which parts of this concept's ICM are most salient for naming. The results of the analysis show that up to 20 salient features of the ICM are involved in coining the terms denoting PENIS in Spanish, including its physiological characteristics, its shape, and its sexual and urinary functions, as well as the (positive and negative) subjective relations of the speakers to this concept. While during conceptualization, one part only of its ICM may be highlighted, it is more frequent that a combination of two (or even three) salient features of the ICM, such as *long shape* and *hardness*, are selected for naming.

Moreover, while some feature(s) may be manifested in the resulting name directly, they may also undergo a subsequent metonymic, or, more frequently in the dataset, a subsequent metaphorical mapping.

As far as we know, this is the first quantitative analysis of the conceptual processing involved in coining terms for one extra-linguistic concept in diverse variants of a language. It not only shows in detail the importance of the diverse conceptualizations that were instrumental in the specific cases of coining words denoting PENIS in the diverse regions of the Spanish speaking America, but it also sheds light on the potential richness and variety of ways of naming extra-linguistic referents in general.

Key words

onomasiology, ICM, metonymy, metaphor, American Spanish

References

- Černý, J. (2018). *Španělsko-český slovník amerikanismů*. Univerzita Palackého v Olomouci.
- Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. University of Chicago Press.
- Radden, G. & Panther, K. U. (2004). Introduction: Reflections on motivation. In G. Radden & K. U. Panther (Eds.), *Studies in Linguistic Motivation* (pp. 1-46). Mouton de Gruyter.

¿Creencia imperfecta o conocimiento perfecto del aspecto verbal? Bitácora de un conato cognitivo-conceptual a favor de la Conciencia Lingüística de docentes nativos.

Hernández-Abella, Alfredo J. *Universidad del Magdalena-Universidad Nebrija*

La Instrucción Cognitiva (IC) y la Enseñanza Basada en Conceptos (EBC) han surgido como enfoques pedagógicos prometedores para el aprendizaje del Español Lengua Extranjera (ELE), en particular en lo que respecta a la distinción del aspecto verbal (perfecto/imperfecto). Sin embargo, la aplicación de estos enfoques en el aula de nativos y su integración en la formación del profesorado aún requieren evidencia empírica (Hernández-Abella, 2022).

En virtud de nuestra tesis, que explora el beneficio de los enfoques mencionados como causales de la modificación de creencias gramaticales aspectuales de maestros colombianos en formación, presentamos las trazas teórico-metodológicas del estado de la cuestión. Este cúmulo al unísono invita a la continuidad de aplicación de tratamientos vertidos en diseños metodológicos mixtos para la enseñanza explícita y deductiva. Con ello, pretendemos informar sobre el efecto potencial de las ventajas de la IC + EBC con el ánimo de ofrecer enfoques educativos reflexivos que permitan el desarrollo de la competencia gramatical, tal como se ha venido fructificando con creces en aprendices de ELE (Negueruela-Azarola *et al*, 2024).

Correlativamente, acometemos extrapolar una alternativa de enseñanza, apenas promovida en L1, que implica una provocación interdisciplinaria para la Lingüística Cognitiva con resultados ecológicos que esperamos sean provechosos para el magisterio y su poco estudiada agencialidad (Giovanelli, 2015; Funes y Poggio, 2021; Cueva-Lobelle y Ochoa-Sierra, 2022).

A tenor de las líneas bibliográficas compendiadas, llevaremos a cabo dos estudios enmarcados en la Teoría Sociocultural que se desarrollarán en el seno de clases intactas y que permitirán analizar integralmente el proceso de conceptualización de creencias gramaticales aspectuales de los alumnos-maestros.

El primero de ellos busca validar la superioridad de la hipótesis de primacía de IC+EBC a través de un cuasiexperimento que evalúa el Conocimiento Metalingüístico Declarativo (CMD) sobre el aspecto verbal por medio de *tests*. La comparación de desempeños se obtendrá entre un grupo expuesto a una enseñanza de corte cognitivo prototípico que incluye la ‘delimitación’ como categoría fundante y uno alterno que recibe una instrucción de corte clásico.

Continuando la línea de García (2019), se anticipa un segundo estudio longitudinal en el grupo de IC+EBC para describir el proceso de internalización de la forma meta, una categoría inconsciente en la mente del hablante, vía tareas de interiorización y conceptualización. Este estudio se cruza en franca lid con el desarrollo de la Conciencia Lingüística Docente operativizada en las verbalizaciones de los

participantes, entendidos estos como ‘usuarios’ que se educan en el seno de la reflexión metalingüística como ‘analistas’, para luego enseñar la lengua en calidad de ‘docentes’ (Andrews, 2007; Giessler, 2012; Hernández-Abella y Tejada, García, en prensa).

Así, documentaremos la sofisticación de las creencias de partida (conceptos cotidianos) y el CMD suscitado durante y post tratamiento (conceptos científicos), a la luz de una perspectiva vygotskiana (Fernández-Parera y Kissling, 2024).

Palabras clave

Creencias gramaticales; Aspecto verbal; Enseñanza Basada en Conceptos; Conocimiento Metalingüístico Declarativo, Conciencia Lingüística Docente; L1.

Referencias

- Andrews, S. (2007). *Teacher Language Awareness*. Cambridge University Press.
- Cueva-Lobelle, A. y Ochoa-Sierra, L. (2022). Estado de la cuestión sobre la enseñanza de la gramática. *Zona Próxima*, 37, 147-169.
- Fernández-Parera, A. y Kissling, K. (2024). Enseñanza conceptual y gramática pedagógica. En Negueruela-Azarola, E. *et al* (Eds). *Teoría sociocultural y español LE/L2* (1st ed.). (138-145). Routledge.
- Funes, M.S. y Poggio, A.L. (2021). La oposición pretérito perfecto simple *versus* pretérito imperfecto: una propuesta cognitivo-prototípica. *Nueva Revista de Filología Hispánica (NRFH)*, LXIX. 1, 3-42.
- García, P. (2019). Dynamic Assessment: Promoting In-Service teachers’ conceptual development and pedagogical beliefs in the L2 classroom. *Language and Sociocultural Theory* 6.1 132–162.
- Giessler, R. (2012). Teacher language awareness and cognitive linguistics (CL): building a CL-inspired perspective on teaching lexis in EFL student teachers. *Language Awareness* 21:1-2. 113-135.
- Giovanelli, M. (2015). *Teaching grammar, structure and meaning: exploring theory and practice for post-16 English language teachers*. Routledge.
- Hernández-Abella, A. (2022). ¿Qué hay de la Gramática Cognitiva en la formación de maestros colombianos?. *Entretextos*, 16 (31), 148-154.
- Hernández-Abella, A. y Tejada-García, D. (en prensa). Creencias gramaticales sobre los pronombres del español: el papel de la instrucción cognitiva para el desarrollo de la conciencia lingüística de profesores nativos. Dossier Estudios de Lingüística Cognitiva: Nuevos desarrollos teóricos y empíricos. *Revista visitas al patio*, 13 (2).
- Kissling, E. & Muthusamy, T (2022). Exploring Boundedness for Concept-Based Instruction of Aspect: Evidence from Learning the Spanish Preterite and Imperfect. *The Modern Languages Journal* 106 (2). 371-392.
- Llopis-García, R. (2023). Compatibilidad de la Lingüística Cognitiva Aplicada con la enseñanza de ELE. Apuntes desde el aula. *RSEL* 53/1. 17-40.
- Negueruela-Azarola, E. *et al* (Eds). (2024). *Teoría sociocultural y español LE/L2* (1st ed.). Routledge.

New Perspectives on Metaphor and Metonymy in Technical Discourse

Herrero-Ruiz, Javier. *Universidad politécnica de madrid*

Research within the domain of Cognitive Linguistics pertaining to terminology and specialized discourse has primarily concentrated on the exploration of conceptual metaphor, with only sporadic references to single metonymies (cf., Alexiev, 2005; Caballero, 2006; Ureña & Faber, 2010; Faber, 2012). Nevertheless, in this proposal (cf., Author, in press) we contend that metonymy holds a more significant presence in specialized discourse, both independently and in conjunction with metaphorical expressions or other metonymies, than the one seemingly granted in the literature. Thus, our objective is twofold. First, by providing statistics, we attempt to show what the actual presence of metonymy is compared to that of metaphor (in our corpus). Secondly, we try to identify not only single metonymies but various interaction patterns as well, akin to those previously identified in non-specialized discourse (cf., Ruiz de Mendoza and Galera, 2014; Ruiz de Mendoza, 2017).

The study is grounded in the initial compilation of a corpus pertinent to the domain of Telecommunications engineering, primarily sourced from technical papers and user manuals. The corpus, exceeding 50,000 words, underwent meticulous verification by a proficient native American English speaker. In order to detect the cognitive models, we have followed the *Metaphor Identification Procedure (MIP)* (cf., Steen 2004, Steen et al. 2010), based on contrasting the items from the corpus against dictionary definitions to observe if there is a more basic sense than the one used in the text in question.

By way of illustration, please consider the following sentence and the example below: *One of the simplest antennas used by hams, the dipole is also one of the most effective.* Here, *dipole* (a separation of opposite electrical charges) stands for the element of the antenna in which this phenomenon takes place; in turn, this element stands for the antenna itself, which then refers to the class of antennas having the properties characterizing the phenomenon. A metonymic chain including a double metonymic expansion and a metonymic reduction is at work with the following conceptual steps:

Electromagnetic phenomenon > element (PART) > antenna (WHOLE) > type of anten

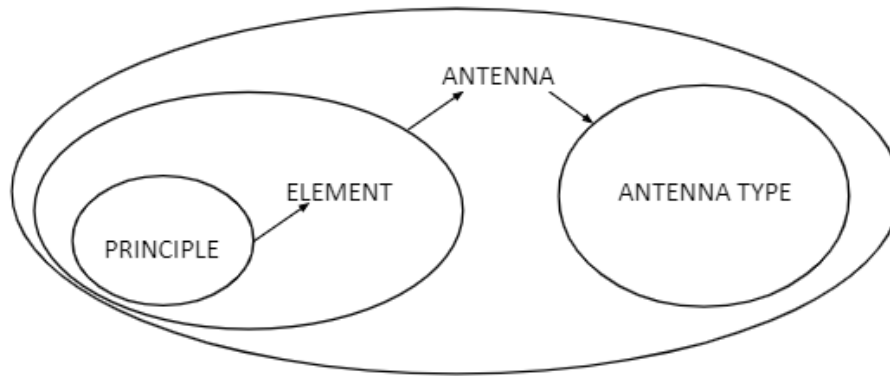


Figure 1. Double metonymic expansion plus metonymic reduction

To conclude, we shall refer to the spaces where hackers operate, i.e., *the deep* and *dark webs*. The deep web can be defined as the portion of the web which is not indexed by search engines, whereas access to the dark web (a part of the deep web) can only be gained by means of specific software, configurations or authorization. These two terms can be explained via a metaphtonymy. The former elaborates further on the latter: something deep is usually dark as it gets little or no light, which makes it (almost) invisible. This metonymic chain is based on a double metonymic reduction that constitutes the metaphoric source, which is then mapped, via the KNOWLEDGE IS VISION metaphor, onto the target meaning ‘lack of knowledge’ (in our case ‘unknown content’).

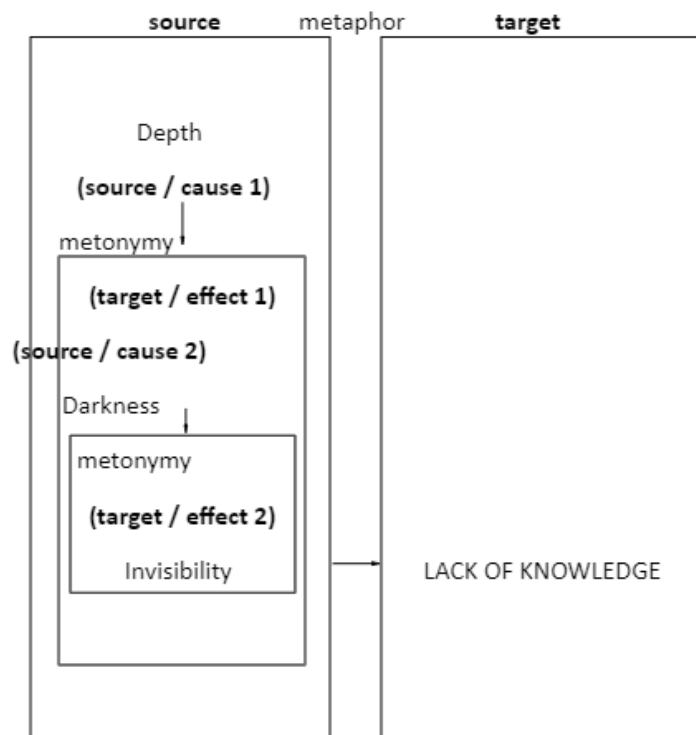


Figure 2. Interpretation of *the deep/dark web*

Although this study confirms the key role conceptual metaphor plays in the formation of specialized terminological units, our results suggest that research must not be constrained to this figure of speech and to single metonymy. Out of 180 terms and expressions under scrutiny, constructs that contain metonymy (including metaphonymies – 5.56%- and metonymic chains – 5%) amount to more than 20%.

Keywords

terminology; specialized discourse; metaphor; metonymy; Telecommunications.

References

- Alexiev, B. (2005). *Contrastive Aspects of Terminological Metaphor*. PhD diss., University of Sofia.
- Caballero, R. (2006). *Re-Viewing Space: Figurative Language in Architects' Assessment of Built Space*. Mouton de Gruyter. <https://doi.org/10.1515/9783110893892>
- Faber, P. (Ed.). (2012). *A Cognitive Linguistics View of Terminology and Specialized Language*. Berlin: Mouton de Gruyter. <https://doi.org/10.1515/9783110277203>
- Herrero-Ruiz, J. (In Press). Metaphor and Metonymy in Specialized Discourse Revisited. An Illustration through the Lexicon of Telecommunications. In S. Molina & N. Maroto (Eds.), *Terminology and Cognition*. Mouton de Gruyter (series APPLIED COGNITIVE LINGUISTICS).
- Ruiz de Mendoza, F. J., & Galera, A. (2014). *Cognitive modeling. A Linguistic Perspective*. John Benjamins.
- Ruiz de Mendoza, F. J. (2017). Metaphor and other cognitive operations in interaction: from basicity to complexity. In B. Hampe (Ed.), *Metaphor: Embodied cognition, and discourse* (pp. 138-159). Cambridge University Press.
- Steen, G. (2004). Can discourse properties of metaphor affect metaphor recognition? *Journal of Pragmatics*, 36(7), 295–313.
- Steen, G., Aletta G. D., Berenike Herrmann, J., A. Kaal, A., Krennmayr, T., & Pasma, T. 2010. *A method for linguistic metaphor identification: From MIP to MIPVU*. John Benjamins.
- Ureña, J.M., & Faber, P. (2014). A Cognitive Sociolinguistic Approach to Metaphor and Denominative Variation. A Case Study of Marine Biology Terms. *Review of Cognitive Linguistics*, 12(1), 193–222. <https://doi.org/10.1075/rcl.12.1.07ure>

Policing language crimes across cultures: Interpreting offensive words into English and Spanish

Hijazo-Gascón, Alberto. *University of Zaragoza*
Gómez-Bedoya, María. *University of East Anglia*
Filipović, Luna. *University of California Davis*

Offensive words are considered part of emotion-laden language, as they trigger emotions from interlocutors (Pavlenko 2008). The differences in how to encode offensive meaning can vary greatly across languages. These words constitute a separate class in the mental lexicon as they are processed and remembered differently than others, particularly in the case of bilinguals (Dewaele & Pavlenko 2002). In addition, different linguistic and cultural features that constitute an offensive word are bound to create obstacles for translators and interpreters, because forms and meanings from the original language may not have an exact equivalent in the language of the translated output. This, as Slobin's (2000) thinking-for-translation hypothesis (applied here to interpreting) explains, may lead to changes in the meanings and forms from the source language in order to fit most if not the whole of the message into the typological patterns of the target language.

This study is the first one in the field to explore the interpretation of swearwords in interpreter-assisted police interviews, particularly in scenarios with vulnerable victims. Insults can be key to the police statement and the mistranslation of an insult can affect how the police officer perceives the severity of the punishable offence and makes a judgment about what kind of action is appropriate. Therefore, the interpreter's decision on how to translate an insult can be crucial, as also observed with other linguistic elements in interpreter-mediated police interviews (Filipović 2007, Filipović and Hijazo-Gascón 2018; Gomez-Bedoya 2022). Interpreters, as any other bilinguals, may vary in how they swear in their L1 or L2 (Mohammadi 2020). However, they should be aware of the differences in perceived offensiveness in both languages.

This study includes two experiments: one in which 36 interpreting students interpreted 30 insults English-Spanish and Spanish-English in the contexts of domestic violence, homophobic aggression, and insulting a police officer and the other in which 204 British native speakers and 178 Spanish native speakers rated the offensiveness of the same insults.

Results show variation in the degree of offensiveness by British and Spanish native speakers, particularly in two variables: gender variable and prior experience of having suffered discrimination. In addition, the study reveals a lack of training in interpreting swearwords, reflected in the raising or lowering of the offensiveness severity of the original insult. Finally, it is argued that learning how to render insults

properly should become part of the training for professional training of both language and law professionals and that awareness should be raised about how interpreting may affect legal outcomes (e.g. determine when an insult may be a criminal offense).

Key words

Insults; police interpreting; offensiveness; hate crime; thinking-for-translation

References

- Dewaele, J.-M. & Pavlenko, A. (2002) Emotion vocabulary in interlanguage. *Language Learning* 52(2): 263-322
- Filipović, L. (2007). Language as a witness: Insights from cognitive linguistics. *Speech, Language and the Law* 14(2), 245-67.
- Filipović, L. & Hijazo-Gascón, A. (2018). Interpreting meaning in police interviews. Applied Language Typology in a forensic linguistics context. *VIAL* 15, 67-104.
- Gomez-Bedoya, M. (2022). Recognition and expression of rapport features in interpreter-mediated police interviews with victims, Doctoral Dissertation, University of East Anglia.
- Mohammadi, A. (2020). Swearing in a second language: the role of emotions and perceptions. *Journal of Multilingual and Multicultural Development*. DOI: [10.1080/01434632.2020.1755293](https://doi.org/10.1080/01434632.2020.1755293)
- Pavlenko, A. (2008). Emotion and Emotion-Laden Words in the Bilingual Lexicon. *Bilingualism: Language and Cognition* 11(2): 147-164.
- Slobin, D. (2000). Verbalized events: A dynamic approach to linguistic relativity and determinism. In Susanne Niemeier & René Dirven (eds.), *Evidence for linguistic relativity*, 107-138. Mouton de Gruyter.

English as a basis for contrastive constructional studies: A case study on the English and Spanish Comparative Correlative construction

Horsch, Jakob. *Slovak Academy of Sciences, Ľudovít Štúr Institute of Linguistics*
Masaryk University, Faculty of Arts, Department of English and American
Studies

Construction Grammar (CxG) is a cognitive approach to language that has gained considerable popularity in anglophone countries. It is therefore unsurprising that English is “the most widely analyzed language” in CxG (Boas 2010: 3) – at the expense of other languages, however. Boas, for example, has noted “a striking absence of cross-linguistic generalizations” (Boas 2010: 2) that is at odds with CxG’s “aspirations toward universal applicability” (Fried 2017: 249). Addressing this issue, I present a study on the English (1) and Spanish (2) comparative correlative (CC), a bi-clausal construction:

- (1) [The more I read,]_{C1} [the more I understand.]_{C2}
(2) [Cuanto más leo,]_{C1} [tanto más entiendo.]_{C2}
CUANTO more read:I TANTO more understand:I

Each sub-clause of the CC consists of lexically fixed clause-initial elements (*the*_{C1}/*the*_{C2} in English; *cuanto*_{C1}/*tanto*_{C2} in Spanish), obligatory comparative elements (e.g. *more*; *más*) and optional clause slots (cf. lexically fixed idioms such as *The more, the merrier*). This complex structure encodes complex meaning, including asymmetric cause-effect (‘reading results in understanding’) as well as symmetric/parallel change-over-time (‘as more is being read, more is being learned’) (Hoffmann 2019; Horsch 2023).

In line with Boas’ suggestion that English should serve as “basis” (2010: 14) for contrastive CxG-based investigations, I applied methodology from a study on the English CC (Hoffmann et al. 2019, 2020). I analyzed >8,000 CC tokens from English and Spanish corpora using covarying-collexeme analysis (Stefanowitsch and Gries 2005), testing for statistically significant cross-clausal associations between C1 and C2 regarding the variables FILLER TYPE in the comparative element slot and DELETION (whether the clause slot is realized or not), and their interactions. Assuming the usage-based view, i.e., constructions can be considered entrenched when they “occur with sufficient frequency” (Goldberg 2006: 5), I posit these cross-clausal associations to be meso-constructions that form taxonomic networks underlying the CC construction. Figures 1 (English) and 2 (Spanish) visualize the results of covarying-collexeme analysis in mental constructional networks, where the meso-constructional ‘nodes’ are interconnected based on formal similarities.

The results show that despite language-specific idiosyncrasies, the ‘big picture’ reveals striking similarities: numerous meso-constructions, entrenched as a result of chunking and repetition (Bybee 2012), form elaborate constructional networks that are

“baroque, involving massive redundancy and vastly rich detail” (Traugott and Trousdale 2013: 53). Furthermore, note that most cross-clausal associations are symmetric. In other words, what happens in C1 is mirrored in C2. This is explained by the principle of iconicity, i.e., the “(partial) motivation of a construction’s form by its meaning” (Hoffmann 2019: 12), in this case the CC’s symmetric/parallel change-over-time semantics (see above). Both observations confirm Goldberg’s Tenet #5, i.e., cross-linguistic generalizations can be attributed to domain-general cognitive processes (2003: 219) (chunking/repetition and iconicity) and prove that constructions are indeed “viable descriptive and analytical tools for cross-linguistic comparisons” (Boas 2010: 15).

Key words

Comparative correlative, Usage-based Construction Grammar, mental network, comparative linguistics

References

- Boas, H. C. (2010). Comparing constructions across languages. In H. C. Boas (Ed.), *Contrastive Studies in Construction Grammar* (pp. 1–20). John Benjamins.
- Bybee, J. L. (2012). Domain-general processes as the basis for grammar. In M. Tallerman & K. R. Gibson (Eds.), *The Oxford Handbook of Language Evolution* (pp. 528–536). Oxford UP.
- Fried, M. (2017). Construction Grammar in the Service of Slavic Linguistics, and Vice Versa. *Journal of Slavic Linguistics*, 25(2), 241–276.
- Goldberg, A. E. (2003). Constructions: A new theoretical approach to language. *TRENDS in Cognitive Sciences*, 7(5), 219–224.
- Goldberg, A. E. (2006). *Constructions at Work: The nature of generalization in language*. Oxford UP.
- Hoffmann, T. (2019). *English Comparative Correlatives: Diachronic and Synchronic Variation at the Lexicon-Syntax Interface*. Cambridge UP.
- Hoffmann, T., Brunner, T., & Horsch, J. (2020). English Comparative Correlative Constructions: A Usage-based account. *Open Linguistics*, 6(1), 196–215.
- Hoffmann, T., Horsch, J., & Brunner, T. (2019). The More Data, The Better: A Usage-based Account of the English Comparative Correlative Construction. *Cognitive Linguistics*, 30(1), 1–36.
- Horsch, J. (2023). Cuanto(s) más datos, (tanto) mejor: A corpus-based study of the Spanish comparative correlative construction. *Review of Cognitive Linguistics*.
- Stefanowitsch, A., & Gries, S. Th. (2005). Covarying Collexemes. *Corpus Linguistics and Linguistic Theory*, 1(1), 1–43.
- Traugott, E., & Trousdale, G. (2013). *Constructionalization and Constructional Changes*. Oxford UP.

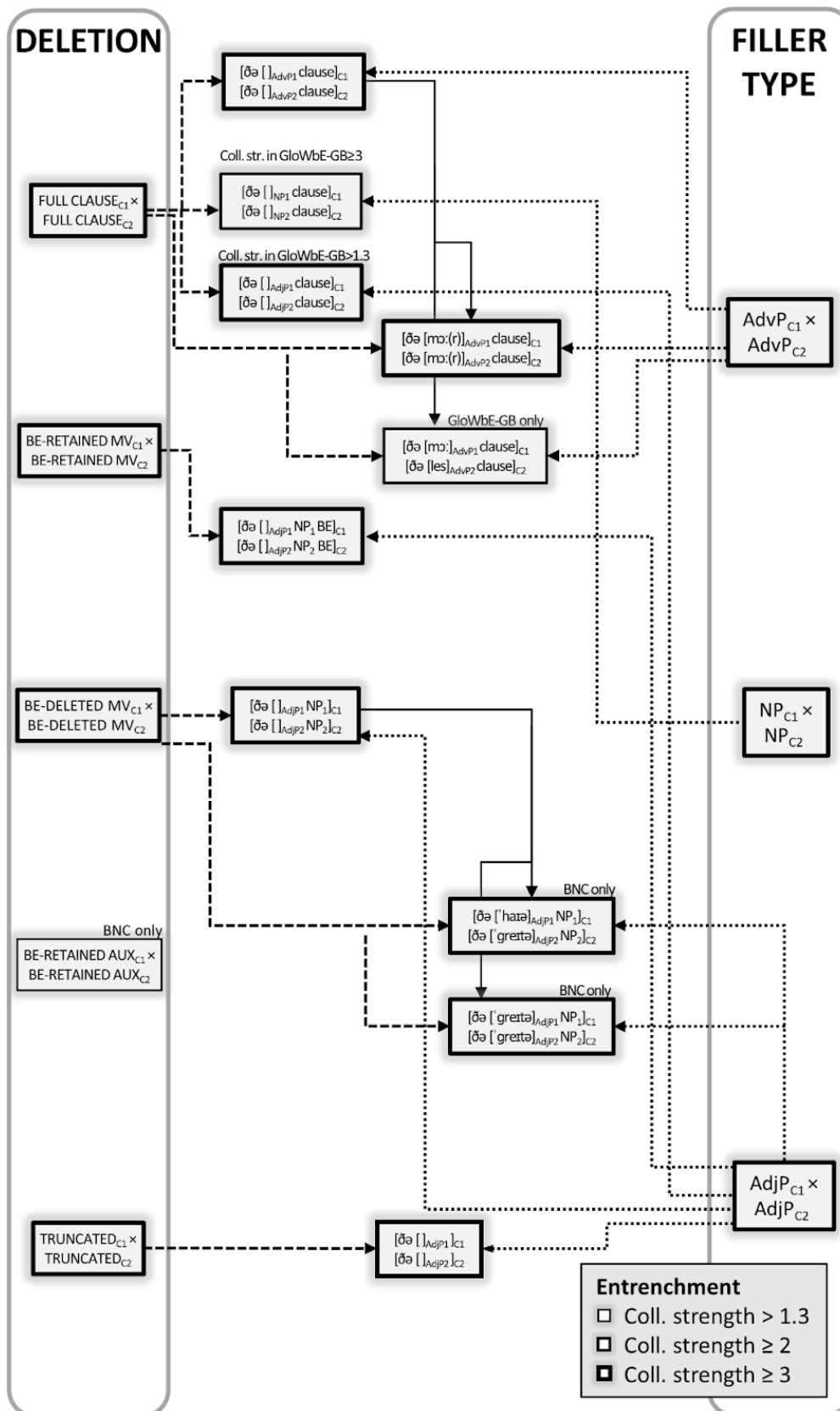


Figure 1 English CC meso-constructural network, based on data from COCA, BNC and GloWbE

Multimodality and Construction Grammar: The Interesting Case of the [Had it up to here (with)] Construction

labdounane, Yassine. Friedrich-Alexander-Universität Erlangen-Nürnberg.

In face-to-face communication, speakers make use of different modalities to convey meaning, incorporating not just verbal elements but also non-verbal aspects such as hand gestures, facial expressions, prosody, and body movements, thus making it multimodal in nature (Fischer & McNeill, 1994; Kendon, 2005; Hoffmann, 2017; Zima & Bergs, 2017). Indeed, in many cases, the verbal medium alone is not enough and it is important to resort to some kind of non-verbal element to achieve the intended meaning. This poses a challenge for Construction Grammar (CxG) (Goldberg, 2006; 2019) in modeling such multimodal phenomena and several suggestions have been put forth to tackle these challenges (Cienki, 2017; Herbst, 2020; Hoffmann, 2017; Mittelberg, 2017; Schoonjans, 2017; Turner, 2018; 2020a; 2020b; Uhrig, 2021; Ziem, 2017; Zima, 2017).

In this presentation, some new challenges for CxG that, to the best of my knowledge, have not yet been explored will be discussed through an interesting multimodal construction. The construction at hand is the [Had It Up To Here (With)] construction which is frequently accompanied by a gesture involving a raised hand near the forehead, symbolizing frustration or annoyance having reached maximum level.

The data for this study was obtained from the UCLA Library Broadcast NewsScape (Steen and Turner 2017) database, using Red Hen's Rapid Annotator and Elan for annotation and analysis. Preliminary findings indicate that the verbal form is realized multimodally 91.7% of the time, indicating that it is likely to be entrenched as a multimodal construction (Ziem, 2017). However, while the verbal form remains fixed, there is variability in the accompanying gestures.

The analysis has identified at least three types of gestures associated with this construction, differing in hand shape, position, and motion. Moreover, the height of the hand in relation to the head can vary based on the intensity of the emotion tied to the proposition, allowing for creativity in the use of the gesture. These findings prompt intriguing questions about how to model such constructions in CxG: (i) In advocating for multimodal constructions, which specific aspects of the observable behavior should be formalized as part of the construction? (ii) How should the gestural component of constructions be modeled when the verbal form is frequently realized multimodally but the gestural form exhibits variability?

It will be argued that in multimodal constructions, attention should not be limited to hand gestures alone but should extend to other features such as prosody. Regarding modeling cases with variant gestures associated with a fixed verbal form, two proposals will be made: for multimodal constructions, what is stored is a prototype of the recurring gesture that allows for some variation, not a fixed gesture type; and, in

such constructions, the gestural slot in the construction is an open slot that accommodates a few semantically related and distinct types.

Keywords

Construction Grammar; Multimodal Constructions; Construction Creativity, Gesture.

References

- Bybee, J. (2010). *Language, Usage and Cognition*. Cambridge: Cambridge University Press.
- Cienki, A. (2017). Utterance Construction Grammar (UCxG) and the Variable Multimodality of Constructions. *Linguistics Vanguard* 3(1).
- Feyaerts, K., Brône G., Sambre P., Oben B., Schoonjans S. & Zima, E. (2014). Accounting for multimodality in construction grammar. Talk at DGKL 6, Nürnberg-Erlangen, October 2014.
- Goldberg, A. (2006). *Constructions at work, the nature of generalization in language*. Oxford: Oxford University Press.
- Goldberg, A. 2019. *Explain me this: Creativity, competition, and the partial productivity of constructions*. Princeton: Princeton University Press.
- Herbst, T. (2020). What Film Translation Can Tell Us About the Creation of Meaning, the Role of Accents and Gestures: A Few Essayistic Remarks about Multimodality. *ZAA* 68(4), 433–450.
- Hoffmann, T. (2017). Multimodal constructs – multimodal constructions? The role of constructions in the working memory. *Linguistics Vanguard* 3(1).
- Mittelberg, I. (2017). Multimodal existential constructions in German: Manual actions of giving as experiential substrate for grammatical and gestural patterns. *Linguistics Vanguard*, 3(1).
- Müller, C., Cienki, A., Fricke, E., Ladewig, S., McNeill, D. & Tessendorf, S. (2013). *Body – Language – Communication: An International Handbook on Multimodality in Human Interaction*.
- Schoonjans, S. (2017). Multimodal Construction Grammar issues are Construction Grammar issues. *Linguistics Vanguard*, 3(1).
- Turner, M. (2018). The Role of Creativity in Multimodal Construction Grammar. *Zeitschrift für Anglistik und Amerikanistik*, 66, 357 - 370.
- Turner, M. (2020a). Constructions and creativity. *Cognitive Semiotics*, 13.
- Turner, M. (2020b). Suggestive Landscape. *Zeitschrift für Anglistik und Amerikanistik*, 68, 451– 466.
- Uhrig, P. (2021). *Large-Scale Multimodal Corpus Linguistics — The Big Data Turn*. Friedrich-Alexander-Universität Erlangen-Nürnberg.
- Ziem, A. (2017). Do we really need a Multimodal Construction Grammar? *Linguistics Vanguard* 3(1).
- Zima, E. (2017). On the multimodality of [all the way from X PREP Y]. *Linguistics Vanguard*, 3(1)

Beyond metaphorical language: How motion verbs influence time perception

Illán Castillo, Rosa. *Universidad de Murcia.*

Valenzuela, Javier. *Universidad de Murcia*

There is extensive evidence that humans use spatial concepts to think and speak about time (see, among others, Clark, 1973; Lakoff & Johnson, 1980; Traugott, 1978; Evans, 2004, 2013; Moore, 2014). Research has delved into the correlation between aspects of motion events and temporal expressions, both through qualitative analyses of figurative language (e.g., Lakoff & Johnson, 1999) and through psycholinguistic experiments (e.g., Gentner, Imai & Boroditsky, 2002; Boroditsky & Ramscar, 2002; Casasanto et al., 2004; Torralbo et al., 2006; Santiago et al., 2007). Though the existence of metaphorical expressions using motion to talk about time is extensively documented, there are very few studies aimed at exploring the rich diversity of lexical options at our disposal when talking about time in spatial terms (e.g., Feist & Duffy, 2020; Valenzuela & Illán Castillo, 2022; Illán Castillo, in prep). One of the issues in this regard is that the field of motion itself is still filled with controversies. There are difficulties for determining what is a motion verb and for classifying these verbs in different categories from a unified perspective (see for example Hijazo-Gascón, Ibarretxe-Antuñano & Guelbenzu-Espada, 2013).

This talk aims to provide further insight into the field of time spatialization by means of a large-scale, corpus-based observational study, drawing on authentic language data in English and Spanish. Data was extracted from a big oral corpus (The NewsScape Library of TV News) hosted by the Library of the University of California, Los Angeles, which contains around 4 billion words extracted from over 400,000 hours of television news. NewsScape provides a highly homogenous, oral text, which includes expressions used by speakers in real-world contexts in different languages, English and Spanish comprising the two largest collections.

More than 70 different motion verb types were found in English temporal expressions, and almost 30 types in Spanish. These verbs were then classified according to the semantic component they were conflating (path, manner) following Talmy's typology (2000). Results show interesting typological contrasts between both languages (English as satellite-framed and Spanish as verb-framed) regarding the distribution of types and tokens. Furthermore, results also suggest that the inclusion of rich spatial knowledge in temporal expressions triggers rich emergent meanings that extend beyond the space-motion and time conceptual domains that conform this conceptual metaphor. The main meaning provided by manner of motion verbs when used in a temporal domain seems to be related to the expression of our subjective perception of the passing of time, conveying attitudes or emotions that are codified through language in phrases like "Time is limping along this week", "Finals week creeps up on us", "The minutes drag by in this class", "Los días de vacaciones volaron para la pareja".

Key words

Metaphor; time; motion; corpus

References

- Boroditsky, L., & Michael Ramscar. 2002. The roles of body and mind in abstract thought. *Psychological Science*, 13 (2), 185-189.
- Casasanto, D., Boroditsky, L., Phillips, W., Greene, J., Goswami, S., Bocanegra-Thiel, S., Santiago-Díaz, I., Fotokopoulou, O., Pita, R., Gil., G. (2004). How deep are effects of language on thought? Time estimation in speakers of English, Indonesian, Greek, and Spanish. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 26, 186-191.
- Clark, H. (1973). Space, time, semantics, and the child. In T. E. Moore (Ed.), *Cognitive development and the acquisition of language* (pp. 28–63). New York: Academic Press.
- Evans, V. (2004). *The structure of time*. Amsterdam & Philadelphia: John Benjamins.
- Evans, V. (2013). *Language and time: a cognitive linguistics approach*. Cambridge: Cambridge University Press.
- Feist, M. & Duffy, S. (2020). On the path of time: Temporal motion in typological perspective. *Language and Cognition*, 12(3), 444-467.
- Gentner, D., Imai, M., & Boroditsky, L. (2002). As time goes by: Evidence for two systems in processing space time metaphors. *Language and Cognitive Processes*, 17, 537–565.
- Hijazo-Gascón, A., Ibarretxe-Antuñano, I., & Guelbenzu-Espada, J. (2013). Clasificando los verbos de movimiento. ¿Qué piensan los hablantes?. In J.F. Val, J.L. Mendivil, M. C. Horno-Chéliz, I. Ibarretxe-Antuñano, A. Hijazo-Gascón, J. Simón & I. Solano (Eds.), *Actas del 10º Congreso Internacional de Lingüística General / Proceedings of the 10th International Conference on General Linguistics*. Zaragoza: Prensas Universitarias de Zaragoza
- Illán Castillo, R. (in prep.). *Time in the Creative Mind: Understanding Spatial Dynamic Construals of Time* [Doctoral thesis].
- Lakoff, G. & Johnson, M. (1980). *Metaphors We Live by*. Chicago: Chicago University Press.
- Lakoff, G. & Johnson, M. (1999). *Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought*. New York: Basic Books.
- Moore, K. (2014). *The spatial language of time: Metaphor, metonymy and frames of reference*. Amsterdam & Philadelphia: John Benjamins.
- Santiago, J., Lupiáñez, J., Pérez, E., Funes. M.J. (2007). Time (also) flies from left to right. *Psychonomic Bulletin & Review*, 14, 512-516.
- Talmy, L. (2000). *Toward a cognitive semantics*, Cambridge, MA: The MIT Press.

- Torralbo, A., Santiago, J., & Lupiáñez, J. (2006). Flexible Conceptual Projection of Time Onto Spatial Frames of Reference. *Cognitive Science*, 30, 745-757.
- Traugott, E. (1978). On the expression of spatio-temporal relations in language. In J.H. Greenberg, C.A. Ferguson & E.A. Moravcsik (Eds.), *Universals of Human Language III* (pp. 369-400). Stanford: Stanford University Press.
- Valenzuela, J. & Illán Castillo, R. (2022). A corpus-based look at time metaphors. In A. Piata, A. Gordejuela & D. Alcaraz-Carrión (Eds.), *Time Representations in the Perspective of Human Creativity* (pp. 15-40). Amsterdam: John Benjamins Publishing Company.

Enseñanza y adquisición de [ser/estar + adjetivo] desde la perspectiva de la Gramática cognitiva: el caso de los estudiantes italianos de ELE.

Jiménez Pascual, Gonzalo. *Università Ca' Foscari di Venezia*.

A pesar de la abundante bibliografía en torno a *ser* y *estar*, el estudio de estos dos verbos sigue despertando tanto el interés de los lingüistas como de los profesores de ELE, quienes, periódicamente, proponen y demandan aproximaciones que permitan facilitar y mejorar la comprensión de sus distintas funciones, especialmente en lo referido a sus usos atributivos, considerados como más complejos. Asimismo, y como complemento necesario para la descripción teórica de estos usos, la literatura adquisicional sobre [ser/estar + adjetivo] subraya la importancia de realizar investigaciones con informantes de ELE no anglófonos (Geeslin y Yim Long 2015; Geeslin y Guijarro-Fuentes 2006), habida cuenta de la escasez de este tipo de estudios. Partiendo de estas premisas, la propuesta que presentamos aquí tiene un doble objetivo; por un lado, pretende contribuir a colmar la falta de estudios de adquisición sobre [ser/estar + adjetivo] con esta tipología de estudiantes, presentando los resultados de un análisis de interlengua llevado a cabo en el año 2023 con 172 informantes italianos universitarios de la Universidad Ca' Foscari de Venecia (Italia). Este estudio, que parte de los presupuestos teóricos de la Gramática cognitiva (Langacker 1987, 1991, 2008) –y de su compatibilidad con la investigación adquisicional de tipo variacionista (Geeslin y Kanwit 2020)–, se ha centrado en determinar la incidencia de cuatro factores distintos en la capacidad de los informantes para seleccionar correctamente *ser* o *estar* con una serie de adjetivos pertenecientes a dos clases semánticas: la de la descripción física, por una parte, y la de la descripción caracterial, por otra. Los factores objeto de indagación han sido: 1) la clase semántica del adjetivo (*type*), 2) su grado de frecuencia (*token*), 3) el carácter (in)animado del sujeto implicado en los contextos de análisis y 4) el grado de exposición formal a la lengua por parte de los informantes. Los resultados obtenidos muestran cómo estos factores resultan relevantes en el proceso de adquisición de [ser/estar + adjetivo], existiendo una relación significativa entre las variables consideradas y la (in)corrección de las respuestas proporcionadas por los informantes.

Por otro lado, y frente a la inmutabilidad de las propuestas didácticas de corte tradicional en relación con la alternancia de [ser/estar + adjetivo], nuestro segundo objetivo consistirá en proponer una aproximación didáctica alternativa específicamente destinada a los estudiantes itálfonos. Para ello, tomaremos en consideración no solo los resultados arrojados por nuestro estudio adquisicional, sino los acercamientos teóricos más recientes al estudio de los verbos *ser* y *estar* desde el punto de vista de la Gramática cognitiva (Castañeda Castro 2018; Castañeda Castro y Ortega Olivares 2019). De entre los diferentes presupuestos teórico-prácticos que integran nuestra propuesta, cabe destacar el empleo de una innovadora perspectiva contrastiva a partir de una versión modificada de la *instrucción de procesamiento* (VanPatten 1996).

Palabras clave

Verbos copulativos (*ser y estar*); adjetivos; adquisición (Lingüística); español como lengua extranjera (ELE); Gramática cognitiva.

Referencias

- Castañeda Castro, A. (2018). Ser and estar from the Cognitive Grammar perspective. *VIAL. Vigo International Journal of Applied Linguistics*, (15), 9-46.
- Castañeda Castro, A. & Ortega Olivares, J. (2019). Los usos atributivos de ser y estar desde la gramática cognitiva. En I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda Castro (Eds.), *Lingüística cognitiva y español LE/L2* (pp.120-144). Routledge.
- Geeslin, K. & Kanwit, M. (2020). Sociolinguistic Competence and Interpreting Variable Structures in a Second Language: a Study of the Copula Contrast in Native and Second- Language Spanish. *Studies in Second Language Acquisition*, 42 (4), 775-779.
- Geeslin, K. & Yim Long, A. (2015). The development and use of the Spanish copula with adjectives by Korean-speaking learners. En M^a I. Pérez Jiménez, M. Leonetti Jungl & S. Gumiel Molina (Eds.), *New Perspectives in the Study of Ser and Estar* (pp. 293-324). John Benjamins.
- Geeslin, K. & Guijarro-Fuentes, P. (2006). Second Language Acquisition of Variable Structures in Spanish by Portuguese Speakers. *Language Learning*, 56 (1), 53-107.
- Langacker, R. W. (1987). *Foundations of Cognitive Grammar. Volume I. Theoretical Prerequisites*. Stanford University Press.
- Langacker, R. W. (1991). *Foundations of Cognitive Grammar. Volume II. Descriptive Application*. Stanford University Press.
- Langacker, R. W. (2008). Cognitive Grammar as a basis for language instruction. En P. Robinson & N. C. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 66-88). Routledge.
- VanPatten, B. (1996). *Input processing and grammar instruction*. Ablex.

On the symbolic meaning of feast in G. Axel's "Babettes Feast" (1987) from a cognitive perspective

Grząśko, Agnieszka. *University of Rzeszów, Poland*

Kiełtyka, Robert. *University of Rzeszów, Poland*

The Danish short story "Babettes Gæstebud" ("Babettes Feast") by Karen Blixen was adapted for the screen by Gabriel Axel in 1987. The film received critical acclaim and was a commercial success. Apart from winning, among others, the Oscar for Best Foreign Language Film in 1988, "Babettes Feast" was listed as one of the most important films on the subject of religion, according to Vatican Best Films List (<https://web.archive.org/web/20120422064928/http://old.usccb.org/movies/vaticanfilms.shtml>). We propose that the culminating point of Axel's film "Babettes Feast", the feasting scene, may be metaphorically interpreted as the biblical Last Supper. Consequently, the feasting scene serves as the empirical material for a linguistic analysis conducted from a cognitive perspective. In our research, we adopt the six-space model of conceptual integration, as proposed by Brandt and Brandt (2005), to demonstrate that a number of elements contribute to the deciphering of the film's encoded message. Specifically, as far as the feasting scene is concerned, we believe that the process of meaning construction results from the integration of the following mental spaces: Semiotic space (the expressive event as perceived by the viewers of the film), Presentation space (The Last Supper and Liturgy), Reference space (the on-screen feast prepared and hosted by Babette), Virtual space (elements of Babettes feast corresponding to parts of the Catholic Mass – Babettes feast seen as the Last Supper), the Relevance space (Christ's sacrifice vs. Babettes sacrifice) and Meaning space (the blend as finally experienced – FEAST IS LITURGY/CATHOLIC MASS metaphor).

Key words

feast, liturgy, last supper, six-space model of conceptual integration

References

- Axel, G. (1987) *Babettes Feast*. Det Danske Filminstitut.
- Blixen, K. (1958) *Babettes Gæstebud* ("Babettes Feast"). Gyldendal.
- Brandt, L. & Brandt, P.A. (2005) Making sense of a blend: A cognitive-semiotic approach to metaphor. *Annual Review of Cognitive Linguistics*, 3(1), 216-249.

Translating Motion Events Across Physical and Metaphorical Spaces in Structurally Similar Versus Structurally Different Languages

Lewandoski, Wojciech. *Potsdam University*

Özçalışkan, Şeyda. *Potsdam University*

Expression of physical (e.g., *girl crawls over carpet*) and metaphorical motion (e.g., *fear crawls over heart*) shows strong variability between language types (i.e., inter-typological) and more subtle variability within a language type (i.e., intra-typological).^{1,2} Inter-typological variation manifests itself at the level of both packaging (i.e., morpho-syntactic arrangement) and lexicalization (i.e., extent of expression) of motion elements: satellite-framed languages (S-language) rely more on conflated packaging strategies, routinely expressing manner in the verb and path in a satellite associated with the verb within a compact clause (e.g., English: *run into the house*). Verb-framed languages (V-language), on the other hand, utilize more separated strategies, with path expressed in the main verb and manner in an optional (and rarely used) subordinate clause (e.g., Spanish: *entrar en la casa [corriendo]* = enter in the house [running]). Intra-typological variability becomes evident largely in the extent with which manner and path components of motion are expressed either in the verb or in a secondary motion element.³

In this study, we asked whether the patterns of inter-typological and intra-typological variability in the expression of physical and metaphorical motion in texts written in the original language extend to their translations. To investigate this question, we randomly extracted 450 physical motion (150/language) and 450 metaphorical motion (150/language) descriptions from 45 novels originally written in German, Polish—both S-languages—or Spanish (V-language) and their translations to typologically different (i.e. inter-typological; German to Spanish, Spanish to German) or typologically similar (i.e. intra-typological; German to Polish, Polish to German) languages. We used a two-pronged approach by examining both packaging of manner and path and the more detailed aspect of the lexicalization of motion (i.e., choice of manner vs. path verb, inclusion of secondary motion elements encoding manner or path).

The translated texts followed the patterns of the target language, showing robust inter-typological and subtle intra-typological variability in the expression of physical and metaphorical motion. For inter-typological variation, texts in German—both original and translated—displayed greater reliance on conflated patterns along with greater use of manner verbs and secondary path expressions compared to texts originally written in or translated to Spanish. Texts in Spanish—both original and translated—on the other hand, displayed greater preference for the separated pattern, with higher incidence of path verbs. Of interest, however, writers moving from the S-language German—encoding both path and manner—to the V-language Spanish—

typically encoding path-only—followed more closely the patterns of the target language in comparison to the opposite type of shift—suggesting an effect of complexity of event expression in source vs. target language in the achievement of target-like patterns in translation. For intra-typological variation, the patterns of differences were largely limited to the lexicalization of metaphorical motion—with greater number of manner verbs in Polish than German texts, both original and translated.

Overall, our study shows close attunement to the patterns of the target language in both physical and metaphorical motion events; it also highlights complexity of event expression as an important factor in attaining target-like productions in translations.

Key words

Physical motion; metaphorical motion; translation; German; Polish; Spanish

References

¹Lewandowski, W. & Özçalışkan, Ş. (2023). *Running across the mind or across the park: does speech about physical and metaphorical motion go hand in hand?* *Cognitive Linguistics* 34, 411-444; ²Talmy, L. (2000). *Toward a cognitive semantics II: Typology and process in concept structuring*. Cambridge, MA: The MIT Press; ³Filipović, L. (2007). *Talking about motion: A cross-linguistic investigation of lexicalization patterns*. Amsterdam: John Benjamins

Testing the benefits of relating figurative idioms to their literal underpinnings: The role of individual differences

Liting, Luo. *University of Western Ontario*

Boers, Frank. *The University of Western Ontario*

Second/foreign language (L2) learners appear to remember figurative idioms relatively well if they are informed of the literal underpinning of the expressions, that is, the context in which the expressions were (or still are) used in a literal sense. In the present exploratory study, ESL learners read texts accompanied by glosses which did or did not mention the literal underpinnings of idioms used in the texts, and their recollection of the idioms was tested immediately after the reading task and again one week later. The test scores were not significantly different between the gloss conditions. However, retrospective interviews with the participants revealed considerable variation in the way they had engaged with the materials, regardless of gloss type. For example, several students who were not given information about the literal underpinnings had speculated about those underpinnings spontaneously. The interviews also revealed considerable variation in the students' perception of the purpose of the glosses, with some treating them only as support for text comprehension and others treating them as input for deliberate vocabulary study. The findings illustrate that researchers should not overestimate the impact of an instructional intervention on the way learners process L2 materials, because individual learners are likely to respond to the materials in varied ways.

Key words

Cognitive Linguistics; Individual Differences; Idioms Acquisition from Reading; Glossing

Variación intralingüística en la expresión del Camino en eventos de movimiento causado. El caso de la lengua mapuche

Lizarralde Contreras, Diego. *Universidad de la Frontera, Chile.*

Becerra Parra, Rodrigo. *Universidad de Alberta, Canadá.*

A partir de Talmy (1972, 1985, 1991, 2000), la tipología semántica ha explorado la estructuración de dominios semánticos básicos como el espacio y el movimiento (v.gr., Berman & Slobin, 1994; Strömquist & Verhoeven 2004; Croft et al., 2010; Goschler & Stefanowitsch, 2013; Ibarretxe-Antuñano, 2017).

Nuestro objetivo es describir la lexicalización del componente Camino (*Path*) en situaciones de movimiento causado de colocación/remoción en mapudungun, lengua aislada y en peligro hablada en el sur de Chile. El componente Camino es considerado el componente principal del movimiento, o *core schema* (Talmy, 1991). En particular, en los eventos de movimiento causado un agente cambia la posición de un objeto (Figura) (Slobin et al., 2011; Kopecka and Narasimhan, 2012; Ibarretxe-Antuñano et al., 2014; Lewandowski y Özçalışkan, 2021).

Para la elicitación de datos se utilizó un estímulo no lingüístico: el *PUT Task* (Bowerman, et al., 2004), un set de video-clips (de 2-4 segundos) que presentan diversas escenas en las que un agente pone o quita objetos (la Figura) en relación con un elemento Base. Diecisiete sujetos, hablantes nativos de mapudungun adultos y bilingües en español, fueron entrevistados. En cada una de ellas se identificaron los elementos lingüísticos en que se codifica el Camino. Junto con lo anterior, en la estructura verbal se observaron otros componentes semánticos concurrentes con el Camino. De acuerdo con esto, se reconocieron tres tipos de construcciones.

Un primer grupo utiliza un conjunto acotado de verbos de Camino de alta frecuencia en la muestra que expresan diversas trayectorias (1):

- 1) pu challa müle-chi kura entu-fi-y
dentro olla estar-SUB piedra sacar-OBJ.3-IND.3
'Sacó una piedra que estaba dentro de la olla'.

Un segundo grupo incluye verbos que lexicalizan componentes semánticos adicionales al Camino. Entre ellos destacan las construcciones verbales seriales (compuestos formados por dos o más raíces verbales) que aglutinan diversos componentes como la Manera y la naturaleza o disposición de la Figura (2-3):

- 2) feytichi lamngen wütrun-tuku-y ko challa mu
DEM hermana verter-meter-IND.3 agua olla LOC

‘Esa mujer vertió agua dentro de la olla’.

- 3) wente mesa müle-chi poroto runa-püra-m-fi-y
encima mesa estar-SUB judía apuñar-subir-CAUS-OBJ.3-IND-3
‘Levantó con el puño las judías que estaban en la mesa’.

Finalmente, un tercer grupo está compuesto por construcciones de cambio de estado que no codifican el Camino. Estas utilizan el morfema -tu para verbalizar sustantivos. En la muestra, esta construcción aparece exclusivamente en las escenas de colocación de prendas de vestir (4):

- 4) Chaketa-tu-tu-y
chaqueta-VERB-RE-IND.3
‘Se puso la chaqueta de nuevo’.

Los datos ilustran variación intralingüística en la lexicalización del Camino en mapudungun, que sigue patrones característicos de marco verbal y marco equipolente, lo que es coherente con datos del movimiento espontáneo en esta lengua (Becerra, 2017; Becerra et al. 2022). Queda para futuras indagaciones identificar los factores que motivan la codificación exclusiva del Camino o su concurrencia con otros valores semánticos.

Palabras clave

Mapudungun, lenguaje espacial, movimiento causado, Camino

Referencias

- Becerra, R. (2017). Mapudungun y tipología de los eventos de movimiento. *Lenguas y Literaturas Indoamericanas*, 19, 118-140.
- Becerra, R., Osorio, J., Cantarutti, I. & Llanquinao, G. (2022). Motion events in L1 and L2 Mapudungun narratives: Typology and cross-linguistic influence. *Frontiers in Communication*, 7, Article 853988.
- Berman, R. & Slobin, D. (1994). *Relating events in narrative: A crosslinguistic developmental study*. Lawrence Erlbaum Associates.
- Croft, W., Barðdal, J., Hollmann, W., Sotirova, V., & Taoka, C. (2010). Revising Talmy’s typological classification of complex event constructions. In H. Boas (ed.), *Contrastive Studies in Construction Grammar* (pp. 201–236). John Benjamins.
- Goschler, J. & Stefanowitsch, A. (2013). *Variation and Change in the Encoding of Motion Events*. John Benjamins.

- Ibarretxe-Antuñano, I. (2017). *Motion and Space across Languages: Theory and applications*. John Benjamins.
- Ibarretxe-Antuñano, I., T. Cadierno y Hijazo-Gascón, A. (2014) La expresión de los eventos de colocación en danés y español. *Scripta*, 18 (34), 63-84.
- Kopecka, A. & Narasimhan, B. (2012). *Events of Putting and Taking: a crosslinguistic perspective*. John Benjamins.
- Lewandowski, W. & Özçalışkan, Ş. (2021). How language type influences patterns of motion expression in bilingual speakers. *Second Language Research*, 37(1), 27-49.
- Strömquist, S. & Verhoeven, L. (2004). *Relating events in narrative: Typological and contextual perspectives*. Lawrence Erlbaum.
- Talmy, L. (1972). The basis for a crosslinguistic typology of motion/location, Part I. *Working Papers on Language Universals*, 9, 41-116.
- Talmy, L. (1985). Lexicalization patterns: semantic structure in lexical forms. In T. Shopen (Ed.), *Language Typology and syntactic description. Grammatical categories and the lexicon*. V.3 (pp. 57-149). Cambridge University Press.
- Talmy, L. (1991). Path to Realization: a Typology of Event Conflation. *Proceedings of the 17th Annual Meeting of the Berkeley Linguistic Society* (pp. 480-519). Berkeley Linguistics Society.
- Talmy, L. (2000). *Toward a cognitive semantics, Vol. II: Typology and process in concept structuring*. MIT Press.

Los relativos en valenciano: una aproximación cognitiva

Lledó Cardona, Miguel Ángel. *EOI Valencia-Saïdia*

En esta comunicación abordamos el funcionamiento de los pronombres relativos valencianos partiendo de la noción cognitiva de funciones situacionales tal como la define López García (1994: 394) para el español. Una oración de relativo opera como un fondo perceptivo que necesita anclarse a través de un engarce situacional en la figura de la oración principal (Langacker 2008: 424) a manera de información suplementaria dirigida al oyente. Según López García (1994: 398), los pronombres relativos son la manifestación gramatical de cada una de las funciones situacionales mediante las cuales el hablante ubica los enunciados respecto al origen deíctico (*ahora-aquí-yo*), lo cual explica por qué conforman una categoría constante en las diversas lenguas.

El engarce relativo puede ser el antecedente de una frase, pero también las propias funciones en las que se ancla el enunciado, como ocurre en las oraciones libres (NGRAE 2010: 849): los ejes escalares de Tiempo y de Lugar, que dan origen, respectivamente, a *cuando/quan* y *donde/(a) on*; un vector de Identificación de tres posiciones, que van desde la máxima proximidad al origen de coordenadas (*quien/qui-el qui*) al máximo alejamiento (*como/com*), pasando por la posición intermedia del relativo *que*; y, por fin, los cuantores de discriminación (*el cual/el qual*) y de pluralidad (*cuanto/quant*), este último neutralizado frecuentemente en valenciano bajo la forma *com*.

El enfoque cognitivo situacional permite dar cuenta de una amplia gama de comportamientos sintácticos, sincrónicos o diacrónicos, hasta ahora parcialmente explicados, cuando no tratados directamente como confusiones de los clásicos valencianos, en función de la naturaleza cognitiva de cada relativo como escalar, vector o cuantor. Así, al alejarnos del tratamiento tradicional del pronombre *qui* como un relativo puramente personal (GNV: 186; Solà, J: 2552; NGRAE 843) y analizarlo en virtud de su carácter de engarce en la posición más cercana al origen de coordenadas, podemos entender no solo su valor general en la lengua antigua, como forma aplicable a personas y cosas, sino su funcionamiento incluso como conjunción completiva equivalente *que*, valor que ha sorprendido a los estudiosos (Alcover-Moll: 1928-1996, ver *qui*). En este trabajo sugerimos que estos usos conjuntivos de *qui* se explican, no solo por factores etimológicos, sino por su proximidad al YO enunciador, que lo habilitaba antiguamente para actuar como trasponedor de enunciados, equivalente al *que* completivo actual. En apoyo de esta hipótesis viene el hecho de que se documentan casos de *qui* con valor modalizador, cercano al origen de coordenadas, equipolente con el *ni que* castellano. La perspectiva cognitiva adoptada permite igualmente dar cuenta de una amplísima gama de comportamientos gramaticales de los relativos valencianos, tales como las

neutralizaciones antiguas entre *com* y *quant*, entre *com* i *quan* (*Com lo sol fon eixit*) o entre *quan* i *quant* (*Quant lo havien dit*).

Del mismo modo, desde este enfoque podremos entender mejor otros comportamientos como los usos de *qui* no propiamente personales en construcciones de relieve o la distribución de usos entre *qui* > *el qui* / *el que* > *lo que* > *com* y sus desplazamientos a cuenta de su condición vectorial.

Palabras clave

Oraciones relativas; gramática valenciana; lingüística cognitiva.

Referencias

- Acadèmia Valenciana de la Llengua (2006). *Gramàtica normativa valenciana*. Publicacions de la AVL.
- Brucart, J. M. (1999). La estructura del sintagma nominal: las oraciones de relativo. En I. Bosque & V. Demonte (Eds.), *Gramática descriptiva de la lengua española. 1. Sintaxis básica de las clases de palabras* (pp. 395-522). Espasa.
- Corella, J. R. (2020). *Lo Cartoxà. Lo primer del Cartoxà*. Edición de Vicent Garcia Peris-AVL.
- Chulià, C., & Lacreu, J. (1995). *Gramàtica valenciana*. Bromera.
- Diéguez Seguí, M. À. (2008). *Llibre de Cort de Justícia de València (1280-1282)*. Universitat de València-AVL.
- Fabra, P. (2006). *Gramàtica catalana* [facsimil 7ª edición]. Institut d'Estudis Catalans.
- Gaçull, J. (1492): *Lo somni de Johan Johan*. Lope de la Roca.
- Langacker, R. W. (2008). *Cognitive Grammar. A basic introduction*. Oxford University Press.
- Langacker, R. (2001). What WH Means. In A. Cienki, B. J. Luka & Michael B. Smith (Eds.), *Conceptual and Discourse Factors in Linguistic Structure* (pp. 137-152). CSLI Publications.
- López García-Molins, Á. (1994). *Gramática del español. I. La oración compuesta*. Arco Libros.
- López García-Molins, Á. (1998). *Gramática del español. III. Las partes de la oración*. Arco Libros.
- Martí Mestre, J. (1994). *El llibre de antiquitats de la seu de València: Estudi lingüístic*. IIFV.
- Martines Peres, J. (2009). L'expressió de l'abstracció i estudi de les traduccions: les poesies d'Ausiàs Marc i la traducció espanyola de Baltasar de Romani. *Estudis romànics*, 31 (pp. 207-246).
- Solà, J. (2012) [2ª edición]. Les subordinades de relatiu. En Solà, J. (Director), *Gramàtica del català contemporani*, Volum 3 (pp. 2455-2565). Empúries.
- RAE y ASALE (2009). *Nueva gramática de la lengua española. Sintaxis II*. Espasa.
- RAE y ASALE (2010). *Nueva gramática de la lengua española*. Espasa.
- Salvador, C., Pérez i Moragón, F. & Salvador i Monferrer, C. (1978) [7ª edición]. *Gramàtica valenciana*. Eliseu Climent,
- Sanchis Guarner, M. (1950). *Gramàtica valenciana*. Torr

Lessons learned from classroom-based research for the simple past tenses in Spanish

Llopis-García, Reyes. *Columbia University*
Alonso-Aparicio, Irene. *Columbia University*

The aim of this presentation is to contribute to the understanding of the potential of a cognitive-based grammatical instruction for the aspectual contrast of the simple past tenses in Spanish/L2 (preterit vs. imperfect), but also and especially to discuss the shortcomings and challenges afforded by the assessment design typically used in L2-based research studies (Pütz, Niemeier & Dirven, 2001; Larsen-Freeman, 2015; Zhao et al, 2018; Arnett & Suñer, 2019; Wirag, Li, & Zhang, 2022; Kissling & Arnold, 2022).

To this end, the results of three classroom quasi-experimental studies and their assessment tests with university A2 level students will be discussed. A cognitive instruction group (which included the perspective of an embodied prototype within a mental space) was compared with a group that received notional-functional instruction (which associates each verb tense with a set of temporal markers), plus a control group. Through a pretest/posttest design, the first study took up three instruction sessions (75 min each), and the assessment consisted of a grammaticality judgment task and a gap-filling task. The results favored the cognitive-pedagogical instruction, but only in the production tasks (Alonso-Aparicio & Llopis-García, 2019). The second study created a replication and extension of the first. Four sessions were used for instruction and learning was measured by two texts (and their translations) with fill-in-the-blank answers. Unlike the first study, the results did not reveal significant differences between the experimental groups in the posttest. A third replication study was designed with yet a third change in the instruction and assessment design. The degree of understanding (versus mastery in the conjugated use) of the target forms after one single session was measured. The assessment tasks were similar to those of the first study. The results also revealed an equal performance of both instruction groups, without statistical differences.

Our conclusions point to issues in the design of assessment tests, which have mostly used correct-vs-incorrect tasks (well-known to L2 students) that are in line with notional-functional instruction and not with the cognitive counterpart. We argue that if a new method of instruction is to be used, then the assessment design should include actual similarities with both instruction types. We will also point out that historically, cognitive groups have not completed assessment that looked like what they learned during the instruction phase of studies and yet, they have performed *as well as* the other group. In order to really measure what the cognitive instruction taught, alternative testing tasks that *also* explicitly factor in a cognitive-based didactic approach are needed. This talk will include proposals for assessment design in future research, more

in line with Martín-Gascon, Llopis-García & Alonso-Aparicio (2023), as well as Llopis-García (2024).

Key words

L2 instruction, Spanish/L2, applied cognitive linguistics, assessment design

References

- Alonso-Aparicio, I., & Llopis-García, R. (2019). La didáctica de la oposición imperfecto/perfecto simple desde una perspectiva cognitiva. In I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda Castro (Eds.), *Lingüística cognitiva y español LE/L2* (1st ed., pp. 274–299). Routledge. <https://doi.org/10.4324/9781315622842-13>
- Arnett, C., & Suñer, F. (2019). Leveraging Cognitive Linguistic Approaches to Grammar Teaching with Multimedia Animations. *Journal of Cognitive Science*, 20(3), 365–399.
- Kissling, E. M., Tyler, A., Warren, L., & Negrete, L. (2018). Reexamining por and para in the Spanish foreign language intermediate classroom: A usage-based, cognitive linguistic approach. In A. Tyler, L. Huang, & H. Jan (Eds.), *What is Applied Cognitive Linguistics?* (pp. 229–256). De Gruyter.
- Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, 48(2), 263–280. <https://doi.org/10.1017/S0261444814000408>
- Llopis-García, R. (2024). *Applied Cognitive Linguistics and L2 Instruction*. Cambridge University Press. <https://doi.org/10.1017/9781009128094>
- Martín-Gascón, B., Llopis García, R., & Alonso Aparicio, I. (2023). Does L2 assessment make a difference? Testing the empirical validity of applied cognitive linguistics in the acquisition of the Spanish/L2 psych-verb construction. *Language Teaching Research*.
- Pütz, M., Niemeier, S., & Dirven, R. (Eds.). (2001). *Applied Cognitive Linguistics, II, Language Pedagogy*: De Gruyter. <https://doi.org/10.1515/9783110866254>
- Wirag, A., Li, Y., & Zhang, B. (2022). Applying cognitive linguistics to foreign language teaching and learning: Addressing current research challenges. *Cognitive Linguistic Studies*, 9(2), 185–201. <https://doi.org/10.1075/cogls.21010.wir>
- Zhao, H., Yau, T. S., Li, K., & Wong, N. N. (2018). Polysemy and conceptual metaphors: A cognitive linguistics approach to vocabulary learning. In A. Tyler, L. Huang, & H. Jan (Eds.), *What is Applied Cognitive Linguistics?* (pp. 257–286). De Gruyter.

Análisis de factores que influyen en la elección de la metodología de enseñanza de la gramática y presencia de la gramática cognitiva en la enseñanza de ELE en Lituania

López Parreño, Jorge. *Universidad Nebrija.* [autor/a de correspondencia]

Alhmoud, Zeina. *Universidad Nebrija.* [Autor/a 2]

El trabajo de investigación se ha llevado a cabo con docentes de ELE en Lituania que enseñan en colegios, institutos, universidades y en centros de enseñanza no reglada. El estudio presenta dos objetivos principales, que son explorar en qué medida los factores que se estudian influyen en la elección de la metodología de enseñanza de la gramática y el grado de presencia de la gramática cognitiva en la enseñanza de ELE en Lituania. Los objetivos específicos del estudio son identificar y recoger los factores que pueden influir en la elección de la metodología de enseñanza de la gramática y aportar una visión general de cómo se enseña la gramática actualmente en la enseñanza de ELE en Lituania.

Por un lado, indagar en las creencias del profesorado de ELE en Lituania, eso que Simon Borg (2003) definió como la dimensión cognitiva inobservable de la enseñanza que está constituida por lo que los profesores saben, creen y piensan, nos llevará, entre otras cosas, a mejorar las prácticas relativas a la enseñanza de la gramática, ya que su estudio es fundamental y central para las posibles innovaciones curriculares (Saraceni, 2008, como se citó en Uysal y Bardakci, 2014). Por otro lado, explorar la presencia de la gramática cognitiva en la enseñanza de ELE en Lituania es relevante por dos razones principales: (1) la gramática cognitiva se puede incluir en modelos de enseñanza de lenguas extranjeras ya establecidos (Achard, 2004, como se citó en Niemeier, 2017), como puede ser el caso de la enseñanza comunicativa que promueven las instituciones educativas lituanas, y (2) su introducción servirá para promover que la gramática se enseñe de una forma comunicativa, ya que Miskiniene y Otani (2015) alertaron de que, aunque en rápido declive, las metodologías de enseñanza tradicionales siguen vigentes en la enseñanza de lenguas extranjeras en Lituania.

Todo esto se ha logrado gracias a un cuestionario en *Google Forms* que fue enviado a docentes de ELE en Lituania y a la realización de entrevistas individuales con algunos de ellos. Finalmente, 31 informantes respondieron el cuestionario y 10 de ellos participaron en las entrevistas individuales.

A partir de los datos recogidos, hemos podido concluir que los factores que más influyen en la elección de la metodología de enseñanza de la gramática son las expectativas y necesidades y la edad de los estudiantes. Los que menos influyen son el dominio del español de los informantes y la utilización de un manual.

En cuanto a los otros dos objetivos propuestos, hemos podido comprobar que la gramática cognitiva está dentro de las aulas de ELE lituanas gracias a los manuales y

gramáticas utilizados y a algunas de las ideas de los docentes sobre enseñanza de la gramática, pero que se necesita de más formaciones dirigidas a los profesores para que pueda ser empleada de forma consciente y se pueda sacar el máximo provecho. Con respecto a las formas de enseñanza de la gramática, podemos decir que se enseña de formas variadas, pero que tienden hacia una perspectiva no cognitiva.

Palabras clave

Enseñanza de ELE en Lituania, creencias del profesorado, factores de influencia, gramática cognitiva, formas de enseñanza de la gramática.

Referencias

- Alonso, R. et al. (2011). *Gramática básica del estudiante de español*. Difusión.
- Borg, S. (2003). Teacher cognition in language teaching: a review of research on what language teachers think, know, believe, and do. *Language teaching*, 36(2), 81-109.
- Borg, S. & Burns, A. (2008). Integrating grammar in adult TESOL classrooms. *Applied linguistics*, 29(3), 456-482.
- Castañeda, A. et al. (2014). *Enseñanza de gramática avanzada de ELE. Criterios y recursos*. SGEL.
- Castañeda, A. & Alhmoud, Z. (2014). Gramática cognitiva en descripciones gramaticales para niveles avanzados de ELE. En A. Castañeda (Coord.), *Enseñanza de gramática avanzada de ELE. Criterios y recursos* (pp. 39-87). SGEL.
- Comajoan-Colomé, L. (2022). Tense-aspect SLA research and Spanish Language Teaching: is there an influence of research on teaching?. *System*, 105, 1-13.
- De knop, S. & De Rycker, T. (2008). *Cognitive approaches to pedagogical grammar: a volumen in honour of René Dirven*. Mouton de Gruyter.
- Herrera, F. & Sans, N. (2018). *Enseñar gramática en el aula de español. Nuevas perspectivas y propuestas*. Difusión.
- Ibarretxe-Antuñano, I. et al. (2019). *Lingüística cognitiva y español LE/L2*. Routledge.
- Ibarretxe-Antuñano, I. & Valenzuela, J. (2012). *Lingüística Cognitiva*. Anthropos.
- Langacker, R. (2008). The relevance of Cognitive Grammar for language pedagogy. En S. De Knop & T. De Rycker (Eds.), *Cognitive approaches to pedagogical grammar: a volumen in honour of René Dirven* (pp. 7-35). Mouton de Gruyter.
- Llopis-García, R. et al. (2012). *Qué gramática enseñar, qué gramática aprender*. Edinumen.
- Miskiniene, I. & Otani, M. (2015). English language teaching in Lithuania: historical overview and current status, in comparison with Japan. *島根大学教育学部紀要*, 49, 37-49.
- Niemeier, S. (2017). *Task-based grammar teaching of English. Where cognitive grammar and task-based language teaching meet*. Narr studienbücher.
- Piquer-Píriz, A. M. & Alejo-González, R. (2018). *Applying cognitive linguistics*. John Benjamins.
- Rosales, F. et al. (2017). *Campus sur*. Difusión.
- Uysal, H. H. & Bardakci, M. (2014). Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms?. *South African Journal of Education*, 84(1), 1-16.

A cognitive analysis of potentially ironic constructions

Lozano-Palacio, Inés. *Universitat Politècnica de València*

Ruiz de Mendoza Ibáñez, Francisco. *Universidad de La Rioja*

Veale (2012) has observed that ironic meaning can have a non-inferential constructional dimension. This is the case of expressions based on the following constructional layouts: *About as X as Y* (e.g., *This is about as fun as watching paint dry*) and *You couldn't X even if Y* (e.g., *You couldn't sing well even if Maria Callas was your teacher*). In the former, X (being fun) depicts an axiologically positive situation that contrasts with our expectations about the content of Y (how boring it is to watch paint dry). In the latter, X (being unskilled at singing) clashes with the expectations that arise from thinking of Y as possibly being the case (having been taught by Maria Callas). Additionally, within inferential pragmatics, Attardo (2000) has argued for the existence of *indices of irony* (i.e., strategies speakers use to point to the ironic meaning of an utterance), as is the case of certain gestures, specific prosodic contours, and (often combined) agreement adverbs such as *yeah, right, of course*. Arguably, this last kind of ironic index, because of its linguistic nature and its highly entrenched association with ironic meaning, provides a constructional pattern with a high ironic potential. Within Cognitive Linguistics, Ruiz de Mendoza and Lozano (2020) have argued that ironic meaning results from a clash between two conceptual scenarios: an epistemic scenario, which contains someone's expectations or beliefs about a state of affairs, and an attested scenario, containing the observable reality. This clash gives rise to a general attitudinal inference of personal distance from the epistemic scenario. In context, this inference is parameterized as one of skepticism, wryness, or mockery. The epistemic scenario is often expressed in the form of an echo of the kind postulated for irony in Relevance Theory (cf. Wilson and Sperber, 2012), but also by using any expression of pretended agreement (like the adverbs mentioned above). Drawing from a manually compiled corpus of 1.000 examples of irony, the present talk presents a cognitive-linguistic analysis of the constructional dimension of ironic expressions. We have identified other constructions with a high ironic potential (e.g., *How I love X!*, as in *How I love a bumper day!* and *I love people who X*, as in *I love people who take me for granted*). We also explore how combinations of echoes or echoic complexes (Ruiz de Mendoza & Lozano, 2019) act as potentially constraining factors on the production of constructions with ironic potential. For instance, in *He's a lovely chap, an excellent worker, our company star!*, echoic cumulation reinforces the ironic potential of the utterance. Also, echoic compounding, which combines two unrelated echoes syntactically, can achieve a similar enhancing effect (e.g., (i.e. *For sure, you take care of the baby while I sleep all night long*). This presentation discusses these and other constructional strategies that determine the

degree of irony-carrying potential of the resulting utterances. The resulting account of constructional strategies aims to endow the scenario-based approach to irony with greater explanatory adequacy.

Key words

Irony; potentially ironic constructions; cognitive modeling; scenario-based account of irony.

References

- Attardo, S. (2000). Irony markers and functions: Towards a goal-oriented theory of irony and its processing. *Rask – International Journal of Language and Communication*, 12(1), 3-20.
- Ruiz de Mendoza Ibáñez, F. & Lozano-Palacio, I. (2019). A cognitive-linguistic approach to complexity in irony: dissecting the ironic echo. *Metaphor and Symbol* 34(2), 127–138.
- Ruiz de Mendoza, F. J., & Lozano, I. (2020). On verbal and situational irony: towards a unified approach. In Soares da Silva, A. (Ed.), *Figures: intersubjectivity and usage* (vol. in prep.). Amsterdam & Philadelphia: John Benjamins.
- Veale, T. (2012). *Exploding the Creativity Myth: The Computational Foundations of Linguistic Creativity*. London: Bloomsbury Academic.
- Wilson, D., & Sperber, D. (2012). Explaining irony. In Wilson, D., & Sperber, D. (Eds.). *Meaning and Relevance* (pp. 123-145). Cambridge: Cambridge University Press.

Methodological Challenges in Applied Cognitive Linguistics: An examination of Effects-of-Instruction Research

Martín-Gascón, Beatriz. *Universidad Complutense de Madrid.*

Applied Cognitive Linguistics (ACL) has emerged as a significant pedagogical approach, focusing on the study of acquisition processes and second language (L2) pedagogical methodologies. This study explores the theoretical foundations and empirical applications of ACL within L2 classrooms, emphasizing the need for empirical validation in instructional settings. Noteworthy contributions by Llopis-García (2023), Pütz, Niemeier, and Dirven (2001), Achard and Niemeier (2004), De Knop and De Rycker (2008), and Robinson and Ellis (2008) have paved the way for understanding the potential of ACL in L2 learning and instruction.

Despite advancements in theoretical frameworks, empirical endeavors demonstrating the effectiveness of a CL-based approach to L2 pedagogy are limited. The past five years have witnessed significant progress in ACL research, particularly in L2 Spanish, yet there remains an urgent need for its implementation in L2 classrooms (Piquer-Píriz, 2021; Llopis-García, in press). The youth of the discipline has resulted in a plethora of theoretical frameworks and proposals, needing further empirical validation. This proposal addresses the potential and constraints inherent in applying Quasi-Experimental Design (QED) to inform research within ACL, focusing on pedagogical interventions in L2 (Spanish) classrooms. Factors influencing findings in empirical investigations are examined, encompassing challenges in material and assessment test design, intervention, data collection, and data analysis phases. These challenges include the choice of assessment, test effects, sample size, withdrawal, and time-on-task.

The proposal unfolds in a structured manner. Initially, the foundations of QED within the context of effects-of-instruction research in Applied Linguistics are elucidated. Subsequently, a review of empirical investigations within the field of CL, emphasizing their application in the L2 classroom, is undertaken. This review sets the stage for the presentation of QED studies conducted by the author and colleagues (Martín-Gascón 2023a, 2023b, in press; Martín-Gascón, Llopis-García, and Alonso-Aparicio 2023). These studies serve as illustrative examples of the effectiveness of employing an ACL approach in teaching and assessing complex linguistic forms in an L2 Spanish instructional context. They also offer a nuanced analysis of the strengths and limitations inherent in the chosen QED. Importantly, these investigations focus on the L2 acquisition of Spanish, a relatively underexplored target language in ACL and empirical research.

Finally, the study explores the implications of the findings for prospective research endeavors. The conclusion underscores the need for continued empirical exploration, highlighting the challenges and potential avenues for refining the application of ACL in L2 classrooms.

Key words

Applied Cognitive Linguistics, Quasi-Experimental Design, Second Language Pedagogy, Empirical Validation, L2 Spanish Instruction.

References

- Achard, M., & Niemeier, S. (Eds.) (2004). *Cognitive linguistics, second language acquisition, and foreign language teaching*. Berlin: Mouton de Gruyter.
- De Knop, S., & De Rycker, T. (Eds.). (2008). *Cognitive approaches to pedagogical grammar*. Berlin: De Gruyter Mouton.
- De Knop, S., Boers, F., & De Rycker, A. (Eds.). (2010). *Fostering language teaching efficiency through Cognitive Linguistics*. Berlin: De Gruyter Mouton.
- Littlemore, J., & Juchem-Grundmann, C. (Eds.). (2010). *Applied cognitive linguistics in second language learning and teaching*. Amsterdam: John Benjamins.
- Llopis-García, R. (2019). Gramática cognitiva y selección modal en la enseñanza del español LE/L2, In I. Ibarretxe-Antuñano, T. Cadierno, & A. Castañeda Castro (Eds.), *Lingüística cognitiva y español LE/L2*, pp. 274–299. New York: Routledge/Taylor & Francis Group.
- Llopis-García, R. (2023). Compatibilidad de la lingüística cognitiva aplicada con la enseñanza de ELE. Apuntes desde el aula. *Revista Española de Lingüística*, 53(1), 17-40.
- Llopis-García, R. (in press). *Applied Cognitive Linguistics and L2 instruction. Elements in Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Martín-Gascón, B. (Accepted in press). The effects of cognitive-based instruction on metaphoric competence and figurative constructions production and comprehension in intermediate Spanish learners. *Porta Linguarum*.
- Martín-Gascón, Beatriz (2023a). "Developing L2 learners' metaphoric competence: a case study of figurative motion constructions" *International Review of Applied Linguistics in Language Teaching*, vol. 61, no. 1, 2023, pp. 79-109. <https://doi.org/10.1515/iral-2022-0043>
- Martín-Gascón, B. (2023b). Teaching irony in the Spanish/L2 classroom. *Porta Linguarum*. 39, 213-230. <https://doi.org/10.30827/portalin.vi39.24084>.
- Martín-Gascón, B., Llopis-García, R., & Alonso-Aparicio, I. (2023). Does L2 assessment make a difference? Testing the empirical validity of applied cognitive linguistics in the acquisition of the Spanish/L2 psych-verb construction. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688231190981>
- Piquer-Píriz, A. M. (2021). *Un recorrido por algunas de las principales aportaciones de la lingüística cognitiva a la enseñanza de lenguas extranjeras*. AALiCo Online Conferene.
- Pütz, M., Niemeier, S. & Dirven, R. (Eds.). (2001). *Applied Cognitive Linguistics, II, Language pedagogy*. Berlin: De Gruyter. <https://doi.org/10.1515/9783110866254>
- Robinson, P. J., & Ellis, N. C. (Eds.). (2008). *Handbook of cognitive linguistics and second language acquisition*. New York: Routledge.

Assessing CL-inspired instruction: Benefits and challenges

Martín-Gilete, Marta. *University of Extremadura.*

Pedagogical applications of Cognitive Linguistics (CL) offer valuable insights into second/foreign language (L2) instruction (Littlemore, 2023; Piquer-Píriz & Alejo-González, 2020), particularly in helping learners master metaphorical meanings, thereby expanding their vocabulary repertoire and, by extension, their expressive abilities (MacArthur, 2010). However, despite the importance of metaphor in L2 learning (Littlemore & Low, 2006) and the work by CL linguists, CL-oriented approaches have not been widely implemented in L2 classroom practices (MacArthur, 2017). A key contributing factor is the often neglect of metaphor in major guidelines for L2 instruction and assessment influencing syllabus design, mainstream materials, and high-stakes examination boards, such as the Common European Framework of Reference (CEFR; Council of Europe, 2020) (MacArthur, 2021; Martín-Gilete, 2024; Nacey, 2013; O'Reilly & Marsden, 2023). Additionally, the limited impact of CL-oriented approaches in instructed L2 settings may be attributed to research-related issues, including methodological shortcomings in some applied metaphor studies (Boers, 2013), the inherent challenges of conducting classroom-based research (Low, 2017), and the need for additional CL training for L2 instructors to enable them to effectively design and implement materials (Piquer-Píriz & Martín-Gilete, forthcoming). Consequently, despite fruitful efforts in the field, the impact of CL-inspired instruction, especially with a systematic focus on raising metaphor awareness in long-term teaching programmes, remains largely unexplored in real-world L2 classroom settings.

This presentation reports on a five-month study analysing the effects of incorporating metaphor awareness into a topic-based English as a Foreign Language (EFL) syllabus, aligned with the CEFR B2 level descriptors. It examines how integrating CL-oriented pedagogical techniques into regular instructional activities by a CL-trained EFL instructor can enhance L2 learners' organic use of metaphors in both oral and written production, as their language skills develop, with a focus on the distributed learning of conventional metaphors over time. This quasi-experimental study involves 40 secondary school Spanish speakers of English preparing for the B2 level, comparing the vocabulary growth of 20 students receiving explicit metaphor teaching in addition to the standard communicative approach (experimental group) with that of 20 students engaging only in the standard communicative approach to vocabulary learning (control group).

The results reveal that metaphor-mediated instruction is beneficial for enhancing L2 learners' frequency and diversity of organic metaphor usage, marked by a higher density and broader range of open-class (nouns, verbs, adjectives, and adverbs) and closed-class metaphors (prepositions). This approach also increases their

confidence and enriches the depth of their vocabulary knowledge in both speech and writing, particularly supporting topic discussion. However, increased metaphor usage is not always a consequence of the teaching-learning process. The inherent nature of discourse and task conventions also play key roles, while heightened metaphor awareness does not necessarily indicate a deeper understanding of metaphors or the ability to employ them contextually, especially in writing. Furthermore, this study highlights the challenges of CL-inspired instruction, which primarily focuses on the conceptual dimension of metaphors, in ensuring consistent accuracy in L2 production of linguistic metaphors. This suggests a need for a holistic approach to metaphor-mediated instruction, one that fosters not only deeper cognitive engagement but also lexicogrammatical patterns and pragmatic aspects.

Key words

Applied Cognitive Linguistics (ACL); L2 instruction; metaphor; speech; writing.

References

- Boers, F. (2013). Cognitive linguistic approaches to teaching vocabulary: Assessment and integration. *Language Teaching*, 46(2), 208–224. <https://doi.org/10.1017/S0261444811000450>
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. Available at www.coe.int/lang-cefr
- Littlemore, J. (2023). *Applying cognitive linguistics to second language learning and teaching* (2nd ed.). Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-39796-7>
- Littlemore, J., & Low, G. (2006). *Figurative thinking and foreign language learning*. Palgrave Macmillan.
- Low, G. (2017). Eliciting metaphor in education research: Is it really worth the effort? In F. Ervas, E. Gola & M. G. Rossi (Eds.), *Metaphor in communication, science and education* (pp. 249–266). De Gruyter Mouton. <https://doi.org/10.1515/9783110549928-014>
- MacArthur, F. (2010). Metaphorical competence in EFL: Where are we and where should we be going? A view from the language classroom. *AILA Review*, 23(1), 155–173. <https://doi.org/10.1075/aila.23.09mac>
- MacArthur, F. (2017). Using metaphor in the teaching of second/foreign languages. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook of metaphor and language* (pp. 413–425). Routledge.
- MacArthur, F. (2021). Afterword. *Metaphor and the Social World*, 11(2), 352–359. <https://doi.org/10.1075/msw.00022.mac>

- Martín-Gilete, M. (2024). *Topic-based teaching of metaphor in an EFL syllabus: A longitudinal study of achievement at B2 level*. [Unpublished doctoral dissertation]. University of Extremadura. <https://dehesa.unex.es/>
- Nacey, S. (2013). *Metaphors in learner English*. John Benjamins Publishing Company. <https://doi.org/10.1075/milcc.2>
- O'Reilly, D., & Marsden, E. (2023). Elicited metaphoric competence in a second language: A construct associated with vocabulary knowledge and general proficiency? *International Review of Applied Linguistics in Language Teaching*, 61(2), 287–327. <https://doi.org/10.1515/iral-2020-0054>
- Piquer-Píriz, A. M., & Alejo-González, R. (2020). *Metaphor in foreign language instruction*. De Gruyter Mouton. <https://doi.org/10.1515/9783110630367>
- Piquer-Píriz, A. M., & Martín-Gilete, M. (forthcoming). Integrating cognitive linguistics into mainstream L2 classrooms: Pedagogical experience vs. experimental results. *Review of Cognitive Linguistics*.

Changes in transitivity in national varieties of Portuguese, with a focus on the Mozambican variety.

Mevis, Alice. *Universidade Católica Portuguesa*.

As the result of overseas expansion, Portuguese has grown into a truly pluricentric language (Soares da Silva 2022). Over the course of its history, Portuguese has been in contact with many different languages, especially from the Bantu language family (Firmino 2021). It has been argued that such contact with Bantu languages triggered similar linguistic changes across non-European varieties of Portuguese, especially the varieties spoken in Brazil (BP), Angola (AP) and Mozambique (MP) (Álvarez-López et al. 2018). Among these convergent linguistic developments, changes in the argument structure of verbs are often pointed out as the most consistent. Petter (2009: 215), for instance, states that “there are many cases in which the syntactic structure of EP verbs is different from what is found in AP, BP and MP”. Gonçalves (1996; 2010), in turn, sustains that the Mozambican variety of Portuguese stands apart from European Portuguese (EP) because it expands the category of direct transitive verbs. More specifically, three processes of transitivity are said to be at play in MP: the transitivity of verbs that are intransitive in EP (such as *nascer* ‘be born’), a shift from prepositional to direct complements through preposition loss (with verbs such as *confiar em* ‘trust’ and *gostar de* ‘like’), and the emergence of double object constructions through loss of the preposition *a* ‘to’ used to introduce indirect objects with ditransitive verbs (such as *dar* ‘give’). Interestingly, these processes are also said to systematically generate passive counterparts (see examples (1)–(3) below).

1. *Tomás foi nascido em Gravata, filho de um caçador e camponesa* (CP).
2. *Então seria bom que os presidentes dos conselhos municipais das cidades não esquecessem que foram confiados para representarem condignamente o povo.* (CP)
3. *Todas as federações [de desporto] foram dadas um tempo para fazer um estudo de condições existentes.* (CP)

This transitivity hypothesis, however, has neither been empirically tested nor systematically described. The present study therefore seeks to provide new elements to assess the current state of the three aforementioned transitivity processes, taking the variety of MP as a starting point. Our analysis, based on data extracted from the *Corpus do Português* (Davies 2016) and taking a cognitive view on transitivity, conceived as a prototypical category inherently gradient and flexible (Hopper & Thompson 1980), reveals that (i) these transitivity processes occur with varying degrees of productivity; (ii) the innovative Recipient passive construction typical of MP (see example (3)) emerges as the most stable and productive linguistic change; and (iii)

language contact enters in complex interaction with conceptual and discursive factors to drive linguistic variation and change. Overall, it will be shown how the prototype of transitivity, as a conceptual archetype corresponding to basic human experience (Langacker 2008), can be used as a useful structuring device for exploring diverse constructional changes in argument structure occurring in emerging varieties of pluricentric languages. The results thus obtained lead to a reassessment of the role of language contact, as the very own linguistic system of Portuguese also appears to condition language change to some extent.

Key words

transitivity, language contact, varieties of Portuguese, Mozambique, passive construction.

References

- Álvarez López, L., Gonçalves, P., & Ornelas de Avelar, J. (Eds.). (2018). *The Portuguese Language Continuum in Africa and Brazil*. Amsterdam: John Benjamins.
- Davies, M. (2016). *Corpus do Português: Web/Dialects*. One billion words; 4 countries. <http://www.corpusdoportugues.org/web-dial/>.
- Firmino, G. (2021). Ascensão de uma norma endógena do português em Moçambique: desafios e perspectivas. *Gragoatá*, 26(54), 163–192.
- Gonçalves, P. (1996). *Português de Moçambique: uma variedade em formação*. Maputo: Livraria Universitária – UEM.
- Gonçalves, P. (2010). *A génese do português de Moçambique*. Lisboa: Imprensa Nacional – Casa da Moeda.
- Hopper, P. J., & Thompson, S. A. (1980). Transitivity in grammar and discourse. *Language*, 56(2), 251–299.
- Langacker, R. W. (2008). *Cognitive Grammar. A basic introduction*. Oxford University Press.
- Petter, M. (2009). Aspectos morfossintáticos comuns ao português angolano, brasileiro e moçambicano. *Papia*, 1, 201–220.
- Soares da Silva, A. (2022). Portuguese, pluricentricity and Brazilian Portuguese: A case of a reverted asymmetry?. In R. Muhr, E. Duarte, C. Rodrigues & J. Thomas (Eds.), *Pluricentric languages in the Americas*. Graz: PCL-Press, 135–156.

“Thinking-for-audio-describing”: study of motion events in a corpus of films aimed at children and young adults

Molés-Cases, Teresa. *Universitat Politècnica de València*

Cifuentes-Férez, Paula. *Universidad de Murcia*

In the last decades, the translation of motion events has been broadly examined under the umbrella of the Thinking-for-translating hypothesis (Slobin 1996), according to which translators codify different pieces of information depending on the mechanisms and constraints of the target language, which is usually their mother tongue. The impact of these divergences on translation has been confirmed by a variety of studies dealing mainly with narrative texts (e.g. Ibarretxe-Antuñano 2003, Filipović 2008, Cifuentes-Férez 2013, Lewandowski & Mateu 2016), although other text types have also been explored, including biology texts (e.g. Pavesi 2003), poems (e.g. Jaka 2009), witness interviews (e.g. Filipović 2011), videogame instructions (e.g. Cifuentes-Férez & Rojo 2015), crime descriptions (e.g. Rojo & Cifuentes-Férez 2017) and comics (e.g. Molés-Cases 2020a, 2020b, Alonso 2022).

This contribution examines motion events in a corpus of audio descriptions (AD) for the blind and visually impaired, an audiovisual genre not yet featured in the literature on Thinking-for-translating. The study of motion events in AD is an interesting and important research area to explore for several reasons: although some cases of interlinguistic transference can be found (Fryer 2016, Matamala 2019), AD is generally a type of intersemiotic transfer (Gottlieb 2005); it includes a high degree of action and motion (Romero-Muñoz 2023); because languages differ in their typical means for describing motion events (i.e. Thinking-for-speaking, Slobin 1987, 1996), the audio-described experience available to speakers of different languages may likewise differ, a phenomenon we have dubbed “Thinking-for-audio-describing” (Molés-Cases 2022). For instance, a single scene described in English as “Snape stalks away along the corridor”, thus encoding the manner-of-motion, is described in Spanish as “Snape se marcha” ‘Snape leaves’, leaving the manner unspecified and omitting other information (*Harry Potter and the Philosopher’s Stone*, *Harry Potter y la piedra filosofal*, Chris Columbus 2001). In this regard, the mental image activated in English listeners’ minds may be more vivid and colorful than that activated in Spanish listeners’ minds. Because action constitutes a large part of audiovisual productions, these differences may substantially alter the experience of audio-described films across languages.

The aim of the study is to present the results of an ongoing research project on the “Thinking-for-audio-describing” phenomenon. More specifically, the contribution examines the information included about motion events in an English-Spanish and a German-Spanish corpus of audio-described films aimed at children and young adults. Like English, German typically encodes information about manner, thus providing a good contrast to Spanish (cf. Molés-Cases 2016). The results of the current study indicate the

impact of both the describer's mother tongue and of AD's restrictions and guidelines on the lexicalization of motion events in the product of AD (e.g. a higher degree of description of manner in English and German ADs is observed compared to Spanish; in some cases time restrictions result in the exclusion of manner in Spanish; sound effects compensate for undescribed information of manner in Spanish).

Keywords

Audio description for the visually impaired, audiovisual products for children and young adults, motion events, Thinking-for-speaking.

References

- Alonso R. (2022). "Thinking-for-translating in comics: a case-study of Asterix". *Perspectives*. <https://doi.org/10.1080/0907676X.2022.2063062>.
- Cifuentes-Férez, P. (2013). El tratamiento de los verbos de manera de movimiento y de los caminos en la traducción inglés-español de textos narrativos. *Miscelánea: A Journal of English and American Studies*, 47, 53-80.
- Cifuentes-Férez, P. & Rojo, A. (2015). Thinking-for-translating: acquisition of English physical motion constructions by Spanish translators in training. *Cognitive Linguistic Studies*, 2(2), 303-330.
- Filipović, L. (2008). Typology in action: applying typological insights in the study of translation. *International Journal of Applied Linguistics*, 18(1), 23-40.
- Filipović, L. (2011). Language as a witness: insights from cognitive linguistics. *International Journal of Speech Language and the Law* 14 (2), 245-267.
- Fryer, L. (2016). *An Introduction to Audio Description. A Practical Guide*. Routledge
- Gottlieb, H. (2005). Multidimensional Translation: Semantics turned Semiotics. In H. Gerzymisch-Arbogast & Nauert, S. (Eds.), *Proceedings of Challenges of Multidimensional Translation* (pp. 33-61).
- Ibarretxe-Antuñano, I. (2003). What translation tells us about motion: a contrastive study of typologically different languages. *IJES, International Journal of English Studies*, 3(2), 151-175.
- Jaka, A. (2009). Mugimenduzko ekintzak ingelesez eta euskaraz, Sarrionandiaren itzulpen baten azterketatik abiatuta. *Uztaro*, 69, 53-76.
- Lewandowski, W. & J. Mateu (2016). Thinking for translating and intra-typological variation in satellite-framed languages. *Review of Cognitive Linguistics*, 14(1), 185-208.
- Matamala, A. (2019). *Accessibilitat i traducció audiovisual*. Eumo Editorial.
- Molés-Cases, T. (2016). *La traducción de los eventos de movimiento en un corpus paralelo alemán-español de literatura infantil y juvenil*. Peter Lang.
- Molés-Cases, T. (2020a). Manner salience and translation: a case study based on a multilingual corpus of graphic novels. *Lebende Sprachen*, 65(2), 346-368.

- Molés-Cases, T. (2020b). On the translation of Manner-of-motion in comics: evidence from an inter- and intratypological corpus-based study. *Languages in Contrast*, 20(1), 141-165.
- Molés-Cases, T. (2022): "Thinking-for-translating in audiovisual productions. Motion events in *The Hobbit* film series". Paper presented at *Workshop on typological contrasts and their impact on cognition, language learning and bilingual mediation* (19-20 May 2022, Aarhus University).
- Pavesi, M. (2003). A look "into" simplification and the translation of motion events in science. In L. Merlini Barbaresi (Ed.), *Complexity in language and text* (pp. 147–168). Edizione Plus Università di Pisa.
- Rajo, A. & Cifuentes-Férez, P. (2017). "On the reception of translations: exploring the impact of typological differences on legal contexts". In I. Ibarretxe-Antuñano (Ed.), *Motion and space across languages and applications* (pp. 367–398). John Benjamins.
- Romero-Muñoz, A. (2023). "Multimodal Analysis as a Way to Operationalise Objectivity in Audio Description: A Corpus-based Study of Spanish Series on Netflix". *Journal of Audiovisual Translation*, 6(2), 8-3.
- Slobin, D. (1987). Thinking for Speaking. In *Proceedings of the Thirteenth Meeting of the Berkeley Linguistics Society*, 335-345.
- Slobin, D. (1996). From "thought and language" to "thinking for speaking". In S.C. Levinson & Gumperz, J. J. (Eds.), *Rethinking linguistic relativity* (pp. 70-96). Cambridge University Press.

Sight translation as a testing ground for default linguistic patterns

Morata, Antonio. Aarhus Universitet

This presentation reports on an experimental study using sight translation, i.e. an original or source text in written form is rendered orally in a different language (Chen, 2015). In this experiment, 14 professional interpreters sight translated a series of caused motion events from Spanish (their B language or L2) into Danish (their A language or L1). The texts containing the relevant caused motion events were displayed on a screen in the form of running sentences, thus adding time pressure.

The choice of Spanish and Danish as working languages was motivated by the fact that they differ radically in their prototypical lexicalization pattern (Talmy 1985, 2000, 2017) for expressing motion. In short, Spanish typically uses directional verbs (i.e., *Saca bombones de la caja* 'She extracts chocolates from the box'), while Danish typically encodes the direction in a post-verbal particle and uses the main verb to express how the motion is performed (i.e., *Hun hælder chokoladen ud af æsken* 'She pours the chocolate out of the box'). This has enormous implications for translation, since translating between typologically different languages requires a great deal of retextualization (Rojo & Valenzuela 2013). When translating from a Germanic into a Romance language, the process of rearranging how the relevant semantic components of a motion event are to map onto each linguistic form often results in a loss of information (see, e.g., Molés-Cases 2019, Molés-Cases & Cifuentes-Férez 2021, Ibarretxe-Antuñano & Filipovic 2013). This omission of information can be termed *implicitation* (Molés-Cases 2019). The present study, however, aims at investigating in the opposite direction (from Romance into Germanic) and gaining insights about *explicitation*, that is, cases where interpreters add or make explicit certain information that was implicit in the source text (Vinay & Darbelnet 1958, 1995).

In the present study, explicitation is measured in types (specific, verbalized linguistic forms) and tokens (number of types). The general assumption is that there is a general tendency towards explicitation of certain semantic information when translating from Spanish into Danish. The results indicate indeed that explicitation occurs systematically, with sight translators making finer-grained distinctions that are not present in the Spanish source texts (i.e., specifying verticality and not just direction).

Key words

sight translation; verticality; lexicalization patterns; Danish; Spanish

References

Chen, W. (2015). 'Sight translation', in H Mikkelsen & R Jourdenais (eds.), *The Routledge handbook of interpreting*, Routledge, London, pp. 144-153.

- Ibarretxe-Antuñano, I., & Filipović, L. (2013). Lexicalisation patterns and translation. In I. Ibarretxe-Antuñano & A. Rojo (Eds.), *Cognitive Linguistics and Translation: Advances in Some Theoretical Models and Applications* (pp. 251-282). Berlin, Boston: De Gruyter Mouton.
- Molés-Cases, T. (2019). Why typology matters: a corpus-based study of explicitation and implicitation of Manner-of-motion in narrative texts. *Perspectives*, 27(6), 890-907. doi:10.1080/0907676X.2019.1580754
- Molés-Cases, T., & Cifuentes-Férez, P. (2021). Translating narrative style: How do translation students and professional translators deal with Manner and boundary-crossing? *Review of Cognitive Linguistics*. Published under the auspices of the Spanish Cognitive Linguistics Association, 19(2), 517-547. doi:10.1075/rcl.00093.mol
- Rojo, A., & Valenzuela, J. (2013). Constructing meaning in translation: The role of constructions in translation problems. In A. Rojo & I. Ibarretxe-Antuñano (Eds.), *Cognitive Linguistics and Translation: Advances in Some Theoretical Models and Applications* (Vol. 23, pp. 283-310). Berlin/Boston: De Gruyter Mouton.
- Talmy, L. (1985). Lexicalization patterns: semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and syntactic description* (vol. 3): Grammatical categories and the lexicon (pp. 57-149). Cambridge: Cambridge University Press.
- Talmy, L. (2000). *Toward a cognitive semantics: Typology and process in concept structuring* (Vol. 2). Cambridge: MIT Press. <https://doi.org/10.7551/mitpress/6847.001.0001>
- Talmy, L. (2017). Past, present, and future of motion research. In I. Ibarretxe-Antuñano (Ed.), *Motion and Space Across Languages: Theory and Applications*. (Vol. 59, pp. 1-12). Amsterdam/Philadelphia: John Benjamins Publishing Company. <https://doi.org/10.1075/hcp.59.01tal>
- Vinay, J. P., & Darbelnet, J. (1958). *Stylistique comparée du français et de l'anglais. Méthode de traduction* [Comparative stylistics of French and English. A methodology for translation]. Paris: Didier.
- Vinay, J. P., & Darbelnet, J. (1995). *Comparative stylistics of French and English. A methodology for translation*. Amsterdam/Philadelphia: John Benjamins.

Polarizing metaphors in anti-gender violence campaigns

Muelas-Gil, María. *Universidad Autónoma de Madrid.*

Romano Mozo, Manuela. *Universidad Autónoma de Madrid.*

This study analyses multimodal metaphor as one of the main discursive strategies deployed by Spanish institutions in their struggle against gender violence. More specifically, the study wishes to unravel the socio-cognitive frames projected in posters created for the last anti-gender violence campaigns, that is, the International Day for the Elimination of Violence Against Women (25 November 2022 and 2023). According to feminist journalists and discourse analysts (Arruzza et al. 2019; Barjola 2018; Cooper et al. 2020; Requena 2020), there has been a changeover in the discourse used to address gender violence in the last years; a discourse which is moving away from threat and fear, and thus victim blaming, to a new one of solidarity and hope. This changeover, which seems to be already patent in the discursive strategies of feminist movements (Requena 2022), as can be seen in the strong calls of their protest slogans encouraging women to both rebel and enjoy, are also permeating the more official discourse of institutions.

Following Critical and Socio-Cognitive approaches to multimodal discourse (Abdel-Raheem 2019; Alonso & Porto 2020; Author 2021, 2022; Authors 2023; El Refaie 2009; Forceville 2020; Forceville & Van de Laar 2019; Hart 2017, 2018; Kress 2010; Machin & Mayr 2012; Wawra 2018), this work analyses how the struggle against gender violence is conceptualized through multimodal metaphors in 200 posters created for the last 25 November 2022 and 2023 Spanish institutional campaigns. Within this line of research, theoretical concepts such as embodied metaphor (Kövecses 2015, 2020), metaphor scenario (Musolff 2006, 2016), polarizing metaphor (Peterssen and Soares da Silva 2024, in press) and transforming narrative (Montesano and Morales-López 2014) have been especially useful to understand how the new socio-cognitive frames are being created. Results show, among other conclusions, that the multimodal metaphorical construals present in the posters under analysis are: (i) highly complex, situated metaphors, embedded within the recent socio-cultural changes taking place within Spanish society and related with the new Spanish (and worldwide) feminist movements (Feminisms 4.0, 99%, etc.); (ii) transforming narratives which are performing clear ideological functions as triggers of the cognitive and social transformation of Spanish society in relation to gender violence perception and action, and (iii), a prototypical case of polarizing metaphors, as the multimodal (verbal and pictorial) realizations show two opposing groups: the in-group including feminists, battered women and society, and the delegitimized out-group of male aggressors.

In short, this research wishes to show the role of multimodal polarizing metaphors as a crucial discursive strategy used by Spanish institutions to draw attention to gender violence, to spread the new feminist cognitive and social frames which

represent women as active citizens rather than passive victims, as well as to move gender violence from the private and taboo into the public and political sphere.

Key words

multimodal metaphors, socio-cognitive frames, institutional posters, anti-gender violence discourse

References

- Abdel-Raheem, A. (2019), *Pictorial Framing in Moral Politics: A Corpus-Based Experimental Study*. Routledge.
- Alonso, I., Porto, M.D., (2020). Multimodal framing devices in European online news. *Language & Communication* 71, 55–7.
- Author 2021
- Author 2022
- Authors 2023
- Cooper, B., Tanner, Ch. C., & Morris, S. (2020). *Feminist AF: A Guide to Crushing Girlhood*. W.W. Norton & Company.
- El Refaie, E. (2009). Multiliteracies: How readers interpret political cartoons. *Visual Communication* 8(2): 181–205.
- Forceville, C. (2020). *Visual and Multimodal. Applying Relevance Theory*. Oxford University Press.
- Kövecses, Z. 2020. *Extended Conceptual Metaphor Theory*. Cambridge University Press.
- Kress G. (2010). *Multimodality. A Social Semiotic Approach to Contemporary Communication*. Routledge.
- Musolff, A. (2016). *Political Metaphor Analysis. Discourse and scenarios*. London: Bloomsbury.
- Peterssen, S., & Soares da Silva, A. (in press). Polarising metaphors in far-right populist tweets: A comparative cross-linguistic study. In M. Romano (Ed.), *Metaphor in Social-Political Contexts. Critical, Socio-Cognitive Approaches*. De Gruyter Mouton.
- Requena, A. (2020). *Feminismo Vibrante. Si no hay Placer no es Nuestra Revolución*. RocaEditorial.

El desafío de distinguir entre el pretérito perfecto y el pretérito indefinido en español para los arabófonos desde una perspectiva cognitiva

Munir Badi Khader, Farah. *Universidad de Granada.*

Las formas verbales del pasado en español, el pretérito perfecto y el pretérito indefinido, difieren significativamente en su uso. El pretérito perfecto se emplea para acciones recientes en relación con el presente, experiencias de vida, acciones repetidas en un período no especificado y acciones en un período aún no finalizado. Por otro lado, el pretérito indefinido se reserva para acciones pasadas concluidas y terminadas, sin conexión directa con el presente, destacando acciones puntuales y completas.

La lengua árabe aprovecha la significación aspectual que se desprende de las dos formas verbales (**perfectiva** e **imperfectiva**) para situar la acción en un orden muy sencillo de *antes* o *ahora*. Hay que tener en cuenta que *ahora* se extiende hacia la posterioridad, ya que se trata de una acción imperfectiva. En el árabe, referirse al pasado es lo habitual de la forma verbal perfectiva, como por ejemplo el verbo (pegar) ضرب - Ḍaraba- *pegó*, como afirma Cowan (1998: 89-90).

Los hablantes árabes que aprenden español suelen enfrentarse a dificultades al usar los tiempos pasados, como la confusión entre el pretérito indefinido y el pretérito perfecto, lo que puede llevar a una comunicación poco clara. Por ejemplo, "Hoy he ido al supermercado" utiliza el pretérito perfecto para acciones pasadas con relevancia presente, mientras que "Hoy fui al supermercado" emplea el pretérito indefinido para acciones pasadas sin relación temporal directa con el presente. Ambas formas comparten la función de referirse a acciones pasadas, pero se diferencian en su conexión con el presente. La enseñanza de estos tiempos verbales a árabes requiere abordar las diferencias lingüísticas y cognitivas, motivo este por lo que la aplicación de la gramática cognitiva en este contexto concreto de ELE se considera fundamental, tal como defienden Castañeda Castro (2004) y Ruiz Campillo (2007).

Preguntas de investigación: **1-** ¿Cómo influye la enseñanza basada en la gramática cognitiva en la distinción entre el pretérito perfecto y el pretérito indefinido en español para hablantes árabes? **2-** ¿Se observa una mejora significativa en la comprensión y uso de los tiempos verbales en español por parte de los alumnos árabes que reciben enseñanza basada en la gramática cognitiva en comparación con aquellos que siguen un enfoque tradicional?

La metodología que se pretende aplicar consistirá en un estudio experimental con participantes seleccionados entre alumnos árabes de ELE en nivel B1-B2. Los instrumentos de recolección de datos incluirán pruebas escritas, cuestionarios y observaciones en el aula. La intervención consistirá en impartir clases basadas en la gramática cognitiva a todos los participantes. Posteriormente, se realizará un análisis comparativo de los resultados obtenidos y un análisis cualitativo para evaluar el impacto

de la enseñanza basada en la gramática cognitiva en la comprensión y uso de los tiempos verbales en español por parte de los alumnos árabes. Se espera que los alumnos reconozcan la utilidad de la gramática cognitiva para distinguir entre los tiempos verbales, lo que podría facilitarles la diferenciación entre el pretérito perfecto y el pretérito indefinido.

Esta metodología pivota alrededor de una apuesta pedagógica que ayude a los alumnos árabes que estudian ELE a entender cómo se perciben y procesan los tiempos verbales en español desde una perspectiva cognitiva, ayudándoles a reflexionar desde el contraste con los usos propios del árabe estándar moderno. Los resultados preliminares que mostramos proceden del trabajo con alumnos de la universidad de Jordania. Se utilizará la gramática cognitiva para analizar cómo la estructura mental influye en el aprendizaje de los tiempos verbales, permitiendo diseñar actividades prácticas contextualizadas que fomentan la distinción entre el pretérito perfecto y el pretérito indefinido, apoyándonos en las ventajas que plantea desde un punto de vista pedagógico la gramática cognitiva frente al enfoque puramente contrastivo (Brdar-Szabó et al. 2003).

Palabras clave

Gramática cognitiva, enseñanza ELE, tiempo pasado, percepción, arabófonos.

Referencias

- Beltrán Gutiérrez, L. (2008). Adquisición de los tiempos pasados en E/LE. Madrid, Editorial Universidad de Cantabria.
- Brdar-Szabó, R. et al. (2003): Referential metonymy across languages: What can Cognitive Linguistics and Contrastive Linguistics Learn from each Other? IJEL 3 (2) pp. 85-105.
- Cabrera-Abreu, M. (2015). La enseñanza de las marcas temporales de pasado en ELE: Una propuesta metodológica basada en la lingüística cognitiva. *Onomázein*, (31), 29-49.
- Castañeda Castro, A. (2004). Potencial pedagógico de la Gramática Cognitiva: Pautas para la elaboración de una gramática pedagógica de español/LE. *redELE: Revista Electrónica de Didáctica ELE*, <https://redined.educacion.gob.es/xmlui/handle/11162/72164>
- Cowan, D. (1998). Gramática de la lengua árabe moderna. Madrid: Cátedra.
- Deyab, M. E., & Luisa, R. R. (2016). *La estructuración del tiempo verbal en el español y el árabe: Estudio contrastivo español-árabe*. Tesis doctoral de la Universidad Complutense de Madrid. [En línea] <https://eprints.ucm.es/39809/1/T37916.pdf>
- García-Mayo, M. P. (2008). *Second Language Acquisition of Spanish Tense, Aspect, Mood and Modality*. Amsterdam, John Benjamins Publishing.
- Ruiz Campillo, J. P. (2007). «Gramática cognitiva y ELE», en revista MarcoELE, 5. Disponible <http://marcoele.com/gramatica-cognitiva-y-ele>.

Modeling gestural alignment in spoken simultaneous interpreting: The role of gesture types

Olza, Inés. *University of Navarra*

Background and objectives

This paper draws on previous research (Olza 2024) on the integration of gesture in the performance of simultaneous interpreters of spoken-to-spoken discourse (see also Zagar Galvão 2013, 2015; Stachowiak-Szymczak 2019; Chwalczuk 2021). In particular, the presence and overall degree of gestural alignment of two interpreters with regard to the gestural behavior of the same speaker-source were detected and compared using an exploratory mixed-method approach, with a set of preliminary results that can be summarized as follows: (a) along with the interpreted verbal sequence, these interpreters very often replicated the gestures carried out by the speaker-source; (b) although cases of gestural alignment were found in the two interpreters, they exhibited different degrees of gestural convergence towards the speaker-source, their individual differences being motivated by the overall quality of their performance; (c) a noteworthy number of the examples of gestural alignment found in the study corresponded to iconic gestures, that is, to body movements exhibiting a close formal relationship to what was semantically conveyed in speech.

These tentative results are based in a basic descriptive quantification of the gestures performed by the speaker-source and the interpreters in a random sample of the data, which were tagged by a single coder. The main objective of this contribution is to analyze the factors that model gestural alignment in the data in a more consistent way, paying a special attention to the dependency relationships between gestural alignment (by the interpreters) and gesture types (by the speaker-source), so as to determine if certain gesture types carried out by the speaker-source prompt a significantly higher degree of alignment by the interpreters in our data.

Data and methodology

A 30-minute training session for novice legal interpreters was recorded. This consisted of a live interpreting exercise carried out in a real courtroom, where the speaker (male) stood in the main of orator's position (central front) and the trainees occupied individual booths in both sides of the room. The speaker delivered a speech in Spanish on non-legal issues related to the history of technology. Two interpreters were recorded: interpreter 1 (female) from Spanish into spoken English; and interpreter 2 (female) from Spanish into spoken French. Both interpreters held a similar view trajectory over the speaker.

A mixed-method approach is used to analyze the data. Four 1-minute excerpts of the recording are randomly selected to carry out the analysis. First, a qualitative analysis of the excerpts serves to identify the presence and type of gestures (beat, iconic,

metaphoric, discourse-structuring, adaptor, negation) performed by both the speaker (baseline) and the interpreters along with the correspondent speech sequences that are interpreted. Second, basic descriptive statistical analyses are run to determine the relationships between gesture type by the speaker-source and presence/absence of gestural alignment by the interpreters.

Results and discussion

Iconic (representational) and beat (non-representational) gestures prompt gestural alignment more consistently in our data. In contrast, metaphoric hits (representational), discourse-structuring gestures (non-representational), adaptors (non-representational) and gestures for negation (non-representational) prompt a lower degree of gestural alignment. These results can be related to the *priming* versus *grounding* approaches held in the literature on cognitive and behavioral alignment (Rasenberg, Özyürek and Dingemanse 2020) and its linguistic manifestations at all levels, including the gestural one. Accordingly, we may hypothesize that gestures prompting a higher gestural alignment may be more ‘easily’ –automatically– replicated, some of the remaining gestural categories reflecting a more complex set of thought subject to a more ‘deliberative’ or ‘strategic’ (non-automatic) response by the interpreters. In other words, iconic gestures seem to be better primers than, for instance, metaphoric gestures.

Key words

simultaneous interpreting, spoken language, gesture, gestural alignment, gesture type

References

- Chwalczuk, M. (2021). *La gestualité co-verbale en interprétation dans les services publics: Analyse contextualisée d'un corpus multimodal*. Doctoral Dissertation, Université Paris Cité, France. <https://theses.hal.science/tel-03509754/document>
- Olza, I. (2024). Gestural alignment in spoken simultaneous interpreting: A mixed-methods approach. *Languages*, 9(4), 151. <https://doi.org/10.3390/languages9040151>
- Rasenberg, M., A. Özyürek and M. Dingemanse (2020). Alignment in Multimodal Interaction: An Integrative Framework. *Cognitive Science*, 44(11), e12911. <https://doi.org/10.1111/cogs.12911>
- Stachowiak-Szymczak, K. (2019). *Eye Movements and Gestures in Simultaneous and Consecutive Interpreting*. Springer.
- Zagar Galvão, I. (2015). *Gesture in Simultaneous Interpreting from English into European Portuguese: An Exploratory Study*. Unpublished Doctoral Dissertation, University of Porto, Portugal.
- Zagar Galvão, I. (2013). Hand gestures and speech production in the booth: Do simultaneous interpreters imitate the speaker? In C. Carapinha and I. Santos (Eds.), *Estudos de Lingüística* (pp. 115-129). Coimbra University Press

The cognitive effect of salient SL items. Evidence from the translation of anger words

Oster, Ulrike. *Universitat Jaume I.*

The expression of emotions is interculturally complex and therefore a sensitive issue in translation, especially in the translation of literary texts (Lamprinou 2011, 2012, Holoborodko 2013, Oster 2023). The descriptive part of this paper aims to determine the effect of translation on a complex semantic category such as a family of emotion words. In such a family (or category) of emotion words, its members express similar emotions, but with more or less pronounced semantic differences. The study focuses on the Spanish category of anger words and analyses them in a comparable corpus of Spanish non-translated literary texts and translations from German into Spanish. It seeks to answer the following questions: Is the frequency distribution of Spanish anger words similar in both parts of the corpus? Or are there differences that make the “semantic balance” of the anger category in the translated texts more similar to that of the source language, i.e. German anger? In order to answer this question, an inventory and classification of anger words in Spanish and German is established as a starting point. For the corpus analysis, a subset of the COVALT corpus is employed, namely a parallel corpus consisting of German original narrative texts and their translations into Spanish, as well as a comparable corpus of Spanish original narrative texts. The corpus analysis is carried out in two steps. First, the parallel corpus is used to identify translation pairs, i.e. the most frequent correspondences between German and Spanish anger words. Then, the frequency distribution of individual anger words in Spanish translated and non-translated texts is determined in the comparable corpus. Both types of information together allow conclusions to be drawn about the differences in the expression of anger in German and in Spanish and about how translators deal with these complexities.

Furthermore, on a theoretical level and from the perspective of Cognitive Translation Studies, the data are interpreted in the light of the Gravitational Pull Hypothesis (GPH, Halverson 2003, 2010, 2017). The GPH considers several cognitive factors to describe and predict translator behaviour. One of these is the gravitational pull of salient source language (SL) items, which is hypothesised to lead to the overrepresentation of equivalent target language (TL) items. Several studies have found evidence for such an overrepresentation of structurally equivalent TL items (for example, Hareide 2017, Oster 2019, Oster & Navarro in press, Tello Fons & Oltra Ripoll in press). The present study does not deal with grammatical but with lexical items. It attempts to determine whether such a gravitational pull also works at the semantic level, i.e. whether there is an additional pull towards those category members that are semantically similar to salient items of the source language.

Key words

Translation, emotion words, anger, Spanish-German, Gravitational Pull Hypothesis

References

- Halverson, S. (2003). The Cognitive Basis of Translation Universals. *Target* 15(2): 197-241.
- Halverson, S. (2010). Cognitive Translation Studies: Developments in Theory and Method. In G. Shreve & E. Angelone (Eds.), *Translation and Cognition* (pp. 349-369). John Benjamins.
- Halverson, S. (2017). Developing a Cognitive Semantic Model: Magnetism, Gravitational Pull, and Questions of Data and Method. In G. De Sutter, M.-A. Lefer, & I. Delaere (Eds.), *Empirical Translation Studies. New Methods and Theoretical Traditions* (pp. 9-45). Mouton de Gruyter.
- Hareide, L. (2017). Is There Gravitational Pull in Translation? A Corpus-Based Test of the Gravitational Pull Hypothesis on the Language Pairs Norwegian-Spanish and English-Spanish. In M. Ji, L. Hareide, D. Li, & M. Oakes (Eds.), *Corpus Methodologies Explained: An Empirical Approach to Translation Studies* (pp. 188-231). Routledge.
- Holoborodko, A. (2013). *Some Problems of Translating Emotion Words from Russian into Japanese in F. Dostoevsky's novel "White Nights": Contrastive Analysis of Three Japanese Translations with the Russian Original Text Concerning Emotional Discourse*. PhD thesis, Hitotsubashi University.
- Lamprinou, A. (2011). Translated Romances: The Effect of Cultural Textual Norms on the Communication of Emotions. *Journal of Popular Romance Studies*, 2(1), 1-14.
- Lamprinou, A. (2012). *A Study on the Cultural Variations in the Verbalisation of Near-Universal Emotions: Translating Emotions from British English into Greek in Popular Bestseller Romances*. PhD thesis, University of Surrey.
- Oster, U. (2019). Anteposició i posposició de l'adjectiu en textos originals i traduïts. In T. Molés-Cases & M. D. Oltra Ripoll. *El corpus COVALT: model de llengua, sociologia del traductor i anàlisi traductològica*. Shaker. 117-140.
- Oster, U. (2023). Translating emotions. A corpus-based study of the conceptualization of ANGER in German-Spanish translation. *Languages in Contrast*, 23(2), 199-225.
- Oster, U. & Navarro, I. (in press). Passive constructions in Spanish texts translated from English, German and French. In J. Marco & I. Tello (Eds.), *Towards an empirical verification of the Gravitational Pull Hypothesis: Evidence from the COVALT corpus*. Peter Lang.
- Tello Fons, I. & Oltra Ripoll, M. D. (in press). The Gravitational Pull Hypothesis and the Translation of Formal and Semantic Diminutives into Catalan: a Study Based on the Corpus COVALT. In J. Marco & I. Tello (Eds.), *Towards an empirical verification of the Gravitational Pull Hypothesis: Evidence from the COVALT corpus*. Peter Lang.

Hipérbole construccional: un estudio de caso

Ovejas Ramírez, Carla. *Universidad de La Rioja*

Esta propuesta explora la construcción en inglés "X is Y" y su potencial para la generación de efectos hiperbólicos. En particular, tomamos como punto de partida la definición de hipérbole propuesta por Peña y Ruiz de Mendoza (2017, 2022). Estos autores entienden esta figura del lenguaje como un mapeo entre un dominio fuente (escenario magnificado) y un dominio meta (escenario observable) (Ruiz de Mendoza 2014, Peña & Ruiz de Mendoza 2017). Además, Peña y Ruiz de Mendoza (2017, 2022) han distinguido dos tipos de hipérbole. La hipérbole inferencial se basa en el uso del lenguaje para construir un escenario conceptual imposible – o al menos virtualmente imposible, cuya estructura se utiliza para razonar sobre una situación de la vida real (e.g., "*My sister lives at the other end of the world*"), mientras que la hipérbole construccional surge de la utilización de recursos lingüísticos que son proclives a generar efectos hiperbólicos. Se consideran construcciones hiperbólicas aquellas que tienen un gran potencial de generar interpretaciones hiperbólicas (e.g., "*It's been ages since we all sat down together*"). Este estudio se centra en ese segundo tipo de hipérbole, más concretamente en la construcción "X is Y" siendo ambos elementos, "X" e "Y", frases nominales.

El corpus utilizado para este estudio consta de 350 ejemplos hiperbólicos extraídos de COCA y de la literatura existente sobre hipérbole. Dentro de esta gran familia de construcciones como lo es la construcción "X is Y", hemos identificado tres subconstrucciones: "NP1 is NP2", "NP1 is NP2 y NP2 is NP1" y "NP1 is NP2 and NP3". Cada subconstrucción se examina en detalle, enfocándonos en el análisis de la naturaleza de cada una de esas frases nominales. Por ejemplo, en la construcción "NP1 is NP2", los ejemplos del corpus revelan que NP1 y NP2 pueden representar personas, cosas o una combinación de entidades diferentes, como en "*Mary is a gazelle*" (Carston & Wearing 2015), donde la primera frase nominal se refiere a una persona y la segunda a un animal.

Además del análisis de la naturaleza de cada una de las frases nominales, la propuesta explora sutilezas dentro de cada subconstrucción, incluyendo la presencia de marcadores hiperbólicos (Ovejas-Ramírez 2021). Estos marcadores, como el uso de "*absolute*" en ejemplos como "*Johnny is an absolute genius, another Einstein*" (Walton 2017), y mitigadores, como se puede observar en oraciones como "*[like [For people of my generation] Kingsley Martin, in a certain sense, WAS the New Statesman*" (Barnden 2022), serán examinados en detalle.

Palabras clave

hipérbole; construcción hiperbólica, Lingüística Cognitiva, marcadores hiperbólicos, mitigadores hiperbólicos

Referencias

- Barnden, J. A. (2022). Metonymy, reflexive hyperbole and broadly reflexive relationships. *Review of Cognitive Linguistics*, 20(1), 33-69.
- Carston, R., & Wearing, C. (2015). Hyperbolic language and its relation to metaphor and irony. *Journal of Pragmatics*, 79, 79-92.
- Ovejas-Ramírez, C. (2021). Hyperbolic markers in modeling hyperbole: a scenario-based account. *Círculo de Lingüística Aplicada a la Comunicación*, 85, 179-205.
- Peña, M.S., & Ruiz de Mendoza, F.J. (2017). Construing and constructing hyperbole. In A. Athanasiadou (Ed.), *Studies in Figurative Thought and Language* (pp. 42-73). Amsterdam & Philadelphia: John Benjamins.
- Peña, M.S., & Ruiz de Mendoza, F.J. (2022). *Figuring out figuration. A cognitive linguistic account*. In "Figurative Thought and Language" series. Amsterdam & Philadelphia: John Benjamins.
- Ruiz de Mendoza, F.J. (2014). Mapping concepts. Understanding figurative thought from a cognitive-linguistic perspective. *Revista Española de Lingüística Aplicada*, 27(1), 187-207.
- Walton, K. L. (2017). Meiosis, hyperbole, irony. *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, 174(1), 105-121.

A vueltas con la variación intratipológica: Expresión multimodal de eventos de rotación en francés y español

Peiró-Márquez, Laura. *Universidad de Zaragoza.*
Ibarretxe-Antuñano, Iraide. *Universidad de Zaragoza.*

El lenguaje es un fenómeno multimodal: en la comunicación humana, oralidad y gestualidad tienden a sincronizarse y complementarse mutuamente, transmitiendo cada modalidad diferentes aspectos del significado (Kita, 2000; McNeill & Duncan, 2000). Asimismo, los estudios interlingüísticos han puesto de manifiesto que la expresión gestual está influenciada tanto por las propiedades espacio-motoras del referente como por las posibilidades de expresión verbal en la lengua hablada (Kita & Özyürek, 2003; McNeill, 2000), como postula la teoría del Pensar para hablar de Slobin (1996). Esto hace que el dominio semántico del movimiento haya suscitado gran interés en los estudios multimodales, que han explorado en gran medida el marco tipológico de Talmy (1991). Sin embargo, la investigación ha priorizado la variación intertipológica en términos generales de expresión de Camino y Manera, por lo que son escasas las comparaciones intratipológicas multimodales, que requieren de un análisis granular.

El presente estudio se centra en dos lenguas de marco verbal que comparten filiación genética: francés y español. Sus hablantes centran sus esfuerzos orales en describir el Camino y tienden a añadir mediante gestos icónicos co-orales información de Manera que no se codifica con palabras (Hickmann et al., 2017; McNeill, 1992; Özyürek et al., 2008). Además, estudios basados en corpus orales (Hijazo-Gascón & Ibarretxe-Antuñano, 2013; Hijazo-Gascón, 2021) y escritos (Slobin et al., 2014) indican que existen diferencias granulares en la forma de describir Maneras no salientes, aunque se desconoce cómo se refleja esto en la gestualidad.

Por ello, esta investigación se pregunta cuáles son las diferencias y semejanzas entre el español y el francés en la expresión multimodal de una distinción que no se describe habitualmente en estas lenguas: la rotación en los ejes Z e Y. Los análisis abordan tres aspectos específicos poco explorados: (i) si la expresión de estas Maneras conlleva una mayor carga cognitiva (mayor número de palabras y gestos), (ii) si se mantiene la iconicidad en las dos modalidades, (iii) si la información de Manera contenida en la gestualidad es congruente con la expresada en el habla.

Se ha desarrollado un estudio empírico con 24 adultos monolingües funcionales (ES=12, FR=12), a quienes se ha mostrado contrabalanceado el set de estímulos de Tomato Man (Özyürek et al., 2001) siguiendo el procedimiento de Özyürek et al. (2008). El corpus multimodal contiene 96 narraciones en interacción, transcritas por hablantes nativos y codificadas en ELAN (Lausberg & Sloetjes, 2009). Los análisis cuantitativos se han complementado con entrevistas post-experimento (*think aloud protocol*).

Los resultados sugieren que (i) la distinción de eje es saliente en francés (la tendencia es utilizar dos palabras diferentes, *rouler* y *tourner*), pero no en español (*dar vueltas*, *girar* y *rotar* se intercambian indistintamente), (ii) ambas lenguas especifican el eje de rotación en la gestualidad, pero no necesariamente en el canal hablado (especialmente en español, donde se reduce la iconicidad), (iii) el grado de congruencia semántica verbo-gesto varía ligeramente según la lengua. Todo ello sitúa la expresión de eventos de rotación como potencial fuente de variación intratipológica, lo que realza la necesidad de análisis granulares multimodales.

Key words

Gestualidad, movimiento, variación intratipológica, análisis granular, multimodalidad

References

- ELAN (Version 6.4) [Computer software] (2022). Nijmegen: Max Planck Institute for Psycholinguistics, The Language Archive. <https://archive.mpi.nl/tla/elan>
- Hickmann, M., Engemann, H., Soroli, E., Hendriks, H. & Vincent, C. (2017). Expressing and categorizing motion in French and English: Verbal and non-verbal cognition across languages. In I. Ibarretxe-Antuñano (ed.), *Motion and space across languages* (pp. 61-94). John Benjamins.
- Hijazo-Gascón, A. (2021). *Moving Across Languages: Motion Events in Spanish as a Second Language*. Mouton de Gruyter.
- Hijazo-Gascón, A. & Ibarretxe-Antuñano, I. (2013). Las Lenguas Románicas y la Tipología de los Eventos de Movimiento. *Romanische Forschungen*, 125(4), 467-494.
- Kita, S. (2000). How representational gestures help speaking. In D. McNeill (ed.), *Language and gesture* (pp. 162-185). Cambridge University Press.
- Kita, S. & Özyürek, A. (2003). What does crosslinguistic variation in semantic coordination of speech and gesture reveal?: Evidence for an interface representation of spatial thinking and speaking. *Journal of Memory and Language*, 48(1), 16-32.
- Lausberg, H. & Sloetjes, H. (2009). Coding gestural behavior with the NEUROGES-ELAN system. *Behavior Research Methods, Instruments, & Computers*, 41(3), 841-849.
- McNeill, D. (1992). *Hand and mind: What gestures reveal about thought*. University of Chicago Press.
- McNeill, D. (2000). Analogic/Analytic representations and cross linguistic differences in thinking for speaking. *Cognitive Linguistics*, 11(1-2), 43-60.
- McNeill, D. & Duncan, S. (2000). Growth points in thinking-for-speaking. In D. McNeill (ed.), *Language and gesture* (pp. 141-161). Cambridge University Press.
- Özyürek, A., Kita, A. & Allen, S. (2001). *Tomato Man movies: Stimulus kit designed to elicit Manner, Path and causal constructions in motion events with regard to*

speech and gestures [Videotapes]. Max Planck Institute of Psycholinguistics, Language and Cognition Group.

- Özyürek, A., Kita, S., Allen, S., Brown, A., Furman, R., & Ishizuka, T. (2008). Development of Cross-Linguistic Variation in Speech and Gesture: Motion Events in English and Turkish. *Developmental psychology*, 44(4), 1040-1054.
- Slobin, D. I. (1996). From “thought and language” to “thinking for speaking”. In J. J. Gumperz, & S. C. Levinson (eds.), *Rethinking Linguistic Relativity. Studies in the Social and Cultural Foundations of Language* (pp. 70-96). Cambridge University Press.
- Slobin, D. I., Ibarretxe-Antuñano, I., Kopecka, A., & Majid, A. (2014). Manners of human gait: A crosslinguistic event-naming study. *Cognitive Linguistics*, 25(4), 701-741.
- Talmy, L. (1991). Path to realization: A typology of event conflation. In *Proceedings of the seventeenth annual meeting of the Berkeley linguistics society* (pp. 480-519).

Towards a cognitive-linguistic account of understatement: cognitive processes and mapping constraints

Peña Cervel, M^a Sandra. *Universidad de La Rioja*
Ruiz de Mendoza Ibáñez, Francisco J. *Universidad de La Rioja*

Beyond traditional rhetoric, understatement, an attenuation-based figurative use of language, has been explored in terms of its role in politeness, irony, and humor. It has been noted that it can work as a face-saving strategy (Hübler, 1983) or, if used to build ironic humor, it can play the opposite role (Neuhaus, 2016). It can also express criticism, surprise, and unexpectedness (Colston and O'Brien, 2000). Strangely enough, cognitive linguists, despite their emphasis on figurative language (e.g., metaphor, metonymy), have not yet explored this phenomenon.

This presentation provides a programmatic account of these issues by analyzing a corpus of 120 examples drawn from the traditional literature. It postulates that attenuation, like metaphor, is based on a cross-domain mapping of conceptual structure. However, whereas metaphor maps denotational aspects of a concept (e.g., a lion is a brave person), attenuation-based figurative language mainly addresses the attitudinal aspects of the target situation. The reason is that it maps an unrealistic source domain based on disproportionate attenuation onto a real-world target domain. For example, *It's just a drizzle*, if raining heavily, treats the undesirable target situation as one of no concern. Usually, because of the evident clash with reality, such statements bear complementary ironic and/or humorous overtones. The mapping is thus non-denotational, i.e., used to reason about the speaker's emotional response to a situation.

This presentation also addresses the problem of constraining attenuation-based figurative language. The Extended Invariance Principle (EIP) and the Correlation Principle (CP) relate to the correct selection of source-domain conceptual structure. They are generic constraints that apply to any figure exploiting cross-domain mappings (Peña & Ruiz de Mendoza, 2022). The Principle of Scalar Symmetry (PSS), for closed scales, and the Principle of Scalar Pragmatic Adjustment (PSPA), for open scales, are specific to figures based on scalar magnitudes (hyperbole, understatement). They concern the correct handling of source and target domain relations in scalar concepts; e.g., *It's just a scratch!*, uttered to refer to a serious wound, maps an unrealistic situation onto the real one where the wound is of concern. The EIP, which is in charge of preserving the basic structure and logic of the target domain without doing violence to the source domain, here preserves the attitudinal nature of the central correspondence (the emotional reaction). The CP requires the selection of the best possible source domain in terms of all relevant target meaning implications. Here, the low severity of a scratch is consistent with the speaker's unconcerned attitude. The PSS does not apply to this case, since it only holds for non-extreme mitigation on a closed scale. When using a closed

scale there is a tendency to use a source item that is located at a symmetrical point of the target item. For example, sometimes generally means 'often' instead of 'usually' or 'always' in He can sometimes be upset! However, the PSPA, which works on open scales, applies. It leads to interpreting the seriousness of "scratch" in consistency with the context of situation (ranging from a bad wound to an extremely worrying one).

Key words

Understatement, cross-domain mapping, generic constraints, specific constraints

References

- Colston, H. L., & O'Brien, J. E. (2000). Contrast of kind versus contrast of magnitude: The pragmatic accomplishments of irony and hyperbole, *Discourse Processes*, 30(2), 179–199.
- Hübler, A. (1983). *Understatements and Hedges in English*. John Benjamins.
- Neuhaus, L. (2016). On the relation of irony, understatement, and litotes. *Pragmatics & Cognition*, 23(1), 117–149.
- Peña, S. & Ruiz de Mendoza, F. (2022). *Figuring out Figuration*. John Benjamins.

Construal operations as polarising discursive tools in Brazilian and Spanish far-right populisms.

Peterssen, Silvia. *Universidad Autónoma de Madrid.*

Soares da Silva, Augusto. *Universidade Católica Portuguesa.*

This study intends to analyse the main polarising construal operations other than conceptual metaphor involved in the discourses of two far-right populist leaders, namely, Jair Bolsonaro, ex-president of Brazil, and Santiago Abascal, leader of the Spanish far-right party *Vox*. Specifically, adopting the framework of Cognitive Critical Discourse Studies (Hart, 2010, 2014), the present contribution aims to go beyond metaphor analysis to explain how polarisation was construed in the X (formerly Twitter) posts of these politicians during the Covid-19 pandemic.

Polarisation is understood here as a socio-cognitive discursive phenomenon that divides 'Us' (i.e., the ingroup) from 'Them' (i.e., the outgroup) by presenting 'Us' positively and 'Them' negatively, following Van Dijk's ideological square model (1998). This division underlies ideologies and is spread in discourse through various strategies and mechanisms, such as polarising metaphor (Peterssen & Soares da Silva, 2023), social actor representations (Krendel et al., 2022), or affective-discursive practices (Breeze, 2019). In far-right populist narratives, the separation between 'Us' and 'Them' has a dangerous potential, as it may serve to discriminate marginalised groups (Breeze, 2020; Hidalgo-Tenorio et al., 2019; Wodak, 2021).

The literature has paid much attention to the persuasive and polarising power of conceptual metaphor in political and social media discourse (Filardo-Llamas et al., 2021; Flusberg et al., 2018; Musolff, 2016). However, few studies have concentrated on other cognitive-discursive mechanisms (see Hart, 2011, 2013). Considering this gap in the literature, and based on Langacker's (2008) and Hart's (2015) approaches, this study addresses five construal operations, namely, schematicity, image schemas, profiling, metonymy, and proximation, due to their ideological and polarising potential. The cognitive capacities involved in these operations are gestalt (schematicity, image schemas), attention/salience (profiling, metonymy), and perspective (proximation). As regards the corpus, it includes the total number of original X posts (tweets) published in Bolsonaro and Abascal's official Twitter accounts during the Covid-19 pandemic years 2020 and 2021, which mount up to 4,992 posts (152,407 words). The corpus was retrieved in 2022 with the software Octoparse, and examined with the corpustool Sketch Engine (Kilgarriff et al., 2014). As the main focus of this study is the analysis of construal operations underlying the positive presentations of ingroups and negative presentations of outgroups, the actors (i.e., people, organisations, and countries) of these groups were firstly extracted using the Wordlist and Keyword tools. After that, they were classified into ingroups and outgroups based on Bolsonaro and Abascal's ideologies and socio-political contexts, and a representative random sample of 1,000

concordances was manually annotated. Preliminary results suggest the importance of force dynamics and motion image schemas in the construction and spread of polarisation.

Key words

Construal operations; polarisation; far-right populisms; political discourse; cognitive CDS

References

- Breeze, R. (2019). Emotion in Politics: Affective-Discursive Practices in UKIP and Labour. *Discourse and Society*, 30(1), 24–43. <https://doi.org/10.1177/0957926518801074>
- Breeze, R. (2020). Angry tweets: A corpus-assisted study of anger in populist political discourse. *Journal of Language Aggression and Conflict*, 8(1), 118–145. <https://doi.org/10.1075/jlac.00033.bre>
- Filardo-Llamas, L., Morales-López, E., & Floyd, A. (Eds.). (2021). *Discursive Approaches to Socio-political Polarization and Conflict* (preprint). Routledge. <https://doi.org/10.4324/9781003094005>
- Flusberg, S. J., Matlock, T., & Thibodeau, P. H. (2018). War Metaphors in Public Discourse. *Metaphor and Symbol*, 33(1), 1–18. <https://doi.org/10.1080/10926488.2018.1407992>
- Hart, C. (2010). *Critical Discourse Analysis and Cognitive Science: New Perspectives on Immigration Discourse*. Palgrave Macmillan. <https://doi.org/10.1057/9780230299009>
- Hart, C. (2011). Moving beyond metaphor in the cognitive linguistic approach to CDA. In C. Hart (Ed.), *Critical Discourse Studies in Context and Cognition* (pp. 171–192). John Benjamins. <https://doi.org/10.1075/dapsac.43.09har>
- Hart, C. (2013). Event-Construal in Press Reports of Violence in Two Recent Political Protests: A cognitive Linguistic Approach to CDA. *Journal of Language and Politics*, 12(3), 400–423. <https://doi.org/10.1075/jlp.12.3.05har>
- Hart, C. (2014). Constructing Contexts through Grammar: Cognitive Models and Conceptualization in British Newspaper Reports of Political Protests. In J. Flowerdew (Ed.), *Discourse in Context: Contemporary Applied Linguistics Volume 3* (pp. 159–184). Bloomsbury Academic. <https://doi.org/10.5040/9781474295345.0012>
- Hart, C. (2015). Discourse. In E. Dabrowska & D. Divjak (Eds.), *Handbook of Cognitive Linguistics* (pp. 322–346). Mouton de Gruyter.
- Hidalgo-Tenorio, E., Benítez-Castro, M.-Á., & De Cesare, F. (Eds.). (2019). *Populist Discourse: Critical Approaches to Contemporary Politics*. Routledge. <https://doi.org/10.4324/9780429026751>

- Kilgarriff, A., Baisa, V., Bušta, J., Jakubíček, M., Kovár, V., Michelfeit, J., Rychlý, P., & Suchomel, V. (2014). The Sketch Engine: Ten years on. *Lexicography*, 1(1), 7–36. <https://doi.org/10.1007/s40607-014-0009-9>
- Krendel, A., McGlashan, M., & Koller, V. (2022). The Representation of Gendered Social Actors Across Five Manosphere Communities on Reddit. *Corpora*, 17(2), (1-25). https://eprints.lancs.ac.uk/id/eprint/155332/5/The_representation_of_gendered_social_actors_across_five_manosphere_communities_on_Reddit_clean.pdf
- Langacker, R. W. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195331967.001.0001>
- Musolff, A. (2016). *Political Metaphor Analysis: Discourse and Scenarios*. Bloomsbury Academic. <https://www.bloomsbury.com/uk/political-metaphor-analysis-9781441160669/>
- Peterssen, S., & Soares da Silva, A. (2023). Polarising metaphors in the Venezuelan Presidential Crisis. *Journal of Language and Politics*. <https://doi.org/https://doi.org/10.1075/jlp.22169.pet>
- Van Dijk, T. A. (1998). *Ideology: A multidisciplinary approach*. SAGE. <https://doi.org/10.4135/9781446217856>
- Wodak, R. (2021). *The Politics of Fear: The Shameless Normalization of Far-Right Discourse* (2nd ed.). SAGE.

Cooperar es unir las manos: metáforas de cooperación y separación en chino

Piedra Molina, Nerina. *Universidad de Granada.*

La cognición es percepción, interacción con el mundo y conocimiento, y la metáfora y la metonimia son fenómenos cognitivos que materializan esa experiencialidad y que pueden aflorar en nuestro lenguaje. Si tenemos que pensar en el puente que une cuanto nos rodea con nosotros mismos en forma de estímulos, inevitablemente pensaremos en los sentidos, que los canalizan a través de órganos concretos: ojos, orejas, nariz, boca y manos. En esta comunicación nos centraremos en la metaforización que ha sufrido la palabra “mano” en la lengua china, y más concretamente en dos metáforas: COOPERACIÓN ES UNIR LAS MANOS Y SEPARACIÓN ES SEPARAR LAS MANOS.

El carácter para mano en chino es de origen pictográfico, es decir, se caracteriza por representar los objetos de la naturaleza gráficamente, y es además el más antiguo de los que se tienen vestigios, algo que da cuenta de la relevancia de esta extremidad y de la necesidad de crear un concepto que acuñase esta realidad cotidiana. Además, su temprana creación ha podido favorecer un mayor proceso de metaforización y evolución semántica a lo largo de la historia si lo comparamos con otros caracteres posteriores. Pero la mano también puede ser componente semántico de caracteres pictofonográficos, aportando significado al carácter global.

Para este análisis, se han extraído frases con palabras que contengan la mano en chino (手 *shǒu*) del corpus paralelo *OPUS2 Chino Simplificado*, específicamente de los subcorpus *MultiUN*, que se compone de textos escritos de las Naciones Unidas, y *Open Subtitles* con ejemplos de textos orales de subtítulos. Se han elegido ambos subcorpus para tener una muestra significativa de dos tipos de textos diferentes: orales y más coloquiales y escritos y más formales. Se han extraído un total de 3493 frases únicas sin duplicados que cumplían estas características.

En ellas, hemos segregado las siguientes palabras relacionadas con la cooperación o unión de manos y con la separación: 携手 *xiéshǒu* (unir las manos), 协手 *xiéshǒu* (unir las manos), 联手 *liánshǒu* (unir las manos), 握手 *wòshǒu* (agarrar o estrechar las manos) y 分手 *fēnshǒu* (separar las manos), que han aparecido en un total de 223 frases, y hemos analizado sus significados en ellas mediante el método de identificación de metáforas MIPVU. Conviene recalcar que las cuatro primeras palabras, cuyos sentidos son de colaboración, cooperación, asociación y solidaridad, han aparecido únicamente en el subcorpus *MultiUN*, mientras que la última, que se refiere a la finalización de una relación, ha aparecido tan solo en el subcorpus *Open Subtitles*. Por otro lado, en esta ponencia presentamos un acercamiento novedoso en el análisis de metáforas, que consiste en el análisis de los sentidos metafóricos aportados a un carácter chino a través de su componente semántico. En este caso, nos centraremos en 携 *xié* (llevar o agarrar) y 握 *wò* (agarrar) que son verbos que, como hemos visto

previamente, pueden acompañar también al carácter de mano 手 *shǒu*. La presencia del componente semántico de la mano en ambos (扌) enfatiza la actuación de esta y el sentido metafórico de cooperación.

Por lo tanto, podemos concluir que, en la lengua china, al igual que podemos encontrar en otros idiomas debido a la importancia inherente de este órgano, se ve reflejada la importancia de la mano como representante del establecimiento de relaciones humanas (o la finalización de estas), ya sean a pequeña escala entre dos personas o entre instituciones o países. Asimismo, la presencia de la mano en la escritura china contribuye aún más al significado y la categorización de palabras.

Palabras clave

Lingüística cognitiva; chino; metáfora; metonimia; corporeización

Referencias

Libros:

- Evans, Vyvyan, and Melanie Green (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
- Gibbs, R. W. (2006). *Embodiment and cognitive science*. Cambridge: Cambridge University Press.
- Hoosain, R. (1991). *Psycholinguistic Implications for Linguistic Relativity: A Case Study of Chinese* (1st ed.). Nueva Jersey: Psychology Press.
- Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. Chicago: University of Chicago Press.
- Lakoff, George, and Mark Johnson (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
- Lakoff, George, and Mark Johnson (1999). *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*. New York: Basic Books.
- Rovira Esteva, Sara. (2010). *Lengua y escritura chinas: mitos y realidades*. Barcelona: Edicions Bellaterra.
- Steen, G. J., Dorst, A., Herrmann, J., Kaal, A., Krennmayr, T., & Pasma, T. (2010). *Method for Linguistic Metaphor Identification: From MIP to MIPVU*. John Benjamins Publishing Company.
- Qin, X., & Tie, Y. (2022). *Perception and Metaphor: A Comparative Perspective Between English and Chinese*. Nueva York: Routledge.

Capítulos

- Handel, Z. (2017). The cognitive role of semantic classifiers in Modern Chinese Writing as reflected in Neogram creation. En I. Zsolnay (Ed.), *Seen not heard:*

- Composition, Iconicity, and the classifier systems of logosyllabic scripts* (pp. 159-192). Chicago: University of Chicago Press.
- Honorof, D. N., & Feldman, L., (2006) The Chinese Character in Psycholinguistic Research: Form, Structure, and the Reader. En P. Li, L. H. Tan, E. Bates y O. J. L. Tzeng (Eds.), *The Handbook of East Asian Psycholinguistics, vol. 1* (pp. 195-208). Nueva York: Cambridge University Press.
- List, J., Terhalle, A. y Schulzek, D. (2016) Traces of Embodiment in Chinese Character Formation A Frame Approach to the Interaction of Writing. En L. Ströbel (Ed.), *Speaking, and Meaning. Sensory Motor Concepts in Language and Cognition*, (pp. 45-62), Berlín, Boston: Düsseldorf University Press.
- Yu, Ning (2003). The bodily dimension of meaning in Chinese: What do we do and mean with 'hands.' In: Eugene H. Casad and Gerry B. Palmer (eds.), *Cognitive Linguistics and Non-Indo-European Languages*, (337– 62). Berlin: Mouton de Gruyter.
- Yu, Ning. (2020). Linguistic embodiment in linguistic experience: a corpus-based study. En Iwona Kraska-Szlenk (Ed.), *Body Part Terms in Conceptualization and Language Usage* (pp. 12-30). Amsterdam: John Benjamins Publishing Company.

Artículos:

- Ibarretxe, Iraide. (2013). La lingüística cognitiva y su lugar en la historia de la lingüística. *Revista Española de Lingüística Aplicada*, 26, 245-266.
- Kilgarriff, A. et al. (2014). The Sketch Engine: Ten years on. *Lexicography*, 1, 7-36.
- Xiao, W. & Treiman, R. (2012). Iconicity of Simple Chinese Characters. *Behavior Research Methods*, 44(4), 954–60.

Comparing statistical results with pedagogical experience when integrating Cognitive Linguistics into mainstream L2 classrooms

Piquer , Ana M^a. *Universidad de Extremadura.*

Martín Gilete, Marta. *Universidad de Extremadura.*

Cognitive Linguistics (CL) can offer valuable insights into L2 instruction (Achard & Niemeier, 2004; Bielak, 2011; Boers & Lindstromberg, 2008; De Knop et al., 2010; Littlemore, 2023; Llopis-García, 2024; MacArthur, 2017; Piquer-Píriz & Alejo-González, 2020; Tyler et al., 2018). However, for a realistic integration of CL principles in mainstream L2 classrooms, not only the linguistic and experimental dimensions need to be taken into consideration but also those aspects related to the different stakeholders involved in the process, the specific dynamics of a classroom and the entire pedagogical experience. This paper reports the results of a study designed and conducted by both researchers, a group of 5, and 4 secondary school teachers, that are a key element in the educational process, to design and implement some CL-oriented teaching activities for the particles IN/OUT and UP/DOWN. The CL-oriented activities were implemented for three months by the teachers in their own classrooms that represented two different types of instructed L2 settings (state, secondary schools and a private, language centre) involving 77 Spanish secondary school learners belonging to three distinct groups. A control group belonging to a different secondary school, consisting of 26 students also took part in the study. In the pre-test phase, all participants completed four different tests to gauge their vocabulary knowledge in English. In the post-test phase, different versions of the same tests were administered four months later.

Results show that the CL-oriented activities were highly valued by both teachers and learners. However, statistical analyses of the data show no significant improvement in any of the experimental groups' lexical competence. It is important to note that negative statistical results do not always provide a complete picture of the benefits of implementing specific pedagogical practices. The positive feedback from teachers and learners suggests that the CL-oriented activities may have fostered greater engagement and interest in vocabulary learning, which are crucial for long-term educational outcomes. Additionally, these activities may have contributed to improvements in areas not captured by the tests, such as metaphor awareness and deeper cognitive processing of vocabulary. This underscores the necessity of considering the entire pedagogical experience, including qualitative feedback and classroom observations, when assessing the impact of instructional approaches. Developing specific tests that can accurately measure the broader effects of CL-oriented activities on learners' lexical competence is vital for a more comprehensive evaluation of their actual impact.

Keywords

Applied Cognitive Linguistics (ACL); instructional treatment; L2 classroom.

References

- Achard, M. (2018). Teaching usage and concepts: Toward a cognitive pedagogical grammar. In A. Tyler, L. Huang & H. Jan (Eds.), *What is applied cognitive linguistics? Answers from current SLA research* (pp. 37–62). De Gruyter Mouton. <https://doi.org/10.1515/9783110572186-002>
- Bielak, J. (2011). Cognitive linguistics and foreign language pedagogy: An overview of recent trends and developments. In M. Pawlak (Ed.), *Extending the boundaries of research on second language learning and teaching* (pp. 241–262). Springer. https://doi.org/10.1007/978-3-642-20141-7_19
- Boers, F., & Lindstromberg, S. (2008). *Cognitive linguistic approaches to teaching vocabulary and phraseology*. De Gruyter Mouton. <https://doi.org/10.1515/9783110199161>
- De Knop, S., Boers, F., & De Rycker, A. (2010). *Fostering language teaching efficiency through cognitive linguistics*. De Gruyter Mouton. <https://doi.org/10.1515/9783110245837>
- Littlemore, J. (2023). *Applying cognitive linguistics to second language learning and teaching* (2nd ed.). Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-39796-7>
- Llopis-García, R. (2024). *Applied cognitive linguistics and L2 instruction*. Cambridge University Press.
- MacArthur, F. (2017). Using metaphor in the teaching of second/foreign languages. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook of metaphor and language* (pp. 413–425). Routledge.
- Piquer-Píriz, A. M., & Alejo-González, R. (2020). *Metaphor in foreign language instruction*. De Gruyter Mouton. <https://doi.org/10.1515/9783110630367>
- Tyler, A., Huang, L., & Jan, H. (2018). *What is applied cognitive linguistics? Answers from current SLA research*. De Gruyter Mouton. <https://doi.org/10.1515/9783110572186-002>

Revisiting Spanish binominals: exploring the grammaticalization of two lexically-specified constructions

Portero Muñoz, Carmen. *Universidad de Córdoba*

The present study contributes to the existing body of research on binominal constructions in general, and more specifically, on the not so widely explored Spanish binominals. Various cases fall under this category, including those indicating quantity (e.g., *un montón de gente*, Lit. ‘a heap of people’) (Verveckken, 2012), those denoting type (e.g. *una especie de escenario*, ‘a kind of scenary’) (Mihatsch, 2016), those that include a nominalized adjective in the first lexical slot (e.g., *el inútil de tu hijo*, Lit. ‘the useless of your son’) (Esteban-Fonollosa, 2023), lexical reduplicacion (e.g., *café café, días y días*) (Escandell Vidal, 1991; García-Page, 1997; Roca & Suñer, 2000; Feliú Arquiola, 2011), or compound-like structures such as *cuello murciélago* (Martínez Ezquerro, 2010). This work examines one type of binominal construction involving the pattern “Det Noun de Noun”, exemplified by *una mierda de libro* (Casillas Martínez, 2003; Masini, 2016). I will focus on two specific cases where the first noun slot of the construction is filled in by the nouns *cielo* and *infierno*.

Drawing on data retrieved from three Spanish corpora comprising texts from the 16th to the 21st centuries, namely, CORDE, CREA and CORPES , and on the *Corpus del Español* (Davies, 2002-), I will analyze the specific collocates of *cielo* and *infierno*, considering their formal and semantic properties, the first or second noun’s agreement with the verb and their premodification by adjectives. Using a constructional analysis, I aim to demonstrate that the usage of these two first nouns in binominal constructions instantiate different stages/degree of grammaticalization in the network of binominal constructions. *Cielo* tends to appear more frequently than *infierno* in compositional phrases where it functions as the syntactic and semantic head, with the second noun ascribing a property to it (e.g., *un cielo de color azul* – ‘a sky of blue colour’, *un cielo de estrellas* – ‘a sky with stars’). On the other hand, *infierno* shows a development towards examples where it does not literally designate ‘hell’. Instead, it quantifies the second noun (e.g., *un infierno de preguntas* – Lit. ‘a hell of questions’, ‘lots of questions’), which can be considered examples of the (pseudo)-partitive construction (Bosque and Demonte, 1999: 338) or the binomial quantifier construction (Verveckken 2012). In this construction, the head has shifted from the first to the second position, while the first noun indicates the quantity of the second. Verb agreement with the second noun demonstrates that the head of the construction is the second noun (e.g., *un infierno de preguntas se ciernen sobre el país*—‘a hell of a lot of questions loom over the country’). In contrast to the first noun in other low-frequency quantifying binominals, such as *montón, pila, alud, aluvi3n, racimo* (Verveckken, 2012), there is no trace of quantity in the lexical meaning of *infierno*, so that this new meaning could *a priori* be

regarded as inherited from the construction. Furthermore, the majority of examples with *infierno* express the speaker's subjective negative evaluation of the entity denoted by the second noun, that is, it is an expressive quantifier that illustrates the evaluative binominal construction (e.g., *un infierno de vida*). These findings align with previous research on Spanish binominals where the first noun slot is filled by quantity nouns, which can have literal (e.g., *un montón de libros*, 'a heap of books'), quantitative (e.g., *un montón de años*, 'many years') and evaluative readings (e.g., *un hatajo de arribistas*, 'a herd of careerists'). The binomial quantifier use of *infierno* might have been triggered by analogy with semantically similar nouns: like some nouns that occur in the first slot of the binomial quantifier (e.g., *una barbaridad de gente*, *un horror de mosquitos*) (Verveckken 2012), *infierno* is not semantically associated with the notion of quantity, making it an intriguing case showing host expansion. Therefore, the exploration of the use of *infierno* in binominals supports Traugott's (2003) belief that both knowledge of constructions and item-specific knowledge must be considered to account for linguistic change.

Like *infierno*, *cielo* is also found in non-compositional expressions where, in contrast to *infierno*, and unsurprisingly, it acts as a positive evaluative modifier of the second head noun (e.g., *un cielo de mujer* –Lit. 'a heaven of woman', 'a very nice woman'). However, *cielo* is not used with quantitative meaning. This corroborates the observation on the importance of polarity sensitivity in triggering specific processes of grammaticalization (Brems 2007), as quantifying uses of expressive binominal constructions seem to be restricted to negative abstract notions, as illustrated by the quantifying use of *barbaridad*, *horror* (Verveckken 2012) and *infierno*. Furthermore, the different nature of the development of *cielo* and *infierno* mitigates the triggering force of such schematic constructions as 'The N of N', suggesting that analogy starts at the level of micro-constructions.

Key words

binominals, constructions, grammaticalization, evaluation, expressive quantifiers

References

- Bosque, I. and V. Demonte (eds.)(1999). *Gramática descriptiva de la lengua española*. Madrid: Real Academia Española–Espasa Calpe.
- Brems, L. (2007). The grammaticalization of small size nouns: reconsidering frequency and analogy. *Journal of English Linguistics* 35.4, 294-324.
- Casillas Martínez, L.D. (2003). Gender mismatches in Spanish and French "N1 de N2" affective constructions. Index agreement vs. morphosyntactic concord. In: Kim, J.-B., Wechsler, S. (Eds.), *The Proceedings of the 9th International Conference on Head-driven Phrase Structure Grammar*. CSLI, Stanford, pp. 1–17.

- Davies, Mark. (2002-) *Corpus del Español: Historical/Genres*. Available online at <http://www.corpusdelespanol.org/hist-gen/>.
- Davies, Mark. (2012-2019) *Corpus del Español: NOW*. Available online at <http://www.corpusdelespanol.org/now/>.
- Escandell Vidal, M.ª V. (1991). Sobre las reduplicaciones léxicas. *Lingüística Española Actual* 23, 71-84.
- Esteban-Fonollosa, M. (2023). El inútil de su hijo: La construcción [DET{DET/DEMOST} ADJ DE PRON{POS} N] en español. *Romanica Olomucensia* 35(2), 299-311.
- Felú Arquiola, E. (2011). Las reduplicaciones léxicas nominales en español actual. *Verba* 38, 95- 126.
- García-Page, M. (1997). Formas de superlación: la repetición. *Verba* 24, 133-157.
- Masini, F. (2016). Binominal constructions in Italian of the N1-di-N2 type: towards a typology of Light Noun Constructions. *Language Sciences* 53, 99–113.
- Martínez Ezquerro, (2010). La composición binominal de los términos referidos al ámbito de la moda actual: análisis y clasificación. In E. Casanova Herrero & C. Calvo Rigual (Eds.), *Actas del XXVI Congreso Internacional de Lingüística y de Filología Románicas* (pp. 269-279).
- Mihatsch, W. (2016). Type-noun binominals in four Romance languages. *Language Sciences* 53, pp. 136-159. <https://doi.org/10.1016/j.langsci.2015.05.009>.
- Roca, F. y A. Suñer (2000). Reduplicación y tipos de cuantificación en español. *Estudi General* 17-18 [1997-1998], 37-66.
- Traugott, (2003).—. Constructions in Grammaticalization. In Brian D. Joseph and Richard D. Janda (Eds.), *The Handbook of Historical Linguistics*, 624–47. Oxford: Blackwell.
- Vervecken, (2012). Towards a constructional account of high and low frequency binominal quantifiers in Spanish. *Cognitive Linguistics* 23(2), 421–478.

Water metaphors and politics in election times

Porto, M Dolores. *Universidad de Alcalá.*

Romano, Manuela *Universidad Autónoma de Madrid*

There is extensive research about metaphors in politics. Not only about their persuasive power, but also as an invaluable tool to frame certain events in a particular way (Brugman et al. 2019, Charteris-Black 2011, Musolff 2023, Thibodeau et al. 2019). Among these, water metaphors have also received increased attention, especially when referring to the rise of populism, the cyclic nature of social movements and protests, or to the framing of immigration policies (Borriello 2022, Demata et al. 2020, della Porta et al. 2019, Charteris-Black 2005, Porto 2022, Romano 2019, Romano & Porto 2018, Taylor 2022). Often associated to natural forces and disasters, i.e., floods and tsunamis, these metaphors can convey a negative evaluation of the target domains, but a positive view of the events mapped onto waves and tides is also possible depending on a number of contextual factors.

Within this line of research, this paper explores a specific usage of water metaphors in politics, namely WAVE and TIDE metaphors to represent the results of elections taking place in four different socio-political contexts: presidential elections in France and Italy in 2022, mid-term election in USA in 2022, and both regional and general elections in Spain in 2023. Following a Critical Socio-Cognitive Discourse Analysis approach, a sample of 250 occurrences of these metaphors in English, French Italian and Spanish was analyzed and compared in terms of frequency, meaning, semantic prosody and framing effects. Preliminary results show that WAVES and TIDES tend to be used as synonyms in these contexts, but WAVE metaphors are far more frequent. Very basic schemas of CHANGE, FORCE and CYCLE are highlighted in these expressions, but no fixed political stance seems to be linked to their usage, as they can be used by either side of the political spectrum (the 'blue wave' or the 'red wave'), either with a positive or a negative evaluation. Consequently, the knowledge about participants, contexts and backgrounds plays a key role in the interpretation of the metaphors.

Key words

water metaphors; waves, tides; political discourse; elections; framing

References

- Brugman, B., Burgers, C., & Vis, B. (2019). Metaphorical framing in political discourse through words vs. concepts: A meta-analysis. *Language and Cognition*, 11(1), 41-65.
- Charteris-Black, J. (2006). Britain as a container: immigration metaphors in the 2005 election campaign. *Discourse & Society*, 17(5), 563-581.

- Charteris-Black, J. (2011) *Politicians and Rhetoric. The Persuasive Power of Metaphor*. Palgrave MacMillan.
- Della Porta, D., O'Connor, F. & Portos, M. (2019). Protest cycles and referendums for independence. Closed opportunities and the path of radicalization in Catalonia. *Revista Internacional de Sociología*, 77(4), e142.
- Demata, M., Conoscenti, M., & Stavrakakis, Y. (2020). Riding the Populist Wave. Metaphors of Populism and Anti-Populism in the Daily Mail and The Guardian. *Iperstoria*, 15, 8-35.
- Musolff, A. (2023). Metaphorical framing in political discourse. In P. Cap (ed.), *Handbook of Political Discourse*, 145-163. Edward Elgar Publishing.
- Porto M. D. (2022). Water Metaphors and Evaluation of Syrian Migration: The Flow of Refugees in the Spanish Press. *Metaphor and Symbol*, 37 (3), 252-267.
- Romano, M. (2019). 'Refugees are streaming into Europe': An image-schema analysis of the Syrian Refugee Crisis in the Spanish and British press. *Complutense Journal of English Studies*, 27, 39-57.
- Romano, M., & Porto, M. D. (2018). 'The tide, change, nobody can stop it': Metaphors for social action. *Discourse & Society*, 29 (6), 655-673.
- Taylor, C. (2022) The affordances of metaphor for diachronic corpora & discourse analysis. Water metaphors and migration. *International Journal of Corpus Linguistics*, 27 (4), 451-479.
- Thibodeau, P. H., Matlock, T., & Flusberg, S. J. (2019). The role of metaphor in communication and thought. *Language and Linguistics Compass*, 13 (5), e12327.

Variantes formales de marcadores del discurso en español: exploraciones en tres géneros académicos

Robledo Nakagawa, Hernán. *Pontificia Universidad Católica de Valparaíso, Chile.*

Los marcadores del discurso (MD) constituyen una categoría funcional-pragmática de unidades lingüísticas, cruciales en la organización y coherencia del discurso (Martín Zorraquino & Portolés, 1999; Blakemore, 2004; Fischer, 2014; Loureda & Rudka, 2020) y caracterizadas por la ausencia de significado léxico, marginalidad sintáctica e invariabilidad formal (Jucker & Ziv, 1998; Moder & Martinovic-Zic, 2004; Martín Zorraquino, 2010, 2011). Esta invariabilidad es un rasgo común heredado de la clase de las partículas (Pavón, 2003) y resulta de procesos graduales de cambio lingüístico, descritos como lexicalización y gramaticalización (Garachana, 1998, 2008; Brinton & Traugott, 2005; Onodera, 2011; Heine, 2013; Heine & Kaltenböck, 2021). Examinar los MD dentro de los géneros discursivos es fundamental, ya que puede revelar el uso de variantes menos gramaticalizadas.

En español, la mayoría de los inventarios de MD incluyen los miembros más prototípicos de la categoría, como *sin embargo* o *no obstante*. En cambio, MD con menores grados de gramaticalización, que pueden mostrar variación en su estructura formal, como *cuando sea necesario/de ser necesario/en caso necesario/si es necesario/si fuera necesario; de esa forma/de esa manera/de ese modo*, entre otros (Robledo, 2021; Robledo & Nazar, 2023), están menos representados en la bibliografía. Este trabajo presenta los resultados preliminares de un proyecto postdoctoral de mayor alcance. Presentamos un estudio exploratorio cuyo objetivo es identificar variantes formales de MD utilizadas en tres géneros académico-científicos. Para ello, analizamos un corpus de textos académico-científicos en español (~50.000 palabras) y, primero, identificamos y clasificamos todos los MD. Posteriormente, identificamos los MD que presentan variación en su estructura y los organizamos en paradigmas formales. Entre los resultados, identificamos 147 variantes, organizadas en 45 paradigmas, como los siguientes:

- Estructuras conectivas consecutivas que comienzan con *por*: *por ello, por esto, por eso...*
- Estructuras conectivas contraargumentativas que incluyen *a pesar de*: *a pesar de ello, 'a pesar de + SN'* ("a pesar de este recurso"), *'a pesar de + cláusula de infinitivo'* ("a pesar de estar disponible") y *'a pesar de + oración de relativo'* ("a pesar de que las características se mantienen").
- Estructuras conectivas de finalidad que incluyen *para*: *para ello, 'para + cláusula de infinitivo'* ("para ilustrar este fenómeno") y *'para + SN'* ("para este propósito").
- Comentadores con estructura *en este contexto/sentido/línea*.
- Reformuladores como *en conclusión/se concluye que*.

- Operadores de concreción como *concretamente/más concretamente/en concreto*.

Descubrimos que no todas las variantes dentro de un paradigma cumplen las mismas funciones discursivas, por ejemplo, *debido a* funciona como conector causal, mientras que *debido a ello* y '*debido a* + cláusula verbal' funcionan como conectores consecutivos. Además, algunas variantes son específicas de un género y algunas remiten anafóricamente a segmentos anteriores, encapsulando información y, a veces, categorizándola mediante etiquetas discursivas (López Samaniego, 2014), reforzando, así, la cohesión textual. Estos hallazgos contribuyen a una mejor comprensión de la variación formal de los MD del español mediante un enfoque empírico basado en corpus. Además, tienen valor práctico para la enseñanza de la escritura académica, la creación de diccionarios especializados en MD y el desarrollo de herramientas de análisis automático de textos.

Palabras clave

Marcadores del discurso, géneros académicos, géneros científicos, gramaticalización.

Referencias

- Blakemore, D. (2004). Discourse markers. En L. R. Horn & G. Ward (Eds.), *The Handbook of Pragmatics* (pp. 221-240). Blackwell.
- Brinton, L. J. & Traugott, E. C. (2005). *Lexicalization and language change*. Cambridge University Press.
- Fischer, K. (2014). Discourse markers. En K. Schneider & K. Barron (Eds.), *Pragmatics of discourse* (pp. 271-294). De Gruyter Mouton.
- Garachana, M. (1998). La evolución de los conectores contrargumentativos: la gramaticalización de no obstante y sin embargo. En M. A. Martín Zorraquino & E. Montolío (Eds.), *Marcadores del discurso. Teoría y análisis* (pp. 177-192). Arco/Libros.
- Garachana, M. (2008). En los límites de la gramaticalización. La evolución de encima (de que) como marcador del discurso. *Revista de Filología Española*, 88(1), 7-36. <https://doi.org/10.3989/rfe.2008.v88.i1.43>
- Heine, B. (2013). On discourse markers: Grammaticalization, pragmaticalization, or something else? *Linguistics*, 51(6), 1205-1247. <https://doi.org/10.1515/ling-2013-0048>
- Heine, B. & Kaltenböck, G. (2021). From clause to discourse marker: On the development of comment clauses. *Language Sciences*, 87, 1-16. <https://doi.org/10.1016/j.langsci.2021.101400>
- Jucker, A. H. & Ziv, Y. (1998). Discourse markers: Introduction. En A. H. Jucker & Y. Ziv (Eds.), *Discourse markers: Descriptions and theory* (pp. 1-12). John Benjamins.

- López Samaniego, A. (2014). *Las etiquetas discursivas: cohesión anafórica y categorización de entidades del discurso*. Ediciones Universidad de Navarra.
- Loureda, Ó. & Rudka, M. (2020). Prólogo. En Ó. Loureda, M. Rudka & G. Parodi (Coords.), *Marcadores del discurso y lingüística contrastiva en las lenguas románicas* (pp. 9-16). Iberoamericana/Vervuert.
- Martín Zorraquino, M. A. (2010). Los marcadores del discurso y su morfología. En Ó. Loureda & E. Acín (Coords.), *Los estudios sobre marcadores del discurso en español, hoy* (pp. 93-181). Arco/Libros.
- Martín Zorraquino, M. A. (2011). El tratamiento de los marcadores del discurso en la Nueva Gramática de la Lengua Española (NGLE) de la Real Academia Española. En J. J. de Bustos, R. Cano, E. Méndez & A. López Serena (Coords.), *Sintaxis y análisis del discurso hablado en español: homenaje a Antonio Narbona* (vol. II, pp. 843-864). Secretariado de Publicaciones de la Universidad de Sevilla.
- Martín Zorraquino, M. A. & Portolés, J. (1999). Los marcadores del discurso. En I. Bosque & V. Demonte (Eds.), *Gramática descriptiva de la lengua española* (vol. 3, pp. 4051-4213.). Espasa Calpe.
- Moder, C. L. & Martinovic-Zic, A. (2004). *Discourse across languages and cultures*. John Benjamins.
- Onodera, N. O. (2011). The grammaticalization of discourse markers. En H. Narrog & B. Heine (Eds.), *The Oxford handbook of grammaticalization* (pp. 614-624). Oxford University Press.
- Pavón, M. V. (2003). *Sintaxis de las partículas*. Visor.
- Robledo, H. (2021). *Categorización de los marcadores del discurso del español: una propuesta inductiva guiada por corpus paralelo*. [Tesis de doctorado]. Pontificia Universidad Católica de Valparaíso. <https://catalogo.pucv.cl/cgi-bin/koha/opac-detail.pl?biblionumber=434483>
- Robledo, H. & Nazar, R. (2023). A proposal for the inductive categorisation of parenthetical discourse markers in Spanish using parallel corpora. *International Journal of Corpus Linguistics*, 28(4), 500 - 527. <https://doi.org/10.1075/ijcl.20017.rob>

The effect of emotion and time pressure on the translation of manner

Rojo López, Ana M^a. *Universidad de Murcia.*

Translators face hectic daily schedules with deadlines they must duly meet. As trainees they receive tuition on how to work swiftly to meet them efficiently. But despite the prominent role of time pressure, its effects on the translation process are still scarcely researched. Recent studies point to the effect of time pressure or stringency on translation students' levels of arousal —both self-reported and physiological— (Weng et al. 2022) and on their translation performance (Rojo López et al. 2021). Results on arousal show a positive correlation between participants' self-reporting on stress and anxiety, and the biomarkers of heart rate, blood pressure, and pupil dilation (Weng et al. 2022). Data on performance reveal a negative correlation between levels of state anxiety and number of translated words and translation accuracy. Results also show the modulatory effect of certain personality traits, such as trait anxiety and self-esteem. Higher trait anxiety predicts lower number of translated words, but higher accuracy under extreme time constraints and in the absence of time pressure. In contrast, higher self-esteem leads students to translate more words, but also to make more mistakes under extreme time pressure (Rojo López et al. 2021). Extant data suggest that ST content may also play a role. Results from Cognitive Translation and Interpreting Studies (CTIS) on the impact of emotional ST content upon translators' affect and their strategic behaviour show that translators tend to make more changes to negatively framed ST content on the COVID-19 crisis as compared to positively framed one (Rojo López & Naranjo Sánchez, 2021).

The translation of manner information has been extensively researched in Cognitive Linguistics within the framework of Slobin's (2003) 'thinking-for-translating' theory, which discusses the consequences of typological differences in speakers' attention to manner of motion for translation. Existing results show that in rendering manner information translators tend to adapt to the rhetorical style of the target language (Cifuentes-Férez 2006; Filipović 2007; Ibarretxe-Antuñano 2003; Rojo López & Valenzuela Manzanares 2001). As a consequence, English-into-Spanish translators omit and/or reduce a higher degree of manner and path information than those working from Spanish into English who tend to add manner information, but keep the original path (Slobin, 1996, 1997).

However, no data has been provided yet on the impact of time pressure on the translation of manner information, and on the role of ST content. This study introduces an experiment designed to explore the effects of time pressure and emotional ST content on translation students' affect, emotional engagement and strategies to reproduce manner information in the TT. Results show that translating under tight time constraints influences not only the students' choice of translation strategies, but also their levels of negative affect and emotional engagement with the text. Data point to

the role of emotional affect and engagement in drawing translation students' attention into the rhetorical style of the ST.

References

- Cifuentes-Férez, P. (2006) *La Expresión de los Dominios de Movimiento y Visión en Inglés y en Español desde la Perspectiva de la Lingüística Cognitiva*. Unpublished M.A. thesis. Murcia: Universidad de Murcia.
- Filipović, L. (2007) *Talking about Motion: A Crosslinguistic Investigation of Lexicalization Patterns*. Amsterdam: John Benjamins.
- Ibarretxe-Antuñano, I. (2003) What translation tells us about motion: a contrastive study of typologically different languages. *International Journal of English Studies* 3.2: 151-176.
- Rojo López AM, Cifuentes Férez P, Espín López L. (2021). The influence of time pressure on translation trainees' performance: Testing the relationship between self-esteem, salivary cortisol and subjective stress response. *PLoS One*, 16(9): e0257727. doi: 10.1371/journal.pone.0257727.
- Rojo López, A.M and Naranjo Sánchez, B. (2021) Translating in times of crisis: A study about the emotional effects of the COVID19 pandemic on the translation of evaluative language. *Journal of Pragmatics* 176, 29-40.
- Rojo López, A.M and Valenzuela Manzanares, J. (2001) How to say things with words: ways of saying in English and Spanish. *Meta: journal des traducteurs* 46: 467-477.
- Slobin, Dan I. (1996) Two ways to travel: verbs of motion in English and Spanish. In Shibatani, M. and Thompson, S.A., *Grammatical constructions: Their form and meaning*, Oxford, Clarendon Press, 195-220.
- Slobin, Dan I. (1997) Mind, code, and text. In J. Bybee, J. Haiman and S. A. Thompson (Eds.), *Essays on language function and language type: Dedicated to T. Givón*. Amsterdam/Philadelphia: John Benjamins, 437-467.
- Weng, Y., Zheng, B. and Dong, Y. (2022). Time pressure in translation. Psychological and physiological measures. *Target*, 34(4): 601-626. <https://doi.org/10.1075/target.20148.wen>

INTERAGREETERM Bilingual terminological database about international agreements of Andalusian Public Universities

Rubio-Romero, Carmen. *University of Granada*

Veroz González, Azahara. *University of Jaen*

In the higher education institution's sphere, international agreements are one of the most common official documents processed by public and private administration. Depending on the intended purpose, these texts vary in form and content. Therefore, for example, they might set the framework conditions for students and (academic and administrative) staff mobilities between signatory institutions under a specific program. However, despite their extended use, they have not been comprehensively studied. Thus, experts must share standardised terminology among universities' International Relations Offices.

Here, we present InteragreeTerm, a bilingual (Spanish [ES]–English [EN]) terminological database about international agreements used at the university level. Based on a solid theoretical framework and a five-phase methodology with strict protocol: information retrieval, download, formatting, encoding, and storage – following the one implemented by Seghiri (2015)–, we analysed 62 international agreements –31 in Spanish and their corresponding translated versions in English– obtained from all the Andalusian Public Universities. We used the aid of Omega-T, a free computer-assisted translation tool, as well as the Sketch Engine, a corpus management tool. The resulting final glossary (ES/EN) was created using OneClick Terms, a powerful online term extractor property of Sketch Engine and transferred to Lexonomy to create a final dictionary.

The results of our study show that the creation of a corpus-based database of international agreements might help to understand not only the terminology that falls under them but also the possibility of reading this terminology in context without the need to open an agreement template specifically. Furthermore, thanks to the alignment of the texts, it has been possible to check which part corresponds to which and, therefore, to see the equivalence in the other language, which facilitates the interpretation of the articles or clauses comprising the agreement.

To conclude, our results suggest that international agreement texts should be revised and analysed more deeply before being used, especially those within the same institution. Thus, InteragreeTerm might represent a feasible, easy-to-use solution to possible translations or misunderstandings of terminology when dealing with international agreements at the higher education system level available to users via the Internet, making it accessible for consultation at any time.

Key words

International affairs texts, terminology databases, computer-assisted translation, bilingual terminology alignment, domain-specific corpora

References

Rubio Romero, C., Veroz González, A. (2024). *INTERAGREETERM. Bilingual terminological database about international agreements of Andalusian Public Universities*. Online Master in English Studies. Centro de Estudios de Postgrado. Univesidad de Jaén.

Variación diatópica en el imperfecto de subjuntivo del español septentrional

Ruiz-Alejos Domínguez, Inés. *Universidad de La Rioja*

Los tiempos pretérito imperfecto y pretérito pluscuamperfecto de subjuntivo se caracterizan por la alternancia -ra/-se. La desinencia en -ra se ha impuesto sobre -se en prácticamente todo el castellano. La NGLÉ establece que en el noroeste peninsular (Galicia, Asturias y León) predomina la forma en -ra (NGLE, 2009: 1803).

Nuestro objetivo es recopilar datos sobre la frecuencia de aparición de cada una de las formas en el continuo dialectal norteño peninsular, estudiando las siguientes provincias: Navarra, Álava, Gipuzkoa, Vizcaya, La Rioja, Soria, Palencia, Burgos, Cantabria, y Asturias. Después, correlacionamos estos datos con los contextos sintácticos de aparición. Asimismo, comparamos los datos cuantitativos por si hubiera diferencias dialectales, y también los sometemos a análisis descriptivos e inferenciales utilizando un nivel de significación $\alpha = 0,05$ (IBM SPSS Statistics 27.0).

Como expresiones del contenido modal propio del subjuntivo, las formas en -ra y en -se son hoy por hoy perfectamente equivalentes, dos realizaciones expresivas concretas en relación de alomorfismo, situación que la lengua oral a ambos lados del Atlántico tiende a simplificar mediante la generalización del empleo de -ra, que condiciona la progresión reducida de -se a los registros cuidados (GDLE, 1999: 2910).

En posible competición con estas formas, el condicional se expande por zonas del norte peninsular, como el País Vasco, Navarra, Aragón, y La Rioja. Su incidencia es irregular pues depende del contexto sintáctico en el que se inserte el verbo (Lara Bermejo, 2019: 313), dándose con frecuencia en oraciones completivas y finales, así como en prótasis condicionales.

Analizamos tres corpus orales de libre acceso, COSER, COREC y PRESEEA. Obtenemos datos del ámbito rural a través del *Corpus Oral y Sonoro del Español Rural* (COSER), y datos en representación de lo urbano gracias al *Corpus Oral de Referencia del Español en Contacto* (COREC) y del *Proyecto para el estudio sociolingüístico del español de España y América* (PRESEEA). Debido al carácter oral de las muestras, esperamos una predominancia de la forma en -ra sobre -se, ya que en el registro oral esta diferencia está más acusada que en el registro escrito. Asimismo, prevemos que la forma en -ra presente mayores porcentajes de aparición frente a -se en oraciones completivas y finales, así como en construcciones condicionales, debido a resultados de anteriores análisis en algunas de las zonas que tenemos en cuenta.

Palabras clave

Alternancia -ra/-se, pretérito imperfecto de subjuntivo, variación diatópica, frecuencia de aparición de la alternancia -ra/-se

Referencias

- Rojo, G. y Veiga, A. (1999). El tiempo verbal. Los tiempos simples. En bosque I. y Demonte V. (Dir.), *Gramática descriptiva de la lengua española* (vol. 2, pp. 2867 - 2934). Madrid: Espasa – Calpe.
- Montolío, E. (1999). Las construcciones condicionales. En bosque I. y Demonte V. (Dir.), *Gramática descriptiva de la lengua española* (vol. 3, pp. 3643 - 3738). Madrid: Espasa – Calpe.
- Lara Bermejo, Víctor. (2019). El pretérito imperfecto de subjuntivo en la Península Ibérica del siglo XX. *VERBA*. Vol. 46: 313-338.
- [RAE/ASALE] Real Academia Española / Asociación de Academias de la Lengua Española. (2009). *Nueva gramática de la lengua española*. Madrid: Espasa – Calpe.
- Samamé Rispa, Anahís. (2021). El peso de la edad en el uso del imperfecto y pluscuamperfecto de subjuntivo (-ra/-se). *Lexis*. Vol. XLV (1).
- Rosemeyer, M. and Schwenter, S. (2019). Entrenchment and persistence in language change: the Spanish past subjunctive. *Corpus Linguistics and Ling. Theory* 2019; 15(1): 167–204. De Gruyter Mouton.

The Morphophonology of Articles in the Language of Rome: The Challenge of a Cognitive Perspective on Variation

Russo, Michela UMR 7023 CNRS/U. Paris 8, Shanti Ulfbsjorninn Memorial University

This study addresses a phonological change in the language of Rome that impacts the grammar of definite articles, posing a challenge to formal grammars aimed at representing the human language faculty. This grammar is defined by phonology related to morphological features and raises questions about allomorphy.

We demonstrate that the historical Roman change can be managed by phonological rules through contact with morphology, rather than by suppletive allomorphy. We treat ‘allomorphs’ computationally, assuming that morphophonological mutations involve specific triggers and targets without storing memorized alternants. The Roman article variants include ‘empty’ morphemes licensed by phonological rules and syntactic operations. We conclude, building on Collins & Kayne (2023), that the language faculty lacks a specific morphological component.

The dialect of Rome underwent several stages:

1. **First-phase Romanesco**: The medieval vernacular, showing features linked to southern Italian dialects, documented in the 14th century *Cronica* of the Anonymous *Romano*.
2. **Second-phase Romanesco**: Post-1500 Tuscanization, becoming close to Tuscan-Florentine, as evidenced in Giuseppe Gioachino Belli’s 19th-century sonnets.
3. **Third-phase Romanesco**: Post-1870 Italianization due to new waves of immigration.

This study focuses on the second and third phases, particularly the evolution of the definite article system. In second-phase Romanesco, the presence of single or geminate laterals ([l] or [ll]) in preposition + article (P + D) constructions depends on the stress position of the noun. This aligns with the Castellani-Porena law, indicating single [l] before consonants or unstressed vowels, and geminate [ll] before stressed vowels (stressed vowels are in boldface):

Preposition + Article (P + D) and single lateral [l]

a l’inzegna ‘under the banner’ (243.08 - 1831)

P + Art and lateral geminate [ll]

dall’aria ‘from the air’ (1740.11 - 1835)

dall’occhi ‘from the eyes’ (1290.10 - 1834)

In the 20th century, two developments occurred:

1. The alternation of the masculine article [er] with [lo], similar to Tuscan [lo] and [il].
2. The deletion of the lateral in specific syntactic contexts, following the Porena law, for articles, the demonstrative *that* (Latin ECCU(M) ILLU(M) Italian 'quello'), P+Art (articulated articles, Italian 'dalla/from', 'sulla/on', etc.), clitic objects homophones to the articles, *lo, la, 'it'*, etc.:

Lex Porena - Latin ILLU/ILLA

/l/ deletion and {a o} gender and number markers

<i>Romanesco</i>		<i>Italian</i>
(a) a casa a.ART casa.N	'the house'	'la casa'
(b) daa ggente daa.GEN ggente.N	'of the people'	'della gente'
(c) o vedi o.ACC vedi.PRS2SG	'you see it'	'lo vedi'
(d) gnaa faccio faccio'	'I can't make it'	'non ce la faccio'
	gna.NEG (<[(nu)n].NEG + [je].LOC = 'non ce')	a.ACC faccio. PRS1SG
(e) eccaa llà eccaa.ADV. a.ACC llà.LOC	'there it is'	'eccola là'
(f) quoo bbòno quoo.DEM bbòno.ADJ	'the good one'	'quello buono'

In (f) *quoo* (bbòno) < 'quello/the good one', we have a homorganic hiatus, since the forms expected for the demonstrative are ['kwaa 'kwoo 'kwii 'kwee]. The same kind of assimilation occurs in (3b), (3d), (3f) with P+D or double clitic sequences.

What is particularly intriguing is that we can have minimal phono-morphological pairs (see Marotta 2005: 95):

[a 'ro:ma] 'a Roma/to Rome' Rome'	[a: 'ro:ma] 'la Roma/the Rome'
[ɔ'd:et:o] 'ho detto/I said' it'	[ɔ: 'd:et:o] 'l'ho detto/I said it'

Despite irregular forms and contextual allomorphy, a unique phonological underlying representation (UR) of the definite article exists, with morphophonological derivation applied. Definiteness is a floating morpheme, indicating that the UR of ILLU is bisyllabic.

After the elision of /l/ in Porena contexts, the vowel of the article or clitic object spreads to form a long vowel, becoming a definite marker in Romanesco ([v:_{def}] = /CVCV/).

After the elision of C=/l/ in Porena contexts, the vowel of the article CV = /a/ or of the clitic object CV = /o/ spread on the first floating V (C₁V₁) of ILLU:

CVCV = [a:] [a: 'ro:ma] 'la Roma/the Rome'

(l)a

This obeys to a formal mechanism which lets phonological material to be introduced into syntactic structures without post-syntactic additions that are needed to implement allomorphy.

Cognitive Perspective on Variation and Definiteness

The question of definiteness in linguistic structures, particularly in the context of articles, has significant implications for our understanding of cognition and neurolinguistics. Research has shown that the processing of definite and indefinite articles involves distinct cognitive pathways and neurological mechanisms (Heim & Kratzer, 1998; Friederici, 2002). The definiteness feature in language facilitates referent identification and plays a crucial role in discourse processing and memory (Grodzinsky & Reinhart, 1993).

In the context of Romanesco, the morphophonological changes in definite articles reflect underlying cognitive processes that manage language variation and adaptation. The deletion and re-functioning of phonological elements align with cognitive strategies for efficient language use and comprehension. This intersection of morphophonology and cognition underscores the dynamic nature of language and its representation in the human brain.

References

- Belli, G. G. (1998). *Tutti i sonetti romaneschi*, ed. Marcello Teodonio. Roma: Grandi tascabili economici Newton.
- Collins, C., & Kayne, R. (2023). Towards a Theory of Morphology as Syntax. *Studies in Chinese Linguistics* 44. Number 1, 2023, 1–32. DOI: 10.2478/scl-2023-0001
- D'Achille, P. (2002). *Il Lazio. In I dialetti italiani. Storia, struttura, uso*, ed. M. Cortelazzo et al. Torino: UTET.
- Faust, Noam, Nicola Lampitelli & Shanti Ulfsbjorninn (2018). Articles of Italian Unite: Italian definite articles without allomorphy. *Canadian Journal of Linguistics*, 63(3): 1-27. <https://doi.org/10.1017/cnj.2018.8>
- Friederici, A. D. (2002). Towards a neural basis of auditory sentence processing. *Trends in Cognitive Sciences*, 6(2), 78-84.

- Grodzinsky, Y., & Reinhart, T. (1993). The innateness of binding and coreference. *Linguistic Inquiry*, 24(1), 69-101.
- Heim, I., & Kratzer, A. (1998). *Semantics in Generative Grammar*. Oxford: Blackwell.
- Marotta, G. (2005). Una nota sulla lex Porena in romanesco. *L'Italia Dialettale*, 63-64, 87-103.
- Russo, M., & Ulfsbjorninn, S. (2021). Accounting for the definite articles in Medieval Italian and Modern Dialects: No allomorphy – a common UR. In M. Russo (ed.). *The emergence of Grammars. A Closer Look at Dialects between phonology and morphosyntax*. NY: Nova Science Publishers.

Metáforas en las paremias con el componente de género e imágenes de mujer y hombre uzbekos

Ruzieva, Hilola. *Universidad de Granada.*

O.B. Abakumova afirma que uno de los medios de fijación y transmisión de los rasgos y valoraciones de la imagen en la cultura nacional es metáfora, que se implementa en la estructura de la paremia.

Varios investigadores destacan diferentes tipos de las metáforas, como antropomórficas, lo concreto por lo abstracto y sinestésicas (Ullmann, S., 1970), de orientación (arriba-abajo, centro-periferia, lejos-cerca, etc.), estructurales, ontológicas, metáforas de tipo “contenedor” (Lakoff, G. y Jonson, M., 1980), metáforas de espacio, meteorológicas, antropomórficas, zoomórficas, botánicas, técnicas, etc. ().

La base de la cognición humana de la realidad y del conocimiento del mundo está en la conciencia de su experiencia, por eso V.N. Teliya concluye que “ya que todos los tipos de la metaforización se basan en las relaciones asociativas de la experiencia humana, la metáfora por su naturaleza es antropométrica” (Teliya, V. N., 1988 ipud. Abakumova O.B., 2021).

El objetivo de este trabajo es detectar las metáforas en las paremias marcados por género para construir las imágenes de las mujeres y los hombres uzbekos y clasificarlas por tipos.

Para esta investigación se seleccionarán las paremias uzbekas por los marcadores de género de estructura, es decir, las unidades paremiológicas cuyos componentes básicos de la estructura son las palabras que denotan al hombre o a la mujer, asimismo, las paremias que en su estructura no cuentan con lexemas-identificadores de la persona del sexo masculino o femenino, pero disponen de los lexemas- identificadores de la persona del sexo masculino o femenino en el significado de la paremia (principio semántico).

Palabras clave

metáfora, paremia, género, uzbeko, cultura

Referencias

Libros:

Lakoff G., Johnson M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.

Mirzayev, T. et al. (1987–1988). *O‘zbek xalq maqollari. Ikki tomlik*. Toshkent: Fan.

Teliya, V. N. (1996). Русская фразеология. Семантический, прагматический и лингвокультурологические аспекты. Москва: Школа «Языки русской культуры».

Capítulos:

Ruzieva, H., Pamies-Bertrán, A. (2024). The status of women in the family in Uzbek and Spanish proverbs. *PROVERBIUM: YEARBOOK OF INTERNATIONAL PROVERB SCHOLARSHIP, * Online suplement nº 3. (pp. 535-557). Osijek (Croacia): FFOS e-naklada. (E-book format. ISBN : 978-953-314-216-6).

Artículos:

Abakumova, O.B., Kiryuxina, N.B. (2021). Метафоры в пословицах с гендерным компонентом и образ женщины в русских и английских поговорках. Вестник Нижегородского университета им. Н. И. Лобачевского, № 4, 186–190.

Pamies, A. (2012). "Zoo-symbolism and metaphoric competence". In: Szerszunowicz, J. & Yagi, K. (eds.) Focal Issues on Phraseological Studies (coll. Intercontinental Dialogue on Phraseology, 2). Univ. Bialystok (Poland) & Kwansai Gakuin Univ. Osaka (Japan): 291-314. ISBN-978-83-7431-302-5

Ullmann, S. (1970). Семантические универсалии. / Пер. с англ. Л.Н. Иорданской // Новое в лингвистике. Вып. 5. (pp 250-299). En <http://www.philology.ru/linguistics1/ullman-70.htm>

Xlebnikova, A.L. (2017). Гендерные метафоры русского и английского языков: метафорические фрагменты ценностной картины мира. Вестник Томского государственного университета. № 415, 26–31. DOI: 10.17223/15617793/415/4

Gramática cognitiva y atención a la forma en el tratamiento del pluscuamperfecto de indicativo. Un estudio piloto con estudiantes de español como lengua adicional.

Sánchez Cuadrado, Adolfo Manuel. *Universidad de Granada.*

Castañeda Castro, Alejandro. *Universidad de Granada.*

La presente comunicación, que forma parte del proyecto I+D IMAGEN PID 2021-128771OB-100, financiado por MICIN/AEI/10.13039/501100011033 y por FEDER Una manera de hacer Europa, presenta los resultados preliminares de un estudio sobre el potencial pedagógico de una descripción de orientación cognitiva para la conceptualización y el aprendizaje del pluscuamperfecto de indicativo en español (Sánchez y Castañeda 2024) en combinación con técnicas de atención a la forma (*focus on form*) por parte de aprendices de español como lengua adicional.

La descripción de este tiempo, y de su relación sistemática con otros tiempos del sistema verbal, especialmente los pretéritos perfecto simple y perfecto compuesto, se inspira en el modelo cognitivo epistémico dinámico de Langacker (1991), a modo de aproximación híbrida (Castañeda 2004) entre los modelos temporalistas (Rojo y Veiga 1999, Radden y Dirven 2007) y los epistémicos (Alarcos Llorach 1994).

El abordaje pedagógico que planteamos para este tiempo desarrolla versiones adaptadas del punto de vista descriptivo indicado —donde cobran especial protagonismo imágenes más o menos abstractas de carácter metalingüístico— en combinación con actividades de aprendizaje que conjugan los principios de la atención a la forma (*focus on form*), entendida como los procesos atencionales promovidos por el docente o los materiales hacia la forma cuando el significado y el uso son evidentes para el aprendiente (Doughty y Williams 2009) —entre los que destacamos aquellos destinados a la toma de conciencia gramatical— y el procesamiento del input (VanPatten 1993), mediante intervenciones que fomentan las conexiones forma-significado y la evitación de estrategias de procesamiento inadecuadas que pueden llevar a malinterpretar el sentido de la muestra de lengua (Miquel y Ortega 2014), incluidas las derivadas de aplicar la interpretación por defecto transferida de la L1.

Daremos cuenta de una secuencia de actividades concebida para la presentación y práctica inicial del pluscuamperfecto para un nivel B2 y de los datos iniciales obtenidos en un estudio piloto con un grupo de estudiantes de distintas nacionalidades de nivel B1-B2 del Centro de Lenguas Modernas de la Universidad de Granada.

Key words

Pluscuamperfecto de indicativo, gramática cognitiva, foco en la forma, pilotaje de materiales de aprendizaje, conciencia gramatical.

References

- Alarcos Llorach, E. (1994). *Gramática de la lengua española*. Espasa Calpe.
- Castañeda Castro, A. (2004). Una visión cognitiva del sistema temporal y modal del verbo en español. En J. L. Cifuentes y C. Marimón (Eds.) *Estudios de Lingüística: el verbo. Estudios de Lingüística de la Universidad de Alicante*, 55-71.
- Doughty, C. y Williams, J. (2009). *Atención a la forma en la Adquisición de Segundas Lenguas en el Aula*. Edinumen. Traducción de: *Focus on Form in Classroom Second Language Acquisition*. Cambridge University Press, 1998.
- Langacker, R. W. (1991). *Foundations of Cognitive Grammar. Volume II: Descriptive Application*. Stanford University Press.
- Miquel, L. y Ortega, J. (2014). Actividades orientadas al aprendizaje explícito de recursos gramaticales en niveles avanzados de E/LE. En A. Castañeda Castro (coord.), *Enseñanza de gramática avanzada de ELE. Criterios y recursos* (pp. 89-178). SGEL.
- Radden, G. y Dirven, R. (2007). *Cognitive English Grammar*. John Benjamins.
- Rojo, G. y Veiga, A. (1999). El tiempo verbal. Los tiempos simples. En I. Bosque and V. Demonte (Eds.), *Gramática descriptiva de la lengua española. Vol. II. Las construcciones sintácticas fundamentales. Relaciones temporales, aspectuales y modales* (pp. 2867-2934). Espasa Calpe.
- Sánchez Cuadrado, A. y Castañeda Castro, A. (2024). Pedagogical potential of Cognitive Grammar descriptions for the pluperfect in Spanish. Language users' judgements and corpus searches as pre-experimental validation criteria. *Review of Cognitive Linguistics*. Publicado on line el 29 de Agosto de 2024. DOI: <https://doi.org/10.1075/rcl.00199.san>
- VanPatten, B. (1993). Input Processing and Second Language Acquisition: A Role for Instruction. *The Modern Language Journal*, 77, 1, 45-57.

Challenging typologies: Why does English use the Motion + Path conflation pattern despite being classified as an S-language?

Sedláček, Martin. *Faculty of Arts, Charles University.*

In Talmy's typology, motion events (ME) consist of the following components: Figure, Motion, Ground, Path, Manner and Cause (Talmy, 1975, 1985, 2000). One of the most researched areas are the "conflation patterns" (CP) (Talmy, 1991), e.g. a language may conflate Motion + Path (a.), or Motion + **Manner** (b.) on the main verb (Talmy, 2000):

a. *La botella pasó por la piedra (flotando).*

"The bottle floated past the rock", literally: "The bottle passed the rock floating."

b. *The craft **floated** into the hangar on a cushion of air.*

If the Path is expressed on a Satellite (an element outside the verb root), it is a S(atellite)-language; if the Path is expressed on the main verb, it is a V(erb)-language (Talmy, 1991, 2000). Since Manner in V-languages is optional, it is expressed less often than in S-languages (which *do* allow the Path + Manner CP) (Talmy, 2000). However, the ME typology presents a conceptual challenge: zooming in, there are notable similarities across different language types. For example, both Spanish (V-language) and English (S-language) use the Motion + Path CP, as in c. and d.:

c. *Como no me ha llamado, he venido.* (Intercorp – Spanish)

"Since s/he didn't call me, I came." (my translation)

d. *In May she came to Oxford for her D. Phil viva (BNC).*

Using the English verb *come* (in its literal, bipedal meaning), this paper addresses an understudied phenomenon in the ME research: the Motion + Path CP in S-languages, and asks the following research questions: (1) How frequent is this CP in English? (2) How frequently is Manner expressed as well? (3) How often is the Motion + Path CP followed by a Path Satellite?

Using the BNC (Kilgarriff et al., 2004; Kilgarriff et al., 2014), I retrieved a random sample of 300 hits. I coded individual concordance lines for a. *come* constructions referring to bipedal movement (excluding e.g. metaphorical usage), b. constructions including a Path Satellite (e.g. *come in the house*), c. constructions including a **Manner** component (e.g. *come **running***).

My data show that:

(1) The Motion + Path CP is very common (35.3 per cent). In the future, I'd like to compare its frequency with the Motion + Manner CP.

(2) The Manner is specified only in 2 cases. Therefore, the construction appears to focus on the arrival, showing the cognitive goal bias (Ikegami, 1979; Lakusta & Landau, 2012). The lexical manifestation of Manner is irrelevant.

(3) The Path component tends to be expressed twice (in 66 cases, 62.3 per cent): once on the main verb (*come*), once on the Satellite (*come in the house*). This “double framing” construction (Croft et al., 2010) is asymmetric, with each component profiling a different ME aspect: the verb specifies the direction towards the deictic center, while the Satellite specifies the Path in relation to the Ground (mostly *in* or *out* of the Ground).

The results indicate that typological constraints need to be loosened at times to accommodate for both differences and similarities across language types. Comparing constructions rather than language types (Croft et al., 2010) shows a promising direction in future research and may reveal previously neglected aspects of ME constructions (Kopecka, 2006; Sarda & Fagard, 2022).

Key words

Conflation patterns, motion events, *come*

References

Čermák, P., Vavřín, M., Zásina, A. J.: InterCorp – Spanish, version 16 (Oct 10, 2023). Institute of the Czech National Corpus, Faculty of Arts, Charles University, Prague 2023. <http://www.korpus.cz>

Adam Kilgarriff, Vít Baisa, Jan Bušta, Miloš Jakubiček, Vojtěch Kovář, Jan Michelfeit, Pavel Rychlý, Vít Suchomel. *The Sketch Engine: ten years on*. Lexicography, 1: 7-36, 2014.

Adam Kilgarriff, Pavel Rychlý, Pavel Smrž, David Tugwell. *The Sketch Engine*. Proceedings of the 11th EURALEX International Congress: 105-116, 2004.

The British National Corpus, version 3 (BNC XML Edition). 2007. Distributed by Oxford University Computing Services on behalf of the BNC Consortium. <http://www.natcorp.ox.ac.uk/>

Books, articles, chapters

Croft, W. A., Barðdal, J., Hollmann, W., Sotirova, V., & Taoka, C. (2010). Revising Talmy's typological classification of complex event constructions. In H. C. Boas (Ed.), *Constructional Approaches to Language* (Vol. 10, pp. 201–236). John Benjamins Publishing Company. <https://doi.org/10.1075/cal.10.09cro>

Ikegami, Y. (1979). 'GOAL' OVER 'SOURCE': A Case of Dissymmetry in Linguistic Orientation. 1979, 139–157.

- Kopecka, A. (2006). The semantic structure of motion verbs in French: Typological perspectives. In M. Hickmann & S. Robert (Eds.), *Typological Studies in Language* (Vol. 66, pp. 83–101). John Benjamins Publishing Company. <https://doi.org/10.1075/tsl.66.06kop>
- Lakusta, L., & Landau, B. (2012). Language and Memory for Motion Events: Origins of the Asymmetry Between Source and Goal Paths. *Cognitive Science*, 36(3), 517–544. <https://doi.org/10.1111/j.1551-6709.2011.01220.x>
- Leonard Talmy. (1975). *Figure and Ground in Complex Sentences*. 419–430.
- Sarda, L., & Fagard, B. (2022). *Neglected Aspects of Motion-Event Description: Deixis, asymmetries, constructions*. John Benjamins Publishing Company.
- Talmy, L. (1985). Lexicalization Patterns: Semantic Structure in Lexical Forms. In *Language Typology and Syntactic Description 3: Grammatical Categories and the Lexicon* (Vol. 1985, pp. 57–149). CUP.
- Talmy, L. (1991). Path to Realization: A Typology of Event Conflation. In *Proceedings of the Seventeenth Annual Meeting of the Berkeley Linguistics Society: General Session and Parasession on The Grammar of Event Structure* (pp. 480–519).
- Talmy, L. (2000). *Toward a cognitive semantics. 1: Concept structuring systems*. MIT Press.

The polysemous *against* in English and Lithuanian. Are spatial relations retained in figurative senses of prepositions?

Šeškauskienė, Inesa. *Vilnius University*

Over several decades, space and spatial relations have generated a huge interest among researchers, particularly in the cognitive linguistic framework, resulting in numerous studies on prepositions (e.g. Navarro Ferrando 2006; Tyler and Evans 2003; Evans and Chilton 2010, among others). Applied linguists dealing with cross-linguistic aspects of these notoriously problematic words, have studied them to identify overlapping and diverging elements and/or to find a way how non-native speakers could cope with them (e.g. Lindstromberg 2001; Šeškauskienė & Juknevičienė 2020; Boghiu Balaur 2024). The cognitive-linguistic framework has been instrumental in developing a set of notions relevant in interpreting the meaning of spatial prepositions, such as Figure, Ground, geometry, function, and force dynamics (Lakoff 1987; Talmy 2000). The latter is key to the study of the preposition *against*, as demonstrated by some scholars (Zwaarts 2010; Noreika 2015).

This paper focuses on the polysemy of the English preposition *against* and its translation into Lithuanian. In addition to a revised semantic network of *against* (Noreika 2015), an attempt is made to account for the mechanism(s) of meaning transfer from physical to metaphorical senses of *against* and the way the senses of *against* are rendered in Lithuanian. The key hypothesis is that metaphorical senses emerge on the basis of reconceptualised spatial scene where such elements as Figure, Ground, focaliser/viewer and some others play a role. The research continues the line of investigation taken by some previous scholars who claimed that metaphorical senses tend to retain elements of the prepositions' physical senses (Jamrozik & Gentner 2011). However, in each case, apparently, the way the element of the spatial scene and/or any other aspect that is retained or shifted may vary.

The study is based on a parallel English-Lithuanian corpus (ParC) and data found in English dictionaries. The research relies on the methodological principles and notions employed in cognitive linguistics such as force dynamics (Talmy 2000), the radial approach to polysemy (Lakoff 2007) and attention phenomena (Talmy 2007).

It is proposed that *against* could be split into 5 senses of spatial opposition as exemplified in the following: 1) *he leaned against the wall*; 2) *the rain was beating against the window panes*; 3) *sunglasses guarding against ultra-violet radiation*; 4) *a black figure against the lagoon*; 5) *he checked the results against the available data*. Other senses are derivable from the physical senses by applying certain operations related to reconceptualising the situation, e.g.: *an appeal against a decision*; *arguments against the sanctions*, etc. In Lithuanian, the opposition is retained in some concrete physical senses; in some senses, it is subdued; the situation is then conceptualised positing the element *from*, as in *protect from cold* (LT *nuo*); participants may be not opposing each other but seen as being on a par, hence *fight with someone* (LT *su*); also

the conceptualisation through a beneficiary may come into play and realised through the Dative case in Lithuanian. Each type has its own contextual indicators.

Keywords

prepositional polysemy; force dynamics; translation; English; Lithuanian

References

- Boghiu Balaur, S. (2024). *A Cognitive Linguistics Analysis of the Effect of a 3D Video Game as an Educational Resource on the Learning of the prepositions "in" and "on" in a Higher Education Context*. PhD Thesis. Universitat Jaume I.
- Evans, V. & P. Chilton (Eds.) (2010). *Language, Cognition and Space: The State of the Art and New Directions*. Equinox Publishing Ltd.
- Jamrozik, A. & D. Gentner (2011). Prepositions *in* and *on* retain aspects of spatial meaning in abstract contexts. In L. Carlson, Ch. Hoelscher & Th. F. Shipley (Eds.) *Expanding the Space of Cognitive Science. Proceedings of the 33rd Annual Meeting of the Cognitive Science Society*. Cognitive Science Society (pp. 1589–1594). <http://csjarchive.cogsci.rpi.edu/Proceedings/2011/papers/0358/index.html>
- Lakoff, G. (1987). *Women, Fire, and Dangerous Things*. The University of Chicago Press.
- Lindstromberg, S. (2001). Prepositions in UK monolingual learners' dictionaries: problems and possible solutions, *Applied Linguistics* 22 (1), 79–103.
- Navarro Ferrando, I. (2006). On the meaning of three English prepositions. In I. Navarro i Ferrando & N. A. Crespo (Eds.) *In-roads of Language. Essays in English Studies* (pp. 167-180). Universitat Jaume I.
- Noreika, M. (2015). *Space Conceptualization in English: on the polysemy of the preposition against*. Unpublished BA thesis. Vilnius University.
- ParC—Parallel Corpus compiled by the Centre of Computational Linguistics at Vytautas Magnus University. <https://sitti.vdu.lt/lygiagretus-tekstynas/> Accessed March 2024.
- Šeškauskienė, I. & R. Juknevičienė. 2020. Prepositions in L2 written English, or why *on* poses more difficulties than *in*. *Nordic Journal of English Studies* 19 (1), 65-96.
- Talmy, L. (2000). How language structures space. In L. Talmy. *Towards Cognitive Semantics*. Vol. 1, 177–254.
- Talmy, L. (2007). Attention Phenomena. In D. Geeraerts & H. Cuyckens (Eds.) *The Oxford Handbook of Cognitive Linguistics* (pp. 264–293). Oxford University Press.
- Tyler, A. & V. Evans (2003). *The Semantics of English Prepositions*. Cambridge University Press.
- Zwarts, J. (2010). Forceful prepositions. In V. Evans & P. Chilton (Eds.) *Language, Cognition and Space: The State of the Art and New Directions* (pp. 193–213). Equinox Publishing Ltd.

No evidence for a functional role of motor cortex in construing meaning from language

Solana, Pablo. *University of Granada.* [Correspondence/ First author]

Santiago, Julio. *University of Granada.* [Leading researcher / Second author]

Embodied cognition theories predict a functional involvement of sensorimotor processes in language understanding (Barsalou, 2008; Gallese & Lakoff, 2005). In a preregistered experiment, we tested this idea by investigating whether interfering with primary motor cortex (M1) activation can change how people construe meaning from action language (Vallacher & Wegner, 1987). Thirty native Spanish speakers were presented with sentences describing actions (e.g., "turning off the light") and asked to choose between two interpretations of their meaning, one more concrete (e.g., "flipping a switch") and another more abstract (e.g., "going to sleep"). Prior to this task, participants' M1 was disrupted using repetitive transcranial magnetic stimulation (rTMS; Chen et al., 1997). The results yielded strong evidence against the idea that M1-rTMS affects meaning construction. Additional analyses and control experiments suggest that the absence of effect cannot be accounted for by failure to inhibit M1, lack of construct validity of the task, or lack of power to detect a small effect. In sum, these results do not support a causal role for primary motor cortex in building meaning from action language, thereby challenging some versions of embodiment.

Key words

Embodied cognition; Language comprehension; Construal level; Motor cortex; Brain stimulation.

References

- Barsalou, L. W. (2008). Grounded cognition. *Annual Review of Psychology, 59*, 617-645.
- Chen, R. M. M. F., Classen, J., Gerloff, C., Celnik, P., Wassermann, E. M., Hallett, M., &
- Cohen, L. G. (1997). Depression of motor cortex excitability by low-frequency transcranial magnetic stimulation. *Neurology, 48*(5), 1398-1403.
- Gallese, V., & Lakoff, G. (2005). The brain's concepts: The role of the sensory-motor system in conceptual knowledge. *Cognitive Neuropsychology, 22*(3-4), 455-479.
- Vallacher, R. R., & Wegner, D. M. (1987). What do people think they're doing? Action identification and human behavior. *Psychological Review, 94*(1), 3

Variación en las metonimias cromáticas de tipo parte-parte en español e inglés

Soto Nieto, Almudena. *Universidad Católica de Valencia*

La variación interlingüística es uno de los principales intereses de estudio dentro del ámbito de la metonimia conceptual (Barcelona 2003, 2004; Hilpert 2007; Brdar 2007; Brdar, Raffaelli y Zic Fuchs 2012, Zahng 2016). Uno de sus principales propósitos tiene que ver con el hecho de evidenciar similitudes significativas que puedan tener repercusión en ámbitos como la enseñanza de lenguas extranjeras, la lexicografía o la traducción, entre otras (Littlemore 2015). El objetivo del presente estudio es analizar la variación de las metonimias cromáticas de tipo parte-parte en español e inglés con el fin de establecer las posibles semejanzas y diferencias en su comportamiento. La metodología aplicada se ha desarrollado en dos fases: en la primera se recurre a diferentes corpus de las lenguas estudiadas para obtener un inventario de expresiones lingüísticas reales en las que aparecen algunos de los términos básicos de color ('blanco', 'negro', 'rojo', 'azul', 'verde', 'amarillo', 'gris', 'marrón' y 'morado', en español, y los términos equivalentes en inglés). A continuación, se determinan los diferentes sentidos polisémicos asociados a cada palabra de color y se identifican las diferentes proyecciones metonímicas parte-parte responsables de su motivación (Pragglejazz Group 2007; Barcelona 2011). Los resultados en este primer estadio revelan que las metonimias parte-parte encargadas de motivar los sentidos en español e inglés son PROPIEDAD SALIENTE DE UNA ENTIDAD POR PROPIEDAD FÍSICA CONCOMITANTE DE LA MISMA ENTIDAD, PROPIEDAD SALIENTE DE UNA ENTIDAD POR PROPIEDAD ABSTRACTA CONCOMITANTE DE LA MISMA ENTIDAD, EFECTO POR EMOCIÓN y SÍNTOMA POR ESTADO. En la segunda fase se realiza el análisis contrastivo siguiendo los siguientes parámetros (Barcelona, 2001): a. grado de elaboración conceptual, b. existencia de proyecciones comunes y particulares de cada lengua y c. grado de convencionalización lingüística. De acuerdo con ellos, el análisis demuestra, en primer lugar, que destacan algunas metonimias al presentar una mayor rentabilidad en una lengua frente a otra. Ejemplos de ello son NEGRO POR NEGATIVIDAD y SÍNTOMA POR ESTADO FÍSICO DE PERSONAS, que elaboran más conceptos diferentes en español, mientras que las metonimias COLOR POR EMOCIÓN y SÍNTOMA POR ESTADO DE OBJETOS lo hacen en inglés. En segundo lugar, se observa la existencia de proyecciones propias en una lengua y su ausencia en otras. Algunos casos serían los de MORADO POR ASFIXIA, DELEITE Y DISFRUTE DE ALIMENTOS en español y los de AZUL POR PROPIEDAD ABSTRACTA y proyecciones metonímicas específicas correspondientes a COLOR POR EMOCIÓN, en inglés. Por último, se observa que algunas metonimias presentan un mayor grado de convencionalización lingüística en una u otra lengua. Las metonimias NEGRO POR NEGATIVIDAD y SÍNTOMA POR ESTADOS FÍSICOS DE PERSONAS presentan más manifestaciones lingüísticas en español (*pasarlas negras, ponerse negro un asunto, estar rojo, ponerse morado, estar con los ojos en blanco...*) y COLOR COMO PROPIEDAD SALIENTE DE UNA ENTIDAD POR PROPIEDAD FÍSICA CONCOMITANTE o COLOR POR EMOCIÓN ofrecen mayor explotación lingüística en la lengua

inglesa (*go grey, to grey, to go brown, make somebody see red, to be red-faced, yellow-bellied...*).

Palabras clave

Metonimia conceptual, variación interlingüística, semántica cognitiva, color, corpus

Referencias

Libros

- Brdar, M. (2007). *Metonymy in Grammar: Towards Motivating Extensions of Grammatical Categories and Constructions*. University of Osijek.
- Brdar, M., Raffaelli, I. & Zic Fuchs, M. (2012). *Cognitive Linguistics between Universality and Variation*. Cambridge Scholars Publishing
- Littlemore, J. (2015). *Metonymy. Hidden Shortcuts in Language, Thought and Communication*. Cambridge University Press.
- Zhang, W. (2016). *Variation in Metonymy: Cross-linguistic, Historical and Lectal Perspectives*. *Cognitive Linguistics Research Series* Vol. 59. Mouton de Gruyter.

Capítulos

- Barcelona, A. (2001). On the Systematic Contrastive Analysis of Conceptual Metaphors: Case Studies and Proposed Methodology. En M. Pütz, S. Niemeier & R. Dirven (Eds.), *Applied Cognitive Linguistics II: Language Pedagogy* (pp. 117- 146). Mouton de Gruyter.
- Barcelona, A. (2004). Metonymy Behind Grammar: The Motivation of the Seemingly 'Irregular' Grammatical Behavior of English Paragon Names. En G. Radden & K.-U Panther (Eds.), *Studies in Linguistics Motivation* (pp. 357-374). Mouton de Gruyter
- Barcelona, A. (2011): Reviewing the properties and prototype structure of metonymy. En R. Benczes, A. Barcelona, & F. J. Ruiz de Mendoza (Eds.), *Defining metonymy in cognitive linguistics: Towards a consensus view* (pp. 7-57) John Benjamins.
- Hilpert, M. (2007). Chained Metonymies in Lexicon and Grammar: A Cross-Linguistic Perspective on Body Part Terms. En G. Radden, K.-M. Kopcke, T. Berg & P. Siemund (Eds.), *Aspects of Meaning Construction* (pp. 77-98). John Benjamins.

Artículos

- Barcelona, A. (2003). Names: A Metonymic 'Return Ticket' in Five Languages. *Jezikoslovlje*, 4, 11-41.
- Pragglejazz Group. MIP (2007). A Method for Identifying Metaphorically Used Words in Discourse. *Metaphor and Symbol*, 22(1), 1-39.

Proyectos que abren caminos: Las metáforas en las cartas de presentación de las ONG

Suárez-Campos, Laura. *Universidad Grenoble Alpes (Francia).*

Escartín Arilla, Ana. *Universidad Paris Nanterre (Francia).*

Gómez Vicente, Lucía. *Universidad Lyon2 (Francia).*

Las ONG de cooperación internacional se enfrentan a un importante reto comunicativo: ¿Cómo seguir justificando la necesidad de sus acciones sin cuestionar su propia eficacia? (Erro Sala, 2003; Marí Sáez, 2017). Este desafío, que genera debates intensos en el seno de la profesión, subyace a buena parte de sus prácticas discursivas.

Este estudio aporta una perspectiva innovadora al adentrarse en un ámbito escasamente explorado desde la lingüística de corpus: el sector no lucrativo (Gonçalves y Oliveira, 2022). En la investigación se analizan las manifestaciones discursivas de las ONG en un género específico de estas organizaciones: la carta de presentación de la memoria anual de actividad. La carta de presentación se publica con la finalidad de establecer contacto con los lectores, sintetizar el contenido de la memoria y orientar su lectura. Además, juega un papel fundamental en la construcción de la imagen institucional y en la transmisión de la voz de la organización. El objetivo del estudio es identificar las metáforas (Lakoff & Johnson, 1980) utilizadas en este género y analizar su función.

El corpus de estudio está constituido por las cartas de presentación incluidas en 98 memorias anuales de ONGs españolas de cooperación correspondientes al año 2017 y publicadas en las páginas web entre 2018 y 2019. Se trata de 105 documentos (dado que algunas memorias incluyen dos cartas) con un total de 46.600 palabras y una media de 444 palabras por texto.

La metodología de identificación y análisis sigue el enfoque del dominio fuente (Deignan 1999) y el enfoque integrado de la metáfora y el encuadre (*Integrated Approach to metaphor and framing*) (Semino et al., 2016). En la primera etapa, se identificaron expresiones metafóricas en una muestra de 15,000 palabras del corpus utilizando el procedimiento de identificación de metáforas (MIP) del Grupo Pragglejaz (2007). Posteriormente, se buscó y verificó manualmente su uso metafórico en todo el corpus. En la segunda etapa, se identificaron los campos semánticos que actuaron como dominio fuente en las expresiones metafóricas. La tercera etapa consistió en un análisis cuantitativo de las expresiones metafóricas según su dominio fuente. Finalmente, en la cuarta etapa, se llevó a cabo un análisis cualitativo para evaluar los efectos de encuadre (*framing*) de las expresiones metafóricas según sus dominios fuente. El encuadre es una función esencial de la metáfora, que permite reflejar y promover una comprensión y evaluación específicas de un tema o situación (Lakoff & Johnson, 1980; Musolff, 2019; Ritchie & Cameron, 2014; Semino et al., 2016)

Los primeros análisis han permitido identificar tres dominios fuente principales: VIAJE, CONSTRUCCIÓN y CONFRONTACIÓN VIOLENTA (Semino et al., 2016). Las metáforas asociadas a estos dominios, como LA ACCIÓN DE LA ONG ES UN VIAJE, proporcionan una clave interpretativa esencial para entender cómo las ONG conciben y comunican acerca de su labor, sus propósitos y la naturaleza de su misión, que se relaciona a su vez con diferentes tendencias presentes en el campo de la cooperación (reformista/maximalista, transacción/transformación, etc.).

Palabras clave

Metáfora, análisis del discurso, ONG, cartas de presentación, corpus.

Referencias

- Erro Sala, J. (2003). "ONGD: ¿Comunicarse por qué y para qué? El paso de la comunicación mercadeada a la comunicación social educativa", en BENET, V. J. y NOS ALDÁS, E. (eds.): *La publicidad en el Tercer Sector. Tendencias y perspectivas de la comunicación solidaria*, Barcelona: Icaria, 53-81.
- Gonçalves, G. y Oliveira, E. (2022): "Introducing nonprofit communication and mapping the research field", en Gonçalves, G. y Oliveira, E. (eds.): *The Routledge Handbook of Nonprofit Communication*. Routledge, 1-11.
- Lakoff, G., & Johnson, M. L. (1980). *Metaphors we live by*. Chicago: Chicago University.
- Marí Sáez, V. M. (2017). "La Comunicación para el Desarrollo y el Cambio Social como respuesta y como propuesta para el tercer sector. Consecuencias estratégicas", en *Documentación Social*, nº 184, 11-35.
- Musolff, A. (2019). Metaphor Framing in Political Discourse. *Mythos-Magazin*, ISSN 2627-8685.
- Pragglejaz group. (2007). MIP: A Method for Identifying Metaphorically Used Words in Discourse. *Metaphor and Symbol*, 22(1), 1-39. <https://doi.org/10.1080/10926480709336752>
- Ritchie, L., & Cameron, L. (2014). Open Hearts or Smoke and Mirrors: Metaphorical Framing and Frame Conflicts in a Public Meeting. *Metaphor and Symbol*, 29, 204-223. <https://doi.org/10.1080/10926488.2014.924303>
- Semino, E., Demjén, Z., & Demmen, J. (2016). An Integrated Approach to Metaphor and Framing in Cognition, Discourse, and Practice, with an Application to Metaphors for Cancer. *Applied Linguistics*, amw028. <https://doi.org/10.1093/applin/amw028>

Does Sign Language Shape Lateral Space-Valence Associations?

Tann, Karla. *Universidad de Granada.*

Solana, Pablo; Ouellete, Marc; Santiago, Julio. *Centro de Investigación Mente, Cerebro y Comportamiento.*

Heng, Li. *Northumbria University*

This study investigates whether linguistic influences can affect the manifestation of lateral space-valence mappings in people's minds. Although most oral languages and cultures of the world have expressions and conventions that associate the good with the right space, this association seems to be body-specific: right-handers associate positive concepts with the right side and negative concepts with the left side, left-handers have the opposite association, and the size of the effect of body specificity does not vary with linguistic and cultural conventions. Thus, it is widely believed that this conceptual metaphor only depends on the body. However, sign languages do not seem to have any conventional association between lateral space and valence, and a recent study has shown that signers do not associate valence with lateral space, opening the possibility of a causal influence of language. We here set to replicate this surprising and controversial finding by comparing a sign language group, consisting of Spanish and Chinese Sign Language users, with an oral Spanish control group on the widely applied in this field "Bob task". Supporting the prior finding, Spanish language participants associated the good with their dominant side of space, but signers did not. We discuss potential interpretations of this result.

Keywords

Body specificity hypothesis; Sign Language; Handedness; Emotional valence; Motor fluency; Conceptual metaphor.

References

- Brouillet, D., Milhau, A., & Brouillet, T. (2015). When "good" is not always right: effect of the consequences of motor action on valence-space associations. *Frontiers in Psychology, 6*. <https://doi.org/10.3389/fpsyg.2015.00237>
- Brunyé, T. T., Gardony, A. L., Mahoney, C. R., & Taylor, H. A. (2012). Body-specific representations of spatial location. *Cognition, 123*(2), 229–239. <https://doi.org/10.1016/j.cognition.2011.07.013>
- Casasanto, D. (2009). Embodiment of abstract concepts: Good and bad in right- and left-handers. *Journal of Experimental Psychology: General, 138*(3), 351–367. <https://doi.org/10.1037/a0015854>
- Casasanto, D., & Chrysikou, E. (2011a). When left is "Right." *Psychological Science, 22*(4), 419–422. <https://doi.org/10.1177/0956797611401755>

- Casasanto, D., & Chrysiou, E. (2011b). When left is “Right.” *Psychological Science*, 22(4), 419–422. <https://doi.org/10.1177/0956797611401755>
- Casasanto, D., & Henetz, T. (2011). Handedness shapes children’s abstract concepts. *Cognitive Science*, 36(2), 359–372. <https://doi.org/10.1111/j.1551-6709.2011.01199.x>
- De La Fuente, J., Casasanto, D., & Santiago, J. (2015). Observed actions affect body-specific associations between space and valence. *Acta Psychologica*, 156, 32–36. <https://doi.org/10.1016/j.actpsy.2015.01.004>
- De La Vega, I. J. M., De Filippis, M., Lachmair, M., Dudschig, C., & Kaup, B. (2012). Emotional valence and physical space: Limits of interaction. *Journal of Experimental Psychology: Human Perception and Performance*, 38(2), 375–385. <https://doi.org/10.1037/a0024979>
- Foolen, A. (2019). Chapter 6. The value of left and right. In *Pragmatics & beyond* (pp. 139–158). <https://doi.org/10.1075/pbns.302.06foo>
- Kong, F. (2013). Space–valence associations depend on handedness: evidence from a bimanual output task. *Psychological Research*, 77(6), 773–779. <https://doi.org/10.1007/s00426-012-0471-7>
- Li, H., & Cao, Y. (2019). The Body in Religion: The Spatial Mapping of Valence in Tibetan Practitioners of Bön. *Cognitive Science*, 43(4). <https://doi.org/10.1111/cogs.12728>
- Mansoori, B., & Nassiri, V. (2022). Testing the body specificity hypothesis: A comparative study of the Persian language and the Persian Sign language. *Acta Psychologica*, 223, 103496. <https://doi.org/10.1016/j.actpsy.2022.103496>
- Milhau, A., Brouillet, T., & Brouillet, D. (2013). Biases in evaluation of neutral words due to motor compatibility effect. *Acta Psychologica*, 144(2), 243–249. <https://doi.org/10.1016/j.actpsy.2013.06.008>
- Ping, R. M., Dhillon, S., & Beilock, S. L. (2009). Reach for what you like: the body’s role in shaping preferences. *Emotion Review*, 1(2), 140–150. <https://doi.org/10.1177/1754073908100439>
- Song, X., Yi, F., Zhang, J., & Proctor, R. W. (2019). Left is “good”: Observed action affects the association between horizontal space and affective valence. *Cognition*, 193, 104030. <https://doi.org/10.1016/j.cognition.2019.104030>
- Sutton–Spence, R. (2016). Metaphor in sign language poetry. In *Metaphor in language, cognition, and communication* (pp. 249–264). <https://doi.org/10.1075/milcc.5.14sut>
- Sutton–Spence, R., & Kaneko, M. (2007). Symmetry in sign language poetry. *Sign Language Studies*, 7(3), 284–318. <https://doi.org/10.1353/sls.2007.0020>
- Veale, J. F. (2013). Edinburgh Handedness Inventory – Short Form: A revised version based on confirmatory factor analysis. *Laterality: Asymmetries of Brain, Behaviour, and Cognition*, 19(2), 164–177. <https://doi.org/10.1080/1357650x.2013.783045>

Social construct of stigma in the AIDS crisis: conceptual metaphor and discourse in *The Normal Heart* by Larry Kramer

Torres-Fernández, J. Javier. *Universidad de Almería.*

This paper explores the representation of stigma (Goffman 1986, Epstein 1992, Gilman 1988) as a social construct through the analysis of conceptual metaphor and discourse (Lakoff and Johnson 1980, Kövecses 2002, Musolff 2021) in *The Normal Heart* (1985), a play written by Larry Kramer that is set during the early years of the AIDS crisis (Altman 1986). This study uses a qualitative methodology to investigate how stigma is constructed, reinforced, and challenged in the text through stereotypes and social prejudices directly attributed to the disease. The play, used as corpus of analysis in this investigation, with approximately 112 pages in its printed version, provides rich examples of conceptual metaphor in the context of AIDS, such as AIDS as a “plague” or “scourge”, and depicts AIDS as a devastating force that indiscriminately afflicts individuals and communities. It not only reinforces the stigma surrounding the disease but also shapes societal perceptions of those affected by it (Pearl 2015). By analyzing the linguistic and rhetorical strategies employed by the characters, as well as the underlying metaphors used to conceptualize AIDS, this paper emphasizes the social and cultural dynamics surrounding stigma from the AIDS crisis till now. In conclusion, this paper shows complex social and cultural dynamics influencing the construct of stigma during the AIDS crisis and its relevance to contemporary society.

Key words

North American literature, conceptual metaphor, discourse, stigma, AIDS crisis.

References

- Altman, D. (1986). *AIDS in the mind of America*. Anchor Books.
- Epstein, J. (1992). AIDS, stigma, and narratives of containment. *American Imago*, 49(3), 293-310.
- Gilman, S. L. (1988). *Disease and representation: images of illness from madness to AIDS*. Cornell University Press.
- Goffman, E. (1986). *Stigma: notes on the management of spoiled identity*. Simon & Schuster.
- Kövecses, Z. (2002). *Metaphor: a practical introduction*. Oxford University Press.
- Kramer, L. (1985). *The normal heart*. London: Nick Hern Books.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago University Press.
- Musolff, A. (2021). *National conceptualisations of the body politic: cultural experience and political imagination*. Springer.
- Pearl, M. B. (2015). *AIDS literature and gay identity: the literature of loss*. Routledge

How to become a deictic caused-motion verb? A case study in Spanish

Torres Soler, Julio. *University of Alicante*.

In previous studies, two cross-linguistic pathways of semantic change that give rise to deictic motion verbs have been identified (Ricca, 1991; Montserrat i Buendia, 2005; Moret Oliver & Ibarretxe-Antuñano, 2018). On the one hand, *coming verbs* (e.g., *come*, *bring*) originate from verbs that express motion toward a Goal or, in the terminology of Talmy (2000), verbs that encode the vector MOVE TO. On the other hand, *going verbs* (e.g., *go*, *take*) derive from verbs that designate motion events that are not delimited by their endpoint, such as Source-oriented verbs (vector MOVE FROM) or manner-of-motion verbs. However, as far as I know, the few diachronic works on this topic have focused on self-agentive motion verbs only. Additionally, Uehara's (2006) typological study suggests that languages with deictic motion verbs expressing more complex events (e.g., caused-motion events) also have deictic motion verbs that express less complex events (e.g., self-agentive motion events). Against this background, the present work addresses the question of whether the encoding of spatial deixis in caused-motion verbs follows a pathway of change similar to that observed in self-agentive motion verbs, or whether it arises by analogy with more basic deictic motion verbs.

This contribution investigates, as a case study, the encoding of the deictic component of the caused-motion verbs *llevar* ('take') and *traer* ('bring') within the history of Spanish. For this purpose, a dictionary-based analysis of their Latin etymons, *levare* and *trahere*, is conducted. In addition, a diachronic corpus of *llevar* and *traer* is examined, consisting of more than 1300 examples of each verb that span from the 12th to the 20th century and are limited to the geographic area of Spain. All the examples have been obtained from the *Corpus del Diccionario Histórico de la Lengua Española* (CDH). Focusing on the contexts of immediate deixis (Gathercole 1978), the deictic restrictions shown by *llevar* and *traer* in the different stages of the language is qualitatively analyzed. Moreover, the vectorial preferences of these verbs are examined through the quantitative analysis of their combinatorial profile.

The analysis shows that, in Latin, the verb *trahere* designated motion events that were not delimited by their endpoint. Some traces of its old preference for the expression of unbounded events are still observed in the 13th century. Consequently, the deictic nature of *traer*, which is currently a coming verb, cannot be satisfactorily explained as the result of a gradual semantic change starting from encoded vector information. Instead, it is suggested that the emergence of the deictic meaning of *llevar* and *traer* was driven by the analogy with the self-agentive verb pair *ir* ('go') and *venir* ('come'), which had started to develop a deictic opposition in Late Latin. This claim is supported by chronological parallels in the encoding of deixis between the two verb pairs in different periods of Spanish. Consistently with Uehara's view (2006), our analysis

shows that, for a pair of deictic caused-motion verbs to emerge in Spanish, the prior existence of a pair of more basic deictic motion verbs was crucial.

Key words

Motion events; deictic motion verbs; analogy; semantic change.

References

- Montserrat i Buendia, S. (2005). Entre la dixi i la definitud: els verbs de moviment resultatiu en català. *Caplletra*, 39, 61-83.
- Moret Oliver, M., & Ibarretxe-Antuñano, I. (2018). Una aproximación desde la tipología semántica a la deixis (ir y venir) en aragonés y catalán medieval. In M. L. Arnal Purroy, R. M. Castañer Martín, J. M. Enguita Utrilla, V. Lagüéns Gracia, & M. A. Martín Zorraquino (Eds.), *Actas del X Congreso Internacional de Historia de la Lengua Española (Vol. 2)* (pp. 2145-2158). Institución Fernando el Católico.
- Ricca, D. (1991). Andare e venire nelle lingue romanze e germaniche: dall ' Aktionsart alla deixis. *Archivio Glottologico Italiano*, 76, 159-192.
- Talmy, L. (2000). *Toward a Cognitive Semantics (Vol. 2): Typology and Process in Concept Structuring*. The MIT Press.
- Uehara, S. (2006). Toward a typology of linguistic subjectivity: A cognitive and cross-linguistic approach to grammaticalized deixis. In A. Athanasiadou, C. Canakis, & B. Cornillie (Eds.), *Subjectification: Various Paths to Subjectivity* (pp. 75-117). De Gruyter Mouton.

Estudio contrastivo sobre la semántica del verbo sintagmático en español y en chino

Wang, Yuan. *Universidad de Granada*
Pamies, Antonio. *Universidad de Granada*

El fenómeno del verbo sintagmático (VS), *phrasal verb* en inglés, se ha considerado por largo tiempo como característica única de las lenguas germánicas (Cappelle & Look 2017; Dewell 2011). Sin embargo, se ha comprobado su existencia en otras lenguas, incluyendo el español (Calvo Rigual 2008; Luque Durán 1972; Pamies 2019a, 2019b, 2019c, 2020a, 2020b) y el chino (Lü 1979, 1980; Pamies & Wang 2020; Teng 1977).

Este trabajo contrastivo se enfoca en la semántica del VS en ambas lenguas, con el fin de buscar similitudes, solapamientos, así como diferencias entre ellas. Para ello, adoptamos la Lingüística Cognitiva como la base teórica del presente trabajo, especialmente la Gramática de Construcciones, que permite situar los frasemas, entre los cuales está el VS, dentro del continuo léxico-gramatical (cf. Goldberg 1995, 2006; Dobrovól'skij 2011; Mellado Blanco 2020a, 2020b entre otros).

Según el trabajo tipológico de Talmy (2000), el chino es una lengua de marco satélite, que codifica eventos de desplazamiento, eventos del cambio de estado y eventos de realización en el satélite, mientras que en español, que es una lengua prototípica de marco verbal, dichos eventos se codifican en el verbo. En el presente trabajo contrastivo del VS entre español y chino, hemos observado que, debido a la diferencia de lexicalización, el español carece de VS direccionales y aspectuales en comparación con el chino, donde la construcción [V+partícula direccional] se utiliza sistemáticamente para expresar el desplazamiento y la aspectualidad. Casi todos los VS encontrados en español son completamente idiomáticos.

A pesar de esta gran diferencia tipológica, hemos descubierto que la extensión semántica de muchos VS es similar, e incluso idéntica, p.ej., el VS chino *dǎoxia* (倒下*caer+abajo) y el español venirse abajo no sólo denotan 'el colapso literal de algo', sino también metafóricamente 'el colapso físico y mental de una persona' y 'el fracaso'. Esto es tipológicamente relevante, al poner de manifiesto que las metáforas y metonimias conceptuales que motivan el significado figurado de algunos VS son comunes para las dos lenguas.

Por último, nos centramos en buscar las expresiones equivalentes en español para los eventos de desplazamiento y de aspectualidad que en chino se codifican en [V+partícula direccional]. En esta última parte del trabajo, se observará aún más la manipulación metafórica similar del desplazamiento en ambas lenguas y la diferencia tipológica de representación lingüística.

Palabras clave

verbo sintagmático, semántica, lingüística cognitiva, *phrasal verb*.

Referencias

- Calvo Rigual, C. (2008). I verbi sintagmatici italiani, con appunti contrastivi con lo spagnolo e il catalano. In: C. Conzález Royo & P. Mogorrón Huerta (eds.), *Estudios y análisis de fraseología contrastiva: lexicografía y traducción* (pp. 47-66). Universidad de Alicante.
- Cappelle, B. & Loock, R. (2017). Typological Differences Shining Through: The Case of Phrasal Verbs in Translated English. In: G. Sutter et al. (eds.), *Empirical Translation Studies: New Theoretical and Methodological Traditions* (pp. 235-264.). Mouton de Gruyter.
- Dewell, R. (2011). *The Meaning of Particle/Prefix Constructions in German*. John Benjamins.
- Dobrovol'skij, D. (2011) [traduccido a español por M. Sánchez Sánchez en 2016]. Fraseología y gramática de construcciones. *Language Design* 18, 71-106.
- Goldberg, A. (1995). *Constructions: A construction Grammar Approach to Argument Structure*. University of Chicago Press.
- Goldberg, A. (2006). *Constructions at Work: The Nature of Generalization in Language*. Oxford University Press.
- Luque Durán, J. (1972). *Las estructuras preposicionales en español y en inglés*. Tesis doctoral, Universidad de Granada.
- Lü, S. [吕叔湘] (1979). *Hanyu yufa fenxi wenti 汉语语法分析问题* ["Problemas del análisis gramatical del chino"]. Shangwu yinshu guan 商务印书馆.
- Lü, S. [吕叔湘] (1980 [1999]): *Xiandai hanyu babai ci 现代汉语八百词* ["Las 800 palabras del chino moderno"]. Shangwu yinshu guan 商务印书馆.
- Mellado Blanco, C. (2020a). Esquemas fraseológicos y construcciones fraseológicas en el continuo léxico-gramática. In C. Sinner et al. (eds.), *Clases y categorías en la fraseología de la lengua española* (pp. 13-36). Leipzig Universitätsverlag.
- Mellado Blanco, C. (2020b). La desautomatización desde el prisma de la Gramática de Construcciones: un nuevo paradigma de la variabilidad fraseológica. *Nasledje* 45, 17-34.
- Pamies, A. (2019a). El verbo sintagmático en las lenguas románicas. In: A. Briz et al. (eds.), *Estudios lingüísticos a Emilio Ridruejo* (Vol. II: 1057-1070). Universidad de Valencia.
- Pamies, A. (2019b). Compuestos verbolocativos y fraseología. In: A. Pejovic et al. (eds.), *Estudios hispánicos serbios y retos de la contemporaneidad* (pp. 13-26). Universidad de Belgrado.
- Pamies, A. (2019c). Prefijos, preverbios, partículas y el continuo léxico-gramatical. In: z A. López González et al. (eds.), *Voces dialogantes. Estudios en homenaje al profesor Waczesław Nowikow* (pp. 363-374). Wydawnictwo Uniwersytetu Łódzkiego.

- Pamies, Antonio (2020a). Polisemia diatópica del verbo sintagmático español. In: E. Dal Maso (ed.), *De aquí a Lima. Estudios fraseológicos del español de España e Hispanoamérica* (pp. 171-186). Edizioni Ca'Foscari.
- Pamies, Antonio (2020b). Phrasal Verbs, Idiomaticity and the Fixedness Continuum. In: J. Szerszunowicz & M. Awier (eds.), *Reproducible Multiword Expressions from a Theoretical and Empirical Perspective*. Special Issue of *Intercontinental Dialogue on Phraseology* (pp. 55-74). University Białystok.
- Pamies, A. & Wang, Y. (2020). Frasemas verbales y metáfora gramatical en español y en chino. *LynX* 19, 89-145.
- Talmy, L. (2000). *Toward a Cognitive Semantics: Vol. 2. Typology and Process in Concept Structuring*. The MIT Press.
- Teng, S. (1997). A Grammar of Verb-Particle in Chinese. *Journal of Chinese Linguistics* 5 (1), 1-25.

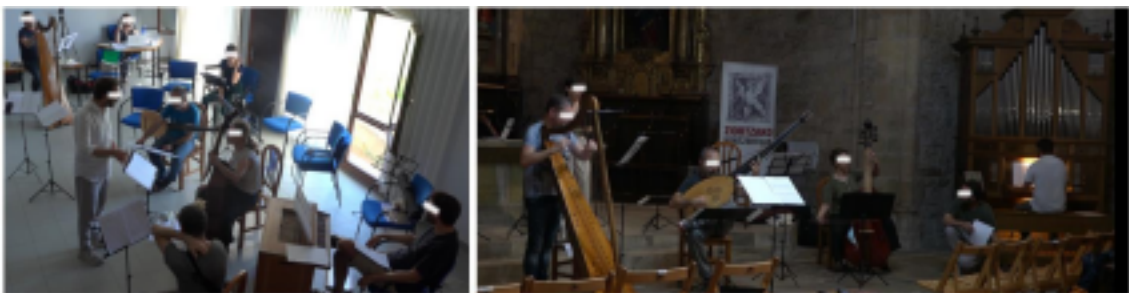
Análisis multimodal de (micro)eventos de mediación en ensayos de música antigua

Yániz, Javier. *Instituto Cultura y Sociedad (ICS), Universidad de Navarra.*

Los estudios que apuestan por el conocimiento de la interrelación entre **lenguaje y cognición** señalan la importancia de atender a la comunicación como una actividad humana natural y culturalmente constituida (Hutchins, 1995, xiii). En el giro social y multimodal que viven dichos estudios (Ibarretxe-Antuñano & Valenzuela, 2021) se hace necesario investigaciones que aborden las **rutinas conversacionales multimodales** (Chernyshova, Piccoli & Ursi, 2022) en **situaciones comunicativas complejas orientadas a un fin** (*goal-oriented*) (cf. Beckner et al., 2009).

Con el fin de ampliar el conocimiento de procesos comunicativos complejos, con varios interlocutores y en los que coexisten diferentes modalidades, en esta comunicación se realiza **un análisis multimodal de secuencias de negociación durante ensayos de música antigua**. En la creación de significado (*meaning-making*) tanto a nivel musical (Schelenker, 2022) como corporeizado (cf. Lindblom, 2014) puede emerger el conflicto entre los *actores* implicados (presentes y ausentes) siendo necesaria la presencia de un **(inter)mediador** que facilite la **desescalada del conflicto**.

Con los ejemplos analizados en esta comunicación, se busca evidenciar **las secuencias de (des)alineación y discrepancias explícitas** en la interpretación de las piezas y las **rutinas multimodales emergentes** mediante las que se **favorece la resolución del conflicto**.



Participantes en el proceso de ensayos de *Díganme por qué Cristo* y *Dónde vas, amor* participan cinco instrumentistas (arpa, tiorba, órgano, bajón y violón), una soprano (*Díganme...*), un contratenor (*Dónde vas...*) y el director. Fotogramas de la sala de ensayo y de la iglesia.

Para ello, **los participantes (N=12)** accedieron, mediante un consentimiento informado, a la grabación (con tres cámaras) de los ensayos desarrollados entre los días 8 y 10 de septiembre de 2023 (**810 minutos**). En este estudio, se ha decidido **analizar cualitativamente** las **estrategias de mediación** en las secuencias correspondientes a los ensayos de las piezas *Díganme por qué Cristo* y *Dónde vas, amor*.

La metodología seguida parte de estudios previos en etnología cognitiva (cf. Hutchins, 1995) y en **análisis multimodal de interacciones orientadas a un fin** tanto en procesos artísticos como cotidianos(cf. Lefebvre & Mondada, 2023; Mondada, 2021). La selección de las secuencias analizadas se encuentra motivada tanto por las notas de campo recopiladas durante los ensayos como por la posterior revisión de las transcripciones.

En resumen, el principal objetivo de esta comunicación es aportar una **descripción detallada de los mecanismos multimodales emergentes en procesos de negociación durante ensayos musicales** problematizando las nociones de **(des)alineación** (Rasenberg, Özyürek & Dingemanse, 2020; Olza, 2022), **conceptual blending** (Fauconnier & Turner, 2022) y **multimodalidad & multisensorialidad** (Mondada, 2021). Para, en última instancia, aportar nuevas evidencias que refuerce la idea de que *joint music-making is unquestionably a highly social activity* (Izen, Cassano-Coleman & Piazza, 2023).

Palabras clave

Interacción multimodal, ensayos de música, negociación, mediación, conflicto.

Referencias

- Beckner, C., Blythe, R., Bybee, J., Christiansen, M.H., Croft, W., Ellis, N.C., Holland, J., Ke, J., Larsen-Freeman, D. and Schoenemann, T. (2009). Language Is a Complex Adaptive System: Position Paper. *Language Learning*, 59, 1-26. <https://doi.org/10.1111/j.1467-9922.2009.00533.x>
- Chernyshova, E., Piccoli, V. & Ursi, B. (2022). Multimodal conversational routines : Talk in-interaction through the prism of complexity. In K. Lund, P. Basso Fossali, A. Mazur & M. Ollagnier Beldame (Eds.), *Language is a complex adaptive system: Explorations and evidence* (pp. 131–146). Language Science Press. DOI: 10.5281/zenodo.6620127
- Fauconnier, G. & Turner, M. (2002). *The way we think: conceptual blending and the mind's hidden complexities*. Basic Books.
- Hutchins, E. (1995). *Cognition in the Wild*. The MIT Press.
- Ibarretxe-Antuñano, I. & Valenzuela, J. (2021). *Lenguaje y cognición*. Síntesis.
- Izen, S.C., Cassano-Coleman, R.Y. & Piazza, E.A. (2023) Music as a window into real-world communication. *Frontiers in Psychology*, 14, 1012839. <https://doi.org/10.3389/fpsyg.2023.1012839>
- Lefebvre, A. & Mondada, L. (2023). Interactional Contingencies in Rehearsing a Theater Scene: The Consequentiality of Body Arrangements as Action Unfolds. *Human Studies*, 46, 303-335. <https://doi.org/10.1007/s10746-023-09669-3>

- Lindblom, J. (2014). Meaning-making as a socially distributed and embodied practice. In A. Scarinzi (ed.) *Aesthetics and the Embodied Mind: Beyond Art Theory and the Cartesian Mind-Body Dichotomy. Contributions To Phenomenology*, 73, 3-19 Springer. https://doi.org/10.1007/978-94-017-9379-7_1
- Mondada, L. (2021). *Sensing in Social Interaction. The taste for Cheese in Gourmet Shops*. Cambridge.
- Olza, Inés (2022). Patrones multimodales de (des)alineación conversacional. In V. Pérez Béjar y M. Méndez Orense (eds.), *Perspectivas integradas para el análisis de la oralidad* (pp. 131-155). Editorial Universidad de Sevilla.
- Rasenberg, M., Özyürek, A. & Dingemanse, M. (2020). Alignment in Multimodal interaction: An Interactive Framework. *Cognitive Science*, 44, e12911. <https://doi.org/10.1111/cogs.12911>
- Schlenker, P. (2022). Meaning in music. In P. Schlenker, *What it all means. Semantics for (almost) everything* (pp. 303-337). The MIT Press.

Geography of the pre-schoolers' phonological short-term memory in Germany

Zaretsky, Eugen. *Marburg University hospital*

Lange, Benjamin P. *IU International University of Applied Sciences*

Hey, Christiane. *Marburg University hospital.*

Introduction. Previous studies demonstrated that children's German language skills and language(-related) impairments are distributed unevenly in Germany (Zaretsky and Lange, 2016a, b). Both poor German language competence and impairments tend to co-occur with numerous variables related to a high percentage of unemployed, low-income earners, low-skilled workers, recipients of financial assistance from the state, immigrants/foreigners as well as with a low educational level. Since many language(-related) impairments and disorders are associated with deficits in the phonological short-term memory (PSTM; Montgomery et al., 2010), it can be assumed that children's PSTM performance is also unevenly geographically distributed. In the current study, children's performance in PSTM tasks – repetition of language-specific and language-unspecific non-words – was analyzed regarding its geographical distribution and associations with sociodemographic characteristics of German regions and districts.

Methods. A total of 2,619 four- and five-year-old kindergarten children were tested in the German state of Hesse and adjacent regions with an extended version of the language screening tool "Kindersprachscreening" (KiSS.2; Holler-Zittlau et al., 2011) and "quasi-universal" non-words (QUNW) by Chiat (2015). Monolingual German children (MO) made out 38% of the sample ($n = 986$), bi-/multilingual children (BM) 62% ($n = 1,633$). All statistical analyses were carried out separately for MO and BM. Total scores of correct answers in 20 language-specific (German-based) non-words (KiSS.2) and 16 language-unspecific non-words (QUNW) were correlated with numerous ordinal and metrical characteristics of the German regions where children attended kindergartens. These characteristics were downloaded from internet sites www.wegweiser-kommune.de and www.faktencheck-gesundheit.de. The same calculations were repeated for a subgroup of children who were tested in the city Frankfurt/Main ($n = 1,133$), the characteristics of its districts were downloaded from www.frankfurt.de.

Results. In the large sample ($n = 2,619$), only KiSS.2 non-words and only in the monolingual subgroup yielded significant results. Better non-word repetition performance was associated with (a) a longer attendance of daycare facilities and a higher educational level of staff in these facilities, (b) a higher educational level (e.g., a higher percentage of adolescents with a university entry qualification), (c) a higher percentage of Germans and a lower percentage of immigrants, (d) a higher income. In the subgroup of Frankfurt/Main children, both KiSS.2 non-words and QUNW yielded numerous significant correlations for MO and BM in the same categories (a-d). Also,

higher non-word repetition scores were associated with a lower percentage of unemployed and under-employed. All correlations were low ($\rho < .3$).

Discussion. Children's PSTM performance was associated with the same sociodemographic characteristics of German districts as (a) German language skills, (b) language(-related) impairments and disorders. Children who attended kindergartens (and probably lived) in relatively prosperous regions/districts had a more developed PSTM. Associations with a high percentage of monolingual Germans can indicate that performance in both language-specific and (comparatively) language-unspecific non-words partially depends on the German language skills, especially in articulation. However, it can also indicate that Germans lived in more prosperous regions/districts than immigrants. Generally, results of (a) KiSS.2 non-words and QUNW, (b) MO and BM were not qualitatively different.

Key words

Phonological short-term memory, working memory, executive functions, language acquisition, German language

References

- Chiat, S. (2015). Non-word repetition. In S. Armon-Lotem, J. de Long, & N. Meir (Eds.), *Assessing multilingual children: Disentangling Bilingualism from Language Impairment* (pp. 125-150). Multilingual Matters.
- Holler-Zittlau, I., Euler, H. A., & Neumann, K. (2011). Kindersprachscreening (KiSS) – das hessische Verfahren zur Sprachstandserfassung [Kindersprachscreening (KiSS) – A Hessian tool for the language assessment]. *Sprachheilarbeit*, 11(5-6), 263-268.
- Montgomery, J. W., Magimairaj, B. M., & Finney, M. C. (2010). Working memory and specific language impairment: An update on the relation and perspectives on assessment and treatment. *American Journal of Speech-Language Pathology*, 19(1), 78-94.
- Zaretsky, E., & Lange, B. P. (2016a). Geography of German daycare centers and its association with the preschoolers' sociolinguistic characteristics. In *The IAFOR International Conference on Language Learning 2016: Official conference proceedings* (pp. 11-26). IAFOR.
- Zaretsky, E., & Lange, B. P. (2016b). The geography of language skills and language(-related) disorders: A case of Frankfurt/Main. In S. Grucza, M. Olpinska-Szkielko, & P. Romanowski (Eds.), *Advances in understanding multiculturalism: A global perspective* (pp. 181-197). Peter Lang.

Linguistic Framing in Arabic News Headlines: Exploring the Role of Metaphoric and Catchy Endocentric Compounds

Zibin, Aseel. The University of Jordan

Altakhaineh, Abdel Rahman Mitib. *The University of Jordan.*

Jarrah, Marwan. *The University of Jordan.*

This study investigates the role of metaphoric compounds as powerful framing devices in Arabic news headlines, specifically within the context of the Israeli-Gaza war. In selecting this war as the context for our investigation, we aim to explore the distinctive linguistic structures employed in framing news headlines within a complex war scenario. The ongoing hostilities between Israel and Palestinian militant groups, notably led by Hamas, provide a new context to analyse how news compounds could be carefully deployed as framing devices in Arabic news headlines. This conflict, which has unfolded since October 7, 2023, is deeply connected to the historical roots of the Israeli-Palestinian struggle; thus, it may offer an opportunity to examine the role of language in shaping public discourse and constructing different realities for target audiences. Drawing on Entman's Framing Theory (1993, 2007), the analysis explores the deliberate linguistic choices of compounds made by journalists to shape public perception and convey impactful meanings. The researchers manually collected a corpus, comprising 350 news article headlines, spanning the timeline from October 7, 2023, to December 25, 2023. The overall number of collected compounds amounted to 231 (196 endocentric and 35 exocentric). The articles were sourced from different Arabic news agencies, and the compounds were systematically identified using Altakhaineh's (2019) criteria for compoundhood. Altakhaineh (2019) argues that referentiality and adjacency are regarded as the most reliable criteria to distinguish compounds from phrases in Arabic (cf. Lieber & Štekauer, 2009: 11-12). The study analysed two types of compounds, i.e. endocentric (semantically-headed such as bedroom whose head is room) and exocentric (semantically headless such as egghead) which can be metaphor and \or metonymy-based. A type-based analysis approach was employed, focusing on the characteristics of noun compounds rather than emphasizing their frequency (see Kövecses et al., 2019). The identification of metaphors underlying the compounds was done in line with Metaphor Identification Procedure MIP (Pragglejaz, 2007). Then, we followed Steen's (2007) procedure to extract the conceptual metaphors from the metaphorical compounds. In addition, 45 Western media headlines related to the Israel-Gaza war from various news agencies and newspapers were collected. The inclusion of Western media headlines is intended to provide contextual support and illustrative examples for the purpose of highlighting linguistic and framing differences between Arabic and Western coverage.

The study reveals a purposive use of both endocentric and, on occasions, exocentric compounds as catchy expressions and metaphors, showing how they

influence the narrative surrounding the target war. The deliberate preference for endocentric compounds (e.g. waḥl yaḡzah ‘the sludge of Gaza’) over exocentric ones (e.g. ʕadd lʔasa:biʕ ‘finger biting’) in Arabic news headlines reinforces the importance of clarity and immediate comprehension in framing devices to ensure effective communication. This study contributes to our understanding of media framing in the Arab world, emphasizing the role of compounds in creating compelling, compact, memorable, and emotionally charged representations of current events. The use of metaphoric compounds as framing devices in the coverage of the Israeli-Gaza war within Arabic media reflects a distinctive perspective, constructing a reality that markedly diverges from the narrative often depicted in Western media.

Keywords

Cognitive linguistics, discourse analysis, compounds, framing, war, metaphor, media

References

- Altakhaineh, A. R. M. (2019). Identifying N+ N compounding in modern standard Arabic and Jordanian Arabic. *Studia Linguistica*, 73 (1), 1-36.
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.
- Entman, R. M. (2007). Framing bias: Media in the distribution of power. *Journal of Communication*, 57(1), 163-173.
- Kövecses, Z., Ambrus, L. Hegedűs, D. Imai, R. & Sobczak, A. (2019). The lexical vs. corpus-based method in the study of metaphors. In: Bolognesi, M., Brdar, M. & Despot, K. Š. (eds.), *Metaphor and Metonymy in the Digital Age: Theory and Methods for Building Repositories of Figurative Language* (149– 173). Amsterdam: John Benjamins,
- Lieber, R. & P. Štekauer. (2009). Introduction: Status and definition of compounding. In R. Lieber & P. Štekauer (eds.), *The Oxford handbook of compounding* (pp. 3-18). Oxford: Oxford University Press.
- Pragglejaz Group. (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*, 22(1): 1-39.
- Steen, G. (2007). „Finding metaphor in discourse: Pragglejaz and beyond“. *Cultura, Lenguaje y Representación/Culture, Language and Representation*, 5, 9-25.



UNIVERSIDAD
DE GRANADA