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WELCOME

20th August, 2007

Dear delegate

Welcome to the second meeting of the UK-Cognitive Linguistics Association, hosted by Cardiff University. We hope you will find your stay here enjoyable, and the next three days intellectually stimulating.

In order to assist you with any practical requirements, and to keep announcements to a minimum we have enclosed some important and useful information within this book.

Michelle Aldridge & June Luchjenbroers
Conference Coordinators

CONFERENCE SPONSORS:

**Cardiff School of English,
Communication and Philosophy**



ACKNOWLEDGEMENTS

We would like to recognise the efforts and contributions of each of the following who have made this conference possible, and thank them for their support.

1. Financial Support

- The British Academy (conference grant)
- School of English, Communication and Philosophy (Cardiff U.)
- John Benjamins Publishing Co.
- LAGB (Linguistics Assoc. of Great Britain)
- Equinox Publishing

2. The conference organising team

- June Luchjenbroers, Bangor University, Wales UK
- Michelle Aldridge, Cardiff University, Wales, UK
- Vyvyan Evans, University of Brighton, UK
- Esther Pascual, Vrije Universiteit, Netherlands

3. Our Scientific, Advisory committee: cognitive linguistics researchers across the globe who provided invaluable feedback and advice:

- Michel Achard, Rice University, USA
- Frank Brisard, University of Antwerp, Belgium
- Lynne Cameron, Open University, UK
- Alan Cienki, Vrije Universiteit Amsterdam, The Netherlands
- Seana Coulson, University of California, San Diego, USA
- Hubert Cuyckens, Katholieke Universiteit Leuven, Belgium
- Adam Glaz, UMCS (Uni. Marii Curie-Sklodowskiej), Poland
- Iraide Ibarretxe-Antuñano, University of Zaragoza, Spain
- Veronika Keller, Lancaster University, UK
- Ricardo Maldonado, Univ. Nacional Autónoma de México, Mexico
- Klaus-Uwe Panther, University of Hamburg, Germany
- Gisela Redeker, University of Groningen, The Netherlands
- Chris Sinha, University of Portsmouth, UK

- Eve Sweetser, University of California, Berkeley, USA
- Linda L. Thornburg, University of Hamburg, Germany
- Margaret Toye, University of Wales, Bangor UK
- Satoshi Uehara, Tohoku University, Japan
- Arie Verhagen, Leiden University, The Netherlands

4. Administrative and IT support

- Wendy Lewis
- Staff of the School Finance Office (Cardiff U)
- Dean Burnett (IT support)
- Nathan Heslop (IT support)
- Robert Thomas (IT support)
- Carol Rees (CLCR Administrator)
- Ayoolu Banji (student helper)
- Yanling Su (student helper)

5. Production of conference bags

- John Benjamins Publishing Co.

6. Book displays

- John Benjamins Publishing Co.
- Equinox
- Mouton deGruyter

7. Conference bag materials & offers

- John Benjamins Publishing Co.
- Equinox
- Mouton deGruyter
- Edinburgh University Press
- Oxford University Press
- Psychology Press
- Routledge

Useful Information

Abstracts and Programme

Abstracts are listed in full along with details of the date, time and location that they will be presented.

The programme is correct to the best of our knowledge at the time of going to print. Any subsequent changes can be found on the notice board or will be announced during plenary sessions.

Chairs

All nominated chairs are responsible for tight time-keeping. Please keep paper presentations to 20 minutes, to be followed by 5 minutes of questioning and feedback, leaving 5 minutes for speakers to change and set-up; and delegates to change locations (if necessary). We have however tried to keep papers in thematic sets where possible.

Plenary Papers

All plenary papers are given in the Humanities lecture theatre, room 2.01.

Technical support

All presenters should have notified us of their technical requirements beforehand. It is vital for the smooth running of the sessions that all necessary equipment is in place beforehand.

If you are using PowerPoint and have not yet forwarded your electronic file to the IT support technician (Dean Burnett), please ensure that we have your file on disk at least four hours before you are due to present.

IT facilities

Internet facilities will be available in room x0.08 from 8am Tuesday, Wednesday and Thursday of the conference. Further information will be available from the registration/help desk.

Poster Display

Posters will be displayed from the beginning of the conference in the Humanities ground floor extension (Follow signs from the registration desk). If you are presenting a poster, please ensure that you are in this location to set up no later than Tuesday.

Welcome Reception

Wine and a buffet meal will be held on the ground floor of the Humanities building (behind the registration desk) from 7:30pm on Monday evening. This function is supported by the Publishers, Benjamins and Equinox, who are providing book displays during this conference – please take the time to meet with them and view their displays.

Coffee and meal breaks

All coffee breaks and lunches will be held in the Humanities refectory, which is on the ground floor of the Humanities building near the registration desk.

Conference Dinner

The conference dinner will be held at the Hilton Hotel on Tuesday night. This is a short walk from the conference venue and all University accommodation.

Book Displays & publisher deals

Book displays will be made available to delegates during the Welcome Reception as well as being permanently positioned in the same area as coffee and lunch breaks. Additionally, a number of publishers have provided flyers and order forms offering delegates special deals.

Help Desk

The registration desk will remain open for the duration of the conference and will act as the conference enquiries and help desk [Ph: 079 619 52 899].

Feedback

Please take a moment to complete the feedback form provided in your delegate pack. The information you provide is invaluable when planning future events and all your comments and suggestions will be considered.

There will be a box on the registration/help desk for you to post your completed forms.

Monday (27th August)

- 1pm Signing In (registration open till 5pm)
4:45 Official Opening
5:00 Plenary: *Vyryan Evans* [Room 2.01]
7:30 *Welcome Reception* (wine and buffet)

Tuesday (28th August)

- 9am Plenary: *Lynne Cameron* [Room 2.01]
10:30 Morning Tea/coffee

Parallel Session #1 [11am – 1pm]

Rm 0.31	Rm 0.36	Rm 1.55	Rm 2.03
Jacinto	Santarpia	Broccias	Paavolainen
Sambre	Neagu	Wang & Su	Sing
Krawczak	Shinohara et.al.	Basilio & Oliveira	Milotova
van Vliet	Staum & Casasanto	Egan	Wermuth

1 – 2:30pm LUNCH

Parallel Session #2 [2:30 – 4; 4:30 – 5:30pm]

Rm 0.31	Rm 0.36	Rm 1.55	Rm 2.03
Nabeshima	Shibasaki	Zainon & Abd Rahim	Minami
Endo	Fenton	Gragera	Kopytowska
Marín-Arrese	Bierwiazzonek	Reuber & Plug	Kaal & Dorst

4pm Afternoon Tea/coffee

Beliën	Ponterotto	Kristiansen	Calvo Cortes
Calude	Raculle	Cribb	Timofeeva

- 5:30 – 7pm Plenary: *Arie Verhagen* [Room 2.01]
8pm *Conference Dinner* – The Hilton Hotel

Wednesday (29th August)

- 9am Plenary: *Seana Coulson* [Room 2.01]
10:30 Morning Tea/coffee

Parallel Session #3 [11am – 1pm]

Rm 0.31	Rm 0.36	Rm 1.55	Rm 2.03
Lorenzetti	Beeching	Turula	Hart
Viberg	Holobut	Jenkins	Pascual
Delorge	Marek	Alejo González	Witczak-Plisiecka
Wood	Smith	Skoufaki	Luchjenbroers & Aldridge

1 – 2:30pm LUNCH

POSTERS [2pm – 2:30]

Parallel Session #4 [2:30 – 4pm]

Rm 0.31	Rm 0.36	Rm 1.55	Rm 2.03
Pardeshi & Shinohara	Hoefler	Roehr	Cappelle
Guijarro-r-Fuentes et.al.	Wengelin & Redondo	Barnden	Jeong
Matsunaka & Shinohara	Bierwiazzonek	Tawilapakul	Barker & Gaizauskas

4pm Afternoon Tea/coffee

4:30 Plenary: *Klaus-Uwe Panther* [Room 2.01]

6 – 7pm *UK-CLA Meeting* [Room 2.01]

Thursday (30th August)

Parallel Session #5 [8:45am notices; 9 – 11am]

Rm 0.31	Rm 0.36	Rm 1.55	Rm 2.03
Ohashi	Berendt	Edwardes	Born Steinberger-E
Arita	Wallington	Böger & Skilters	Lukes
Berezowski	Dabrowska	Bowie	Ziem
Counihan	Plug	Geeraerts, et.al.	Volkova

11:00 Morning Tea/coffee

Parallel Session #6 [11:30am – 1pm]

Rm 0.31	Rm 0.36	Rm 1.55	Rm 2.03
Israel	Musgrove	Chang, Kyle	Pasma
Langlotz	Divjak & Gries	Azuma	Dorst & Kaal
Chang, VT	Janicki	Casasanto & Lozano	Afonso

1 – 2pm LUNCH

2pm Plenary: *Chris Sinha et al.* [Room 2.01]

3:30pm CLOSE

POSTERS *

Abd Rahim & Zainon	Dudo	Marín-Arrese	Theiring
Altman	Endo	Mauri	Vikram
Broccias	Handl & Graf	Núñez-Perucha	Voskobonyk
Chang VT	Jobst	Russo	Wallington
Da Milano	Lukes		

* In addition to the Poster session (where authors will be available for questions and feedback) Posters will remain open to viewing throughout the conference.

Tuesday (28th August)

Session 1: 11am – 1pm

Room 0.31

Jacinto, Joana	<i>Subjectivity and Modality in Portuguese</i>
Sambre, Paul	<i>Nesting polyphony in subjectification</i>
Krawczak, Karolina	<i>(Inter)subjectification and objectification: All paths lead to conceptualization</i>
van Vliet, Sarah	<i>Subjectivity and the use of proper nouns versus pronouns</i>

Room 0.36

Santarpia, Alfonso	<i>The effect of linguistic metaphors of the body on the relaxation physiological markers in real time</i>
Neagu, Mariana	<i>Motion Metaphors of Time in Romanian</i>
Shinohara, Kazuko, Nakayama, & Nakano	<i>Synaesthetic metaphors in Japanese: an experimental study on the direction of extension.</i>
Staum, Laura & Casasanto, Daniel	<i>Should liberals use conservatives' metaphors? Cognitive Linguistics meets Sociolinguistics</i>

Room 1.55

Broccias, Cristiano	<i>Conceptual links and the availability of asymmetric and non-inheriting resultative constructions</i>
Wang, Ben Pin-Yung & Su, Lily I-wen	<i>On the polysemy of V-KAI constructions: Forces and perspectives in Chinese resultative verbs</i>
Basilio, Margarida & Oliveira, Claudia	<i>A computational approach for evaluating the semantics of Adj-Noun constructions</i>
Egan, Thomas	<i>Goal as targeted alternative: the case of the to-infinitive</i>

Room 2.03

Paavolainen, Teemu	<i>Cognitive Linguistics and the Ecology of Theatrical Performance</i>
Sing, Christine	<i>"I think we agree, the past is over": Spatio-temporal metaphors in American Political Discourse</i>
Milotova, Hana	<i>Persuasive Power of Metaphor in Short Business Presentations</i>
Wermuth, Cornelia	<i>Instrumentality vs. pseudo-instrumentality in medical classification rubrics</i>

Tuesday (28th August)

Session 2: 2:30 – 4pm + 4:30 – 5:30pm

Room 0.31

Nabeshima, Kojiro	<i>Subjectivity: In relation to Developmental Studies and Metaphor Studies</i>
Endo, Tomoko	<i>Establishment of intersubjectivity through showing sharedness: a::: in Japanese conversation</i>
Marín-Arrese, Juana	<i>Stance and Subjectivity/Intersubjectivity in Discourses. A Corpus Study</i>
Beliën, Maaïke	<i>Dutch adpositions and grammatical constituency: A cognitive-grammar analysis</i>
Calude, Andreea	<i>The Demonstrative Cleft in Spoken English</i>

Room 0.36

Shibasaki, Reijiro	<i>Homographic Disambiguation in Japanese: A Blending Approach</i>
Fenton, Brandon	<i>Thinking of You: Conceptual Integration and Identity</i>
Bierwiaczonek, Boguslaw	<i>Conceptual and Neural Blending in the Interpretation of Proverbs</i>
Ponterotto, Diane	<i>Cross-cultural variation in cognitive metaphor theory: Implications for translation studies</i>

Room 1.55

Zainon Hamzah, Z. & Abd Rahim, N.	<i>Interruptions in The Conversations Amongst Malay Children: A Pragmatic Analysis</i>
Gragera, Antonio	<i>The grammaticalization of neurophysiological conceptual phenomena: a shift in the focus of cognitive linguistics.</i>
Reuber, Markus & Plug, Leendert	<i>Applied Cognitive Linguistics: Metaphoric conceptualisation and the differential diagnosis of seizure disorders</i>
Kristiansen, Gitte	<i>On the Necessity of a Cognitive Sociolinguistics: The Case of Lectal Varieties and Language Acquisition</i>
Cribb, Michael	<i>Semantic consistency and pragmatic relevance in the construction of coherence in non-native extended spoken discourse</i>

Room 2.03

Minami, Yusuke	<i>Elaborating two types of construal: The case of tough sentences in English and Japanese</i>
Kopytowska, M.	<i>Framing global compassion in view of genocide and famine</i>
Kaal, Anna & Dorst, Lettie	<i>Metaphor in discourse: beyond the boundaries of MIP</i>
Calvo Cortés, N.	<i>Why taking aboard what should be taken on board?'</i>
Timofeeva, Maria	<i>Introspective View of Language</i>

Wednesday (29th August)

Session 3: 11am – 1pm

Room 0.31

Lorenzetti, Maria	<i>Emerging Lexical Complexity through Conceptual Blending: The Case of the English Verb See in the Implicit Object Construction</i>
Viberg, Ake	<i>Cognitive linguistics and corpus-based contrastive analysis: The Swedish verbs of Possession in contrastive and topological perspective.</i>
Delorge, Martine	<i>The diachronic evolution of the aan-construction with Dutch verbs of reception</i>
Wood, Tess	<i>From degrees to quantities and back</i>

Room 0.36

Beeching, Kate	<i>The application of a cognitive model to semantic change - 'buttness'</i>
Holobut, Agata	<i>Designer Descriptions</i>
Marek, Kuźniak	<i>A few words in defence of pleonasm</i>
Smith, Andrew	<i>The Cognitive Origins of Linguistic Complexity</i>

Room 1.55

Turula, Anna	<i>Frame shifting, conceptual refocusing and episodic memory in FL grammar pedagogy</i>
Jenkins, Diana	<i>Cognitive linguistics' Home away from Home: a place for cognitive linguistics in an EFL teacher training course</i>
Alejo González, R.	<i>L2 Spanish acquisition of English phrasal verbs: A Cognitive Linguistic analysis of L1 influence</i>
Skoufaki, Sophia	<i>Reassessing the effectiveness of L2 idiom presentation in metaphoric groups</i>

Room 2.03

Hart, Christopher	<i>Cognitive linguistics in critical discourse analysis: Mental spaces, blended spaces & discourse spaces in immigration rhetoric.</i>
Pascual, Esther	<i>Fictive interaction: Face-to-face conversation as a frame in ordinary and legal thought</i>
Witczak-Plisiecka, I.	<i>A cognitive grammar account of the deontic shall in the legal context</i>
Luchjenbroers, J. & Aldridge, Michelle	<i>Children in Court: A cognitive linguistic and legal consideration of the gulf between rape victims' rights and what jurors hear.</i>

POSTERS:

Abd Rahim, Normaliza & Zainon Hamzah, Z.	<i>Interaction Pattern Amongst Asperger Children</i>
Altman, Magda*	<i>Ancient and modern views on proprioception and the body schema</i>
Broccias, Cristiano	<i>A network analysis of (oriented) –ly adjunct constructions</i>
Chang, Vincent	<i>Relevance, pragmatic inference, and discourse topic – A crosslinguistic analysis, a universal account</i>
Da Milano, Federica*	<i>The relationship between spatial and temporal language in the sino-japanese environment.</i>
Duda, Katie*	<i>The Punchline as protest: Conceptual blends in anti-globalization activism</i>
Endo, Tomoko	<i>Epistemic Expressions in Chinese Conversation</i>
Handl, Susanne & Graf, Eva-Maria *	<i>From unanalyzable chunks to prefabricated units: Stages and types of language processing in L1.</i>
Jobst, Agnes	<i>Cognitive Structures of Political Enemy-Construction. Hungarian News Language in 1946.</i>
Lukes, Dominik	<i>Hypostasis, schema negotiation and other dynamic phenomena in the “inventory of linguistic units”</i>
Marín-Arrese, Juana	<i>Passive and Construal: Non-optionality in agented passives</i>
Mauri, Caterina*	<i>How hierarchical may a conceptual space be? The case of coordination relations</i>
Núñez-Perucha, Begona*	<i>The study of figurative language in context: discursive constraints and pragmatic effects</i>
Russo, Irene	<i>The modulation of adjectival meanings in Italian and in English: a corpus- based analysis of sweet and its antonyms</i>
Thiering, Martin *	<i>The Construction of Topological Mental Spaces</i>
Vikram, Amitabh *	<i>Solving Prepositional ambiguity: A lexical Filtering device for Haarautii Simple sentences</i>
Voskoboynyk, Valentyna*	<i>Cognitive analysis of derived economic terms-adjectives: Types of frames</i>
Wallington, Alan	<i>What a shambles!: A non-blending Account of My surgeon is a Butcher</i>

* = Poster presented in absentia

Session 4: 2:30 – 4pm

Room 0.31

Pardeshi, Prashant & Shinohara, Kazuko	<i>A time to make sense of markedness in the space-to-time mappings</i>
Guijarro-Fuentes, P, K. Coventry & B. Valdes	<i>Spatial Relations and Linguistic Relativity</i>
Matsunaka, Yoshihiro & Shinohara, Kazuko	<i>Cognition and representation of frontal space: an analysis of Japanese spatial terms</i>

Room 0.36

Hoefler, Stefan	<i>The cognitive origin of symbolism and grammaticalisation: A usage-based model of language evolution</i>
Wengelin, S. & Rodriguez Redondo,	<i>Metaphorical mappings of transitivity in Spanish Sign Language</i>
Bierwiazzonek, B.	<i>Neural Substrates of Metonymy</i>

Room 1.55

Roehr, Karen	<i>The role of category structure in second language learning</i>
Barnden, John A	<i>Metaphor arising in a Classroom Virtual Role-Playing Context</i>
Tawilapakul, Upsorn	<i>The Use of English Tenses by Thai University Students</i>

Room 2.03

Cappelle, Bert	<i>Phrasal verb derivations: competence and performance</i>
Jeong, Ja-Yeon	<i>The semantics of four Korean motion verbs of “separation”: A usage-based study</i>
Barker, Emma J. & Gaizauskas, Robert	<i>Understanding Background Texts: Products and Processes</i>

Thursday (day 4)

Session 5: 9am – 11am

Room 0.31

Ohashi, Hiroshi	<i>Epistemic Conditionals in English and Japanese</i>
Arita, Setsuko	<i>Two Japanese Adverbials and Conditionals</i>
Berezowski, Leszek	<i>Indefinite article rhetoric</i>
Counihan, Marian	<i>`all' vs `if': How discourse function explains logical reasoning</i>

Room 0.36

Berendt, Erich	<i>The Ideas of Ideas: Cog. metaphoric patterns in English & Japanese in expressing ideas/ kangae</i>
Wallington, Alan	<i>Metaphor as Bricolage</i>
Dabrowska, Ewa	<i>The effects of frequency and neighbourhood density on adult speakers' productivity with Polish case inflections...</i>
Plug, Leendert	<i>Phonetics and pragmatics in Usage-based Phonology: On the representation of some Dutch phrases</i>

Session 5: 9am – 11am

Room 1.55

Edwardes, Martin	<i>Why Me? Cognition at the Origins of Grammar</i>
Böger, Claudia & Jurgis Skilters	<i>Embodied semantic structures in movement execution and language</i>
Bowie, Jill	<i>Language Evolution: Insights from spoken discourse</i>
Geeraerts, Dirk, Goyens & Bloem	<i>The birth of emotion. A diachronic study</i>

Room 2.03

Born Steinberger-Elias, Margarethe	<i>How to measure text legibility: a cognitive linguistics approach to brazilian portuguese texts</i>
Lukes, Dominik	<i>Discourse-level constructions and frame analysis of policy discourse: case of evaluation of university teaching.</i>
Ziem, Alexander	<i>Given and New: the role of default values in a frame semantic approach to word meaning</i>
Volkova, Tatiana	<i>Diplomatic Discourse Function in Intercultural Communication</i>

Session 6: 11:30am – 1pm

Room 0.31

Israel, Michael	<i>Care, Mind, Bother and Cope: on the usage-based nature of polarity sensitivity</i>
Langlotz, Andreas	<i>Dynamic interactive categorization and the adaptability of linguistic meaning</i>
Chang, Vincent T	<i>Minimal structure and scalar implicature of visual meaning in multimodal discourse</i>

Room 0.36

Musgrove, Tim	<i>Contextual search based on a cognitive model of query meaning</i>
Divjak, Dagmar & Gries, Stefan	<i>Clusters in the mind? Converging evidence from near-synonymy in Russian</i>
Janicki, Karol	<i>Is Pluto a planet? Can a linguist have an answer?</i>

Room 1.55

Chang, Kyle	<i>How do Second Language Learners Comprehend Syntactically Ambiguous Sentences in Chinese?</i>
Azuma, Masumi	<i>How does knowledge of the mother tongue affect the interpretation of figurative expressions?</i>
Casasanto, Daniel & Lozano, Sandra	<i>Meaning and Motor Action</i>

Room 2.03

Pasma, Trijntje	<i>Metaphor identification: the application of a reliable method to Dutch natural discourse</i>
Dorst, Lettie & Kaal, Anna	<i>Metaphor in discourse: from theory to application and back again</i>
Afonso, Susana	<i>The role of context in language and perception</i>

PLENARY SPEAKERS

Lynne Cameron, The Open University, UK. < l.j.Cameron@open.ac.uk >

Lynne Cameron is Professor of Applied Linguistics at the Open University. Her main research area is metaphor in spoken discourse, explored in a range of contexts including classrooms and post- conflict reconciliation meetings. She is Founder Chair of the international association Researching and Applying Metaphor. She has also carried out research for Ofsted and DfES into writing by pupils using English as an additional language in UK schools. Her books include: *Metaphor in Educational Discourse* (Continuum); *Researching and Applying Metaphor* (with Graham Low, Cambridge University Press); *Complex Systems and Applied Linguistics* (with Diane Larsen-freeman, Oxford University Press). A recent NCRM / ESRC funded project produced the Metaphor Analysis website: <http://creet.open.ac.uk/projects/metaphor-analysis>

Seana Coulson, University of California at San Diego, USA

< coulson@cogsci.ucsd.edu >

Seana Coulson (PhD 1997) is an associate professor in the Cognitive Science Department at the University of California, San Diego, where she heads the Brain and Cognition laboratory. Her research interests include cognitive semantics and experimental pragmatics, with an emphasis on the cognitive and neural underpinnings of figurative language comprehension. She is the author of *Semantic Leaps*, and the co-editor of *The Literal and the Nonliteral in Language and Thought* (with Barbara Lewandowska-Tomaszczyk) and *Methods in Cognitive Linguistics* (with Monica Gonzalez-Marquez, Irene Mittelberg, and Michael Spivey).

Vyvyan Evans, University of Brighton, UK < Vyv.Evans@brighton.ac.uk >

Vyvyan Evans is Professor of Cognitive Linguistics at the University of Brighton and author of numerous books relating to cognitive linguistics. These include: *The Structure of Time*; *The Semantics of English Prepositions* (with Andrea Tyler); *Cognitive Linguistics* (with Melanie Green), and *A Glossary of Cognitive Linguistics*. His research relates to cognitive lexical semantics, meaning-construction, conceptual structure and figurative language. He received his PhD in Linguistics from Georgetown University in 2000. Prior to his appointment at Brighton, he taught at the University of Florida, Georgetown University and the University of Sussex.

Klaus-Uwe Panther, Universität Hamburg, Germany

< panther@uni-hamburg.de >

Klaus Panther is Emeritus Professor with the University of Hamburg, and has been Professor of English Linguistics (Department of English and American Studies) since 1982. Notable publications include *Studies in Linguistic Motivation* (Cognitive Linguistic Research 28, 2004, Berlin & New York: Mouton de Gruyter [co-edited with Günter Radden]), and *Metonymy and Pragmatic Inferencing* (Pragmatics & Beyond New Series, Amsterdam & Philadelphia: Benjamins [co-edited with Linda L. Thornburg]). He is currently President of the ICLA.

Chris Sinha, University of Portsmouth, England, UK < chris.sinha@port.ac.uk >

Chris Sinha is Professor of Psychology of Language. He gained his doctorate at the University of Utrecht. Before moving to Portsmouth in September 2002, Chris taught in Britain, the Netherlands, Denmark and India. He has published widely in many disciplines, including anthropology, linguistics, education, evolutionary biology, connection science, as well as developmental and cultural psychology. He is an experienced plenary lecturer at international conferences and has been a lecturer at many graduate and research schools. He organized, together with Jörg Zinken, the International Conference on *Language, Culture and Mind* at the University of Portsmouth in July 2004.

Chris's central research interest is in the relations between language, cognition and culture, and a main aim of his research is to integrate cognitive linguistic with socio-cultural approaches to language and communication. He is University of Portsmouth Partner Leader for the project 'Stages in the Development and Evolution of Sign Use' (SEDSU), funded by the European Union under the 6th Framework PATHFINDER initiative 'What it Means to Be Human'.

Arie Verhagen, Leiden University, Netherlands < Arie.Verhagen@let.LeidenUniv.nl >
(web: www.arieverhagen.nl)

Arie Verhagen has been the chair of Dutch Linguistics at the University of Leiden since 1998. His research focuses on relations between language use and language structure, synchronically and diachronically. Current topics include subjectivity and intersubjectivity (his book *Constructions of Intersubjectivity* was published by OUP in 2005), the expression of causation, stylistic analysis, construction grammar, and evolution. He was editor-in-chief of the journal *Cognitive Linguistics* from 1996 until 2004. He received his PhD in 1986 at the Free University in Amsterdam and has held positions at the Free University and Utrecht University before moving to Leiden.

This conference is also opened by:

Alison Wray, Cardiff University, UK < WrayA@cf.ac.uk >
(web: <http://www.cardiff.ac.uk/encap/staff/wray.html>)

Alison Wray is a Research Professor in the Centre for Language and Communication, and the Director of Research for the Cardiff School of English, Communication and Philosophy. Her research focuses on formulaic language, particularly how modelling the mental lexicon as a repository of multiword strings can help account for native-like idiomaticity, linguistic irregularity, and the evolutionary origins of language.

**PLENARY PAPER
ABSTRACTS**

Prof. Lynne Cameron

The Open University, UK

Tuesday, 28th August 2007

TIME: 9am

The Discourse Dynamics of Metaphor

As an applied linguist, language is at the centre of my research concerns and methods in the investigation of ‘real-world’ problems. This paper argues that the usage-based thesis of cognitive linguistics requires attention to language aspects of metaphor that have been pushed aside in the shift to a cognitive focus.

I will draw on a series of empirical studies to discuss theoretical and methodological challenges presented by studying metaphor in its discourse environment. Complex dynamic systems theory is adopted to provide a theoretical ‘discourse dynamics’ framework for describing metaphor in face-to-face conversation, and more generally, as a phenomenon that is at once linguistic, cognitive, affective and socio-cultural.

Empirical data from post-conflict reconciliation conversations illustrate the procedures of metaphor-led discourse analysis, using metaphor to investigate patterns of talking and thinking. Identification of linguistic metaphors is followed by the extraction of patterns of metaphor use, which include metaphor clusters and ‘systematic metaphors’. Connections are made between metaphor in the microgenetic moment of talk, patterns of metaphor use in discourse events and metaphor in socio-cultural life.

I will conclude by discussing the differences found between metaphor as hypothesised in conceptual metaphor theory and metaphor in real-world language use - do these reflect an essential incompatibility between cognitive and applied linguistics, or can these applied linguistic findings contribute to developing cognitive approaches to metaphor?

Prof. Seana Coulson

University of California at San Diego, USA

Wednesday, 29th August 2007

TIME: 9am

Spatial Construals of Time.

In this talk, I will examine evidence from cognitive linguistics and cognitive neuroscience for the metaphoric construal of time in terms of spatial concepts. I will describe the results of recent electrophysiological studies in my laboratory on healthy adults, as well as in time-space synesthetes, individuals who associate certain temporal concepts with particular spatial locations. Discussion will consider how conceptual integration theory provides a framework for understanding spatial construals of time.

Prof. Vyvyan Evans

University of Brighton, UK

Monday, 27th August 2007

TIME: 4:30pm

Towards a cognitively realistic account of meaning-construction

In contemporary work in cognitive linguistics, research on meaning-construction has primarily focused on the nature of ‘mapping’ processes which operate behind the scenes. Fauconnier (1997) refers to these processes as ‘backstage cognition’. Conceptual metaphor theory, for instance, attempts to account for figurative language use in terms of relatively stable long-term ‘mappings’ which hold across distinct domains. In Conceptual Blending Theory, ‘mappings’ are posited as holding between more temporary knowledge structures, mental spaces, in attempting to account for the more dynamic aspects of meaning-construction, including figurative language.

This paper sketches a new approach to meaning-construction, focusing in particular on lexical representation and lexical composition in language understanding. This approach is termed the Theory of Lexical Concepts and Cognitive Models, or LCCM Theory for short (see Evans 2006, Forthcoming). LCCM Theory is named after the two theoretical constructs which undergird the theory: the ‘lexical concept’ and the ‘cognitive model’. LCCM Theory

approaches meaning-construction not from behind the scenes, but by tackling the nature of word-meaning, and the compositional processes involved from the perspective of language itself. It thus constitutes what might be termed a theory of ‘front stage cognition’, which should interface with a cognitively realistic account of backstage cognition.

LCCM Theory argues that word-meaning emerges from a complex process of situated interaction. This includes: i) the way in which words are deployed by language users in sentences (or utterances), ii) the way they prompt for and draw upon conceptual (or encyclopaedic) knowledge, and iii) the way this knowledge is integrated, in service of the expression of speaker (communicative) intentions as part of joint action (Clark 1996).

I argue that words conventionally encode schematic dimensions of encyclopaedic knowledge, what I refer to as ‘lexical concepts’ (Evans 2006). Lexical concepts serve as points of access to encyclopaedic knowledge (cf. Langacker 1987). The coherent knowledge structures with respect to which lexical concepts are relativised are what I refer to as ‘cognitive models’ (cf. the related notions of frames, domains and schemas). Meaning-construction involves a process which I refer to as ‘concept integration’. This involves integration of encyclopaedic knowledge accessed via lexical concepts, in a way which is in keeping with the situated communicative intention of the speaker. Concept-integration involves inferential processes on the part of the interlocutor, including concept disambiguation (via a process of background-dependent framing), and the perspectivisation of cognitive models. For instance, the ‘meaning’ of *book* in: *the long book*, versus *the heavy book*, which relate to DURATION OF READING versus WEIGHT OF TOME readings respectively, depends on the nature of the cognitive models which *book* provides access to, and the sentential context which serves to perspectivise different dimensions of that conceptual knowledge. I illustrate LCCM Theory with a range of linguistic data, and show how it interfaces with a theory of backstage cognition.

The theory presented in this talk has a number of far reaching implications which I also briefly explore. For instance, LCCM Theory serves to recast the received view of figurative language in cognitive linguistics (e.g., metaphor and metonymy) as presented in Conceptual Metaphor Theory. I briefly sketch the LCCM account of metaphor and metonymy, which revises the mechanisms with which we model figurative language construction.

Prof. Klaus-Uwe Panther

Universität Hamburg, Germany

Wednesday, 29th August 2007

TIME: 4:30pm

Motivating grammatical and natural gender agreement in German.

In the early days of Cognitive Linguistics Ronald Langacker (1988: 147) argued that the dogma of the autonomy of (formal) grammar is founded on a *type/predictability fallacy* that confuses the issues of “what *kinds* of linguistic units there are” and “the *predictability* of their behavior”. Full predictability of grammatical structure is obviously not possible; but, in line with Langacker, I contend that much of grammar is conceptually motivated.

A case in point is agreement, a relation of dependence between two linguistic units, where one unit determines the properties of another. Particularly interesting is *gender* agreement in German, in which conflicts exist between *grammatical* and *natural* gender and speakers must choose between formal and conceptual agreement patterns. Some cases, however, allow no choice: for example, the grammatically NEUTER German noun *Weib* ‘woman’ denotes a semantically female referent yet native speakers do not utter e.g. **die* [FEM] *schön-e* [FEM] *Weib* [NEUTER]. In cases of an antecedent and its co-referential pronoun, the safe choice, in line with prescriptive grammar, is formal agreement, but this often sounds stilted and native speakers do frequently resort to conceptual gender agreement. The variability found in the latter case is the focus of my talk. Specifically, I contend that the factors influencing the choice of agreement patterns in co-reference relations are both structural and conceptual in nature. I also suggest that processing ease may contribute to the preference for one agreement pattern over the other.

Prof. Chris Sinha

University of Portsmouth, England, UK

Co-authors: Wany Sampiao, Vera da Silva Sinha & Jörg Zinken

Thursday, 30th August 2007

TIME: 2pm

Time is not (always) space.

It has been proposed that there is a natural, universal cognitive domain of time, whose linguistic organization is universally derived via metaphoric mapping from the lexicon and grammar of spatial motion. We challenge this account on the basis of our research on the Amondawa language and culture of Amazonia. Amondawa does not employ cardinal chronologies such as ages of individuals, or ordinal chronologies such as yearly or monthly calendars, since the Amondawa number system has only two numerals with a maximum combinatorial value of four (*mokongaturaipeimeme*: “two and twice one”). An abstract term for time does not exist in Amondawa. The word *kuara* (“sun”) is preferentially used to denote time intervals in general, since it is the movement of the sun which governs the passage of both the time of day and the seasons. The system is based not on countable units, but on social activity, kinship and ecological regularity, that does not permit conventional “time-reckoning”. This does not mean that Amondawa speakers have no time awareness, or that they are unable to talk about events and activities occurring in time. But they do not talk *about* time, or frame relations between events in terms of a notion of time separate from the events and activities.

We advance three conclusions. First, time-based time interval systems are constituted by the use of linguistically organized, materially-anchored symbolic cognitive artefacts. Second, the conceptual domain of “time as such” is not a human cognitive universal, but a cultural and historical construction constituted by schematic time-based time interval systems, reflection upon which is language and culture dependent. Third, because the cognitive domain of “time as such” is a cultural, historical and linguistic construction, the hypothesis that it is universally constructed by metaphoric mapping from the conceptual domain of space is false. Rather, it is the cultural, historical and linguistic construction of the domain of “time as such” that potentiates the linguistically widespread recruitment of spatial linguistic resources for the structuration of the temporal domain.

*'All constructions are symbols' -
but are all constructional symbols created equal?*

Langacker (2005) compares three varieties of constructional approaches: Construction Grammar (CG, Goldberg 1995), Radical Construction Grammar (RCG, Croft 2001), and his own version, Cognitive Grammar (CogG). According to Langacker, the approaches agree that constructions are pairings of 'form' and 'meaning', but CG and RCG characterize the form of a construction as 'syntactic' or 'grammatical', whereas CogG equates the formal side of constructional symbols with phonological form, with the addition that there may be schematic forms, just like there may be schematic meanings.

The advantage of CogG's view is that it minimizes the number of basic phenomena involved in characterizing knowledge of language: sounds, conceptualizations, and conventional links between the two. However, a serious problem is that schematic sound patterns, unlike schematic conceptualizations, are so general that they represent 'any sound'. This threatens the very basis for the assumption that constructions are symbols, i.e. a kind of signs. A sign consists of some observable phenomenon that is used by a cognitive system to make an inference about some *unobservable* phenomenon (Keller 1998). While parts of words (e.g. syllables, affixes, phonological templates) still consist of observable phenomena, purely schematic sound is not observable, and thus cannot function as a trigger for any particular inference.

A related issue is Langacker's rejection of the view that parts of speech require a 'grammatical' characterization that is independent of (conceptual) meaning. He maintains that a semantic definition of categories like Noun and Verb is possible, using the right kind of schematization. Thus, it seems that in CogG, part of speech labels such as N and V cannot function in the specification of the *form* of a construction.

I will argue that a usage-based rather than a (primarily) conceptual view of parts of speech allows for a solution to the problem of over-schematic forms. The mechanisms involved in sign interpretation may be re-applied to their own output (Keller 1998): what is made cognitively accessible by the interpretation of an observable phenomenon may itself be the trigger for another interpretive step (which is reminiscent of, if not identical to, the notion 'reference point'), and with repetition, this second link may become entrenched, possibly even conventional. In this way, an expression can become a signal for a pattern in which it is typically used; when *different* expressions share a characteristic pattern, the recognition of an element as belonging to this particular class may function to help activate a constructional pattern. This is basically the traditional structuralist notion of a 'paradigm': a class of forms that shares a number of

environments. From the point of view of the constructional pattern, the recognition of an element as belonging to a paradigm specified in an open slot of a construction, can indeed be said to function as a kind of ‘form’, but not because it is a schematization of ‘real’ form (i.e. sound).

Ultimately, it can be shown that on this basis, the positions of CogG and RCG may be (even?) closer than Langacker suggests.

**PARALLEL SESSION
ABSTRACTS**

Afonso, Susana
University of Manchester, UK

12:30, 30th August 2007
Room: 2.03

The role of context in language and perception

This paper discusses the role of context in the construal present in linguistic structures and the parallels to the contextual relevance in resolving perceptual ambiguities. The paper builds on Wright's (1976) argument that the identification of one or another alternative gestalt of an image is guided by the context in which they occur, and aims to explore the same cognitive devices in the identification of constructional meaning based on context. This will be demonstrated with reference to the *se* constructions in European Portuguese.

Gestalt psychology has explored the perception of ambiguous images. In such cases, more than one figure can be retained, although not simultaneously. Consider Figure 1 (see figures in Appendix). Generally one of the alternate images – rabbit or duck – will be immediately perceived. More time is required to perceive the alternate image which is made possible by changing the function of the contours (Katz 1951: 48). Wright (1976) considers that the image is not ambiguous if placed in a context. Hence, in Figure 2, the perceiver would more likely identify a rabbit and, in Figure 3, a duck. In relation to language, the same phenomena are observed. Constructions – conventionalised form-meaning/function pairings (Fillmore et al. 1988, Goldberg 1995, Croft 2001) – are gestalts, in that they are perceived as wholes. Some constructions may have more than one meaning/function associated. An example of such a construction is the *se* construction, whose form expresses different meanings: event symmetry, event spontaneity, impersonalisation, to name some (cf. Kemmer 1993).

Alejo González, Rafael
University of Michigan, USA

noon, 29th August 2007
Room: 1.55

L2 Spanish acquisition of English phrasal verbs: A Cognitive Linguistic analysis of L1 influence

The lexical and syntactic choices made by learners when using an L2 are influenced by their L1. In the majority of cases, the L2 learners' linguistic behaviour goes in the direction of not using or under-using the words or structures that are different from the ones in their own L1. This phenomenon, known as avoidance (Odlin, 1989), has been found to play an important role in the acquisition of Phrasal Verbs (PVs) by L2 learners of English with different L1 backgrounds (Hebrew, Laufer & Dagut, 1985; Dutch, Hulstijn & Marchena,

1989; Swedish Laufer & Eliasson, 1993 Finnish, Sjöholm, 1995; and Chinese, Liao & Fukuya, 2004). These studies, which use a very similar experimental methodology (multiple-choice, recall and translation tasks) have already established a common ground which can be summarized thus: 1) Language distance is related to PV avoidance (L1 Dutch and Swedish learners of English show less avoidance than Finnish learners); 2) Avoidance decreases with proficiency; 3) Opaque or idiomatic PVs show more avoidance; and 4) There are task effects related to avoidance of PV.

This paper provides a detailed study of the English particle, 'out', in the written production of L1 Spanish speakers of English in the 200,000 word Spanish subsection of the International Corpus of Learner English (ICLE), and compares this with two other corpora of approximately the same size: a) the written production of native speakers in the MICUSP, University of Michigan and the School and University essays section of the British National Corpus; and b) the written production of speakers belonging to a different typological group (German and Swedish) in the same corpus (ICLE). The results show that learners with an L1 belonging to the Satellite-framed typological group (Swedish and German learners) show no avoidance of 'verb out' constructions in comparison to native speakers, i.e. a similar number of tokens can be found in both groups, whereas L1 learners of Verb-framed Spanish use fewer tokens of 'out'. However, closer scrutiny of the PV types used, their collocations and the meaning of the particle, showed that patterns of behaviour shared by all learner groups that distinguished them from native speakers, with all non-native speakers using a greater frequency of the locational meaning and fewer types of PV than native speakers). These results suggest that avoidance is not enough to account for the influence of the L1 on the construction choice of L2 learners, and that the patterns of acquisition can best be explained by a Cognitive Linguistics analysis.

Arita, Setsuko

Osaka Shoin Women's University, Japan

9:30, 30th August 2007

Room: 0.31

Two Japanese Adverbials and Conditionals

This paper considers the semantics and pragmatics of two Japanese adverbial expressions, DOOSE and ISSO, which express the attitude of the speaker toward a proposition in their scope. (Morimoto, 1994) Both DOOSE and ISSO require the proposition to take a modal suffix such as *-daroo* (1) or *tai* (2).

Each adverbial has some special implication that its English counterpart ('rather' or 'in any case') does not have. ISSO implies that the event expressed in the proposition in its scope is least likely to be fulfilled among the alternative events, whereas DOOSE implies that the event described in the proposition in its scope is highly likely or rather determined to be fulfilled. Another important issue we discuss in this paper is that these adverbials appear not only in consequent, but also in antecedent clause of conditional sentences. We should note that in Japanese there are two types of conditional clauses: non-tensed and tensed ones. *-eba* and *-tara* are the conditional forms which follows predicate phrases, while *-nara* is the conditional form which comes after tensed clauses.

As obvious from the provided examples, ISSO appears in the non-tensed antecedent; while DOOSE appears in the tensed antecedent. Note that in Japanese epistemic modalities come after tensed forms. On the other hand root modalities do not follow tensed forms but verb stems. These lead us naturally to generalize that DOOSE distributes in tensed clauses while ISSO does not. Based on these and related facts, we propose an analysis of Japanese ISSO and DOOSE which is in essence a version of modal semantics. We assume that past and present tense invariably include a modal element of certainty or “settledness” according to Kaufmann (2005), whether they are in main clauses or subordinate clauses.

Azuma, Masumi
Kobe Geijutsukoka University, Japan

noon, 30th August 2007
Room: 1.55

*How does knowledge of the mother tongue affect
the interpretation of figurative expressions?*

The understanding and use of figurative expressions relate to the linguistic and/or cultural aspects of language users. Language users take advantage of knowledge or schemas of their mother tongue, whether the expressions are in the mother tongue or in a foreign language, especially if the expressions relate to idioms and proverbs. The author made a study to investigate what kind of figurative expressions cause serious problems. She designed a Metaphor Cognition Test and used it in a comparative study of expressions, some rooted in English concepts and others rooted in Japanese concepts. The experiment involved subjects whose mother tongue was English and others whose mother tongue was Japanese.

In general, the less problematic expressions for both parties were those with “universal schemas,” while the expressions involving highly cultural elements were problematic.

The presentation describes why and where misunderstanding/misinterpretation occurs, concentrating on the following points: (a) the similarity/difference in conceptual schemas and their relationships; (b) the similarity/difference in logical schemas and their entities, attributes and relations; (c) others.

This presentation aims to describe the benefits and risks of mother tongue effects on the interpretation of figurative expressions in another language and to fill communication gaps between native English speakers and non-native English speakers. The presentation is part of the whole study (18520469) funded by Japan Society for the Promotion of Science, JSPS.

Understanding Background Texts: Products and Processes

Whenever a significant new event occurs, journalists write background texts ("backgrounders"), whose function is to contextualise the new event for their audience, typically consulting large-scale electronic text collections, such as a news archive, in the process. We aim to develop a framework that allows us to explain both the role of the content elements in the final written product as well as the processes by which they are developed, including interaction with the external information source. Such a framework will not only provide a deeper understanding of this important text type, but also insights to inform the design of more effective information seeking technologies.

To develop this analytical framework we have pursued two lines of research. First we have assembled a small corpus of approximately 100 backgrounders written by Press Association journalists, together with the foreground breaking news stories they were written to support. These have been analysed in terms of the entities and events they report and by abstracting over these analyses a set of recurrent functional patterns has been observed. Secondly we have constructed, and are in the process of analysing, a corpus of task-oriented information seeking dialogues, where a mobile reporter calls a topic expert and gathers information for an interview. These dialogues reveal background seeking strategies that support the functional semantic analysis of the written backgrounders.

In the full paper we describe the background corpora we have collected, our framework for semantic analysis of propositional units and the set of background discourse functions we have compiled to date.

Metaphor arising in a Classroom Virtual Role-Playing Context

In an AI project we have been working on metaphor arising in a virtual role-playing setting in secondary-school classrooms. Actors (school students engaged in the role-play) sitting at computer terminals type in "speeches" for their on-screen visual characters to utter, in that the speeches appear in text bubbles above the characters' heads. We have been mainly studying the way that metaphor is used to convey affect (emotion, value judgments, mood, etc.) in the speeches. Our paper reports on theoretically interesting and sometimes challenging phenomena that we have observed, and links them to the approach to our proposed cognitive model of metaphor understanding.

The paper engages with the following aspects of NDCL-2: application of CL to classroom contexts; language in interaction; and the interface between CL and a neighbouring discipline (AI). The paper discusses: (A) the use by the role-play actors of a substantial amount of non-conventional, and sometimes

colorfully creative, metaphorical phraseology; (B) how our understanding model would address the non-conventionality; (C) the fact that metaphorically-conveyed emotion in our application is only sometimes conveyed by metaphor that describes the emotions themselves (Kovecses, 2000), and is more often carried by side-connotations of other metaphorical descriptions; (D) the linkage of these connotations to certain principles in our model; and (E) the challenge of discerning what conceptual metaphors from the metaphor literature could account for some of our observed examples

Basilio, Margarida & Claudia Oliveira
Rio de Janeiro, Brazil

noon, 28th August 2007
Room: 1.55

*A computational approach for evaluating the semantics
of Adj-Noun constructions*

In this paper, we investigate N-Adj constructions in Brazilian Portuguese in which the Noun is the head of the construction, but the meaningful information is given by the Adjective, as in *aspecto comercial* “commercial aspect” or *fator econômico* “economic factor”. The study of those constructions is crucial for automatic information retrieval because, contrary to traditional expectations, the more specific meaning lies in the Adjective rather than in the Noun.

The study was made under the assumptions of Cognitive Grammar that (a) nouns instantiate an abstract noun schema; (b) the base for a linguistic predication is its domain; its profile is a substructure of the base that is elevated to a distinctive level of prominence as the entity which the expression designates. Expressions often invoke the same domain but contrast semantically by choosing alternate profiles within this common base (Langacker 2002:61-5). The degree to which the meaning of a construction can be analyzed in terms of the integrated contribution of its parts has been investigated mostly in terms of V-NP expressions, either light verb expressions, verb-particle constructions and different kinds of idiomatic expressions. However, not much has been yet done on Adj-N expressions.

In this study, having observed that some nouns seem to have the role of providing a domain for the information carried by the adjective, we established the hypothesis that in those instances of N-Adj in Portuguese – and their Adj-N correlates in English, as well – the Adjective would have the specific meaning, that is, the relevant meaning for information retrieval purposes, whereas the noun would merely provide a general framework of reference for the information carried by the adjective.

The application of a cognitive model to semantic change - 'buttness'

This paper considers how insights from cognitive linguistics may be applied in studies of semantico-pragmatic change, with specific reference to the etymology of specific situated usages of 'but', 'aber' and 'pero'.

The underlying causes of language change have traditionally been described as language-internal but more and more evidence is being adduced to support language-external factors as motivators of language change (e.g. Milroy, 2002; Lodge, 2002). Croft (2000: 4) suggests that 'the real entities of language are utterances and speakers' grammars. Language change occurs via replication of these entities not through inherent change of an abstract system'. With specific reference to semantic change, Traugott & Dasher (2002) argue persuasively that historically there is a path from coded meanings (Ms) to utterance-token meanings (IINs) to utterance-type, pragmatically polysemous meanings (GIINs) to new semantically polysemous (coded) meanings. Andersen (2000) and Waltereit (2001) take a relevance-theoretic and speech-act theoretic approach respectively to what they term 'discourse markers'. Some consider the latter, within the conversation analysis model, to be vehicles in the stream-lining of turn-taking in conversation (Waltereit, 2002; Aijmer, 2002). Both Detges (e.g. 2001) and Waltereit (2002; Detges and Waltereit, 2002) consider that whereas grammaticalization is the result of a rhetorical overuse that concerns other items of the same proposition, the rise of DMs is related to rhetorical overuses that have to do with the discourse they are part of. Waltereit (2002) argues that the evolution of *guarda* in Italian is not a case of grammaticalization. Brinton and Traugott (2005: 140), on the other hand, conclude that the development of DMs is 'best understood as a process of grammaticalization'. To my knowledge, no researcher has attempted to explicate such cases of language change within the framework of cognitive semantics and politeness theory (but see Beeching, 2005 and 2007). Sweetser (1990) demonstrated that a cognitive approach to meaning can account in a unified fashion for facts in three diverse areas: polysemy; lexical semantic change; and pragmatic ambiguity. My paper applies this insight in a particular area of interactional pragmatics, demonstrating that, cross-linguistically, factors to do with sociability and face motivate a shift in situated meaning with respect to adversative expressions, such as 'but'. The truth-conditional adversative nature of the logical structure "P but (not) Q" provides a point of access to a more generalised concept of 'buttness'. A well-placed 'but' serves as an economical form of verbal posturing which, hinting at contradicting an assumed objection, disarms it, thus hedging – and simultaneously boosting – the stretch of discourse it accompanies.

*Dutch adpositions and grammatical constituency:
A cognitive-grammar analysis*

Dutch constructions such as (1), which I call Particle Constructions (ParCs), have raised two questions: (i) how are they semantically different from constructions such as (2) (Preposition Constructions, PreCs), and (ii) does the adposition form a constituent with the verb, or with the NP that precedes it? Earlier analyses have treated these questions as largely independent issues, assuming that constituent structure is a purely syntactic matter, without phonological or semantic content, which can be determined by means of diagnostics such as e.g. passivization and topicalization. Results and conclusions diverge, however, leaving the constituency question unresolved.

- (1) *Ik klom het podium op*
'I climbed onto/up the stage'
(2) *Ik klom op het podium*
'I climbed on(to) the stage'

This paper presents a cognitive-grammar analysis of ParCs, in which the two questions are considered to be intimately related. In cognitive grammar, "grammatical constituency is recognized but is not accorded autonomous status: it is merely the order in which simpler symbolic structures combine to form progressively larger ones" (Langacker 1995: 150). I therefore present an analysis of the semantic differences between ParCs and PreCs, on the basis of which I argue that the constructions are compositionally different. These observations, I argue, can be accounted for by analysing the two constructions as compositionally different: in PreCs an intransitive verb combines with a prepositional-phrase complement, while in ParCs the verb and the adposition form a complex verb that requires a direct object, namely a 'traversal object' (cf. Kuno 1973, Martin 1975, Haig 1981, Muehleisen and Imai 1996, Beavers 2006).

*The Ideas of Ideas: Cognitive metaphoric patterns in English
and Japanese used in expressing ideas/kangae*

In the study on the interplay between language forms, conceptualization patterns and their cultural contexts few cross-cultural, systematic and comparative studies have been made. Utilizing G. Lakoff and M. Johnson's "underlying metaphoric analysis" (1980, 1987, 1989) as well as A. Goatly (1997) to delineate conceptual patterns found in English and Japanese, this study focuses on the cognitive theme of expressing IDEAS in English and KANGAE in Japanese. Comparable sets of

data in several discourse domains were analyzed for all expressions used (reference lists, popular essays, technical writing and family conversations). The communicative domains related to the theme of expressing "ideas", it is hypothesized, would be particularly affected by culturally dependent conceptualization patterns. Sentence framed expressions were analyzed into underlying conceptual patterns. Twelve patterns were found in both languages. IDEAS ARE FOOD, IDEAS ARE LIQUID, ARGUMENT IS HUNTING, ARGUMENT IS FIGHTING, IDEAS ARE ORGANISMS, THEORIES ARE BUILDINGS, THEORIES ARE PATHS, IDEAS ARE AREAS, IDEAS ARE PICTURES, IDEAS ARE A LIGHT SOURCE (UNDERSTANDING IS SEEING), IDEAS ARE AN ENTITY, and IDEAS ARE COMMODITIES.

In order to examine the intercultural potential for understanding/misunderstanding, the data in each pattern was examined in terms of four degrees of unanimity: (A) similar in form and meaning; (B) similar in form but different in meaning, (C) different in form but similar in meaning; and (D) miscellaneous items different in form and meaning. The results showed a considerable variation from a high of 95% unanimity IDEAS ARE PICTURES to a low of 8% ARGUMENT IS FIGHTING with more than half having less than 50% commonality. A further examination of the degree of commonality in the ranking of the frequency of occurrence showed that the most commonly used patterns had low degrees of cross-cultural unanimity. These results show that culturally preferred patterns in the expression of IDEAS/KANGAE are cross-culturally significantly different even if the same expressions are used in the same discourse domain. The significance is not only important to interpretation and translating but suggestive of culturally preferred thinking styles.

Berezowski, Leszek
Wroc'aw University, Poland

10am, 30th August 2007
Room: 0.31

Indefinite article rhetoric

The indefinite article is a well known example of an English grounding predication. However, in some cases the use of this article to ground a nominal clearly defies expectations based on the encyclopedic knowledge available to the addressees. Within the Christian framework evoked by the text the unique nature of the referents of these indefinite nominals is more than obvious and, consequently, any reader would expect either no article at all, e.g. God and Jesus, or the definite one, e.g. the kingdom, the cross.

However, the author quoted above decided otherwise and the paper argues that it is made possible by the fact that besides grounding a nominal the choice of the article also profiles a facet of its meaning. Drawing on earlier work on (in) definiteness, e.g. Hawkins (1978), Declerck (1987), and Hawkins (1991), the paper shows that the indefinite article can serve in that function because its use always presupposes that besides the entity actually referred to there is at least one more that remains outside the scope of predication. Speakers / writers may then use that property, known as exclusivity, to induce construals implying alternative views of well known concepts as exemplified above.

Ultimately the use of the indefinite article may then serve as a subtle rhetorical device whose usage is illustrated in the talk with a number of examples drawn from religious and political discourse.

Bierwiazzonek, Boguslaw
University of Bielsko-Bia*a, Poland

3:30, 28th August 2007
Room: 0.36

Conceptual and Neural Blending in the Interpretation of Proverbs

Lakoff and Turner (1989:162ff) claimed that proverbs are interpreted through GENERIC IS SPECIFIC metaphor, in which the content of the proverb represents a specific level schema functioning as the source, and the target is a generic level schema. I argue that their metaphoric account of proverbs is fundamentally wrong. Proverbs are not used in order to make “generic statements”, but, rather, in order to comment on specific construals of current situations. Therefore, the target of proverbs is not a generic-level situation but usually another specific situation. Thus, if the metaphoric account were to be retained, the metaphor should be SPECIFIC 1 IS SPECIFIC 2. I show, however, that even this improved metaphoric account of proverbs is not adequate, since often the emergent meaning is not fully compatible with the “literal” meaning of the proverb and the current situation. Therefore, I suggest that proverbs should be analyzed in terms of the theory of conceptual integration networks (Turner, M & G. Fauconnier 1995, Fauconnier, G. & Turner, M. 2002). Accordingly, the specific content of the proverbs and the construal of the current “target” situation should be considered as input spaces, the generic level schema as the generic space and the particular emergent meaning of the proverb in the current situation as the blend. I discuss a few proverbs along these lines, including *Blind blames the ditch*, analyzed also by Lakoff and Turner, and its equivalents in English and Polish and show that what in one language may involve a single scope integration (in the sense of Fauconnier, G. & Turner, M. 2002), may be a double scope integration in another language. Finally I argue that the proposed account of proverbs is fully compatible with the general neural theory of cognition developed by A. Damasio (1999) in terms of image spaces and dispositional spaces. Given Damasio’s model, the specific content of a proverb is represented in the dispositional space, the content of the target situation is represented in the image space, and the integration is executed by the working memory, as it is characterized by LeDoux (2002).

Bierwiazzonek, Boguslaw
University of Bielsko-Bia*a, Poland

3:30, 29th August 2007
Room: 0.36

Neural Substrates of Metonymy

Studies of metonymy show that the essence of metonymy is association, substitution (or mental accessibility) and change in the relative salience of elements of ICMs, which may be called focusing. Therefore, the fundamental question for the theory of embodiment of linguistic meaning is this: what are the

neural substrates of association, substitution, and focusing? The answers are based on the concept of convergence zones put forward by A.Damasio (1999) and J.LeDoux (2002) and the theory of image and dispositional spaces proposed by A.Damasio (1999).

Association in neural terms boils down to synaptic connections: through their axons all neurons reach out to other neurons, and through their axons to other neurons and so on.

It is argued that PART FOR WHOLE metonymies and WHOLE FOR PART metonymies are supported by the general cognitive mechanism whereby the stimulus is first split into its various perceptual “qualities”, which are later integrated into coherent wholes (binding). The assemblies of neurons where such syntheses take place are called “convergence zones”. Metonymies use the same neural mechanisms, which, importantly, indicates that these pathways are available for cognitive processing. For instance, in the sentence *She was dressed in blue*, the expression *blue* activates the whole BLUE DRESS. But convergence zones both integrate and influence processing in independent systems. We can thus access parts through wholes, as in such metonymic developments of meaning as *rose* > COLOUR OF FRAGRANCE OF A ROSE, *turquoise* > COLOUR OF TURQUOISE.

Böger, Claudia & Jurgis Skilters

Bundeswehr Universität, Germany & University of Latvia, Riga

9:30, 30th August 2007

Room: 1.55

Embodied semantic structures in movement execution and language

Movement contains semantics already at a bodily level. Movement and meaning are reciprocally connected to each other and mutually determine each other. Language is therefore seen as only one of many ways of meaning assignment. Moreover, language (along with other kinds of meaning articulation) is bodily grounded. A twofold holistic approach is assumed: (1) meaning articulation processes are holistic with respect to the involved sensory domains; and (2) meaning is holistic in the sense that meaning is always contextually embedded and dependent.

Our approach exploits a model of cognitive processing (Skilters 2006), underlining that perceptual structures are transformed into meanings and later possibly verbalized. In this way our approach is consistent with Barsalou's Perceptual Symbols' Theory, Glenberg's (1997) and Gibbs' (2003, 2006) views on semantic processing.

We also emphasize that meaning is always articulated in a concrete situation and by a particular agent (Skilters 2004). Moreover, we reject any kind of core-meaning-view and thus underline the research results by Klein and Murphy (2001, 2002).

Our empirical framework is situated in movement and sport sciences. Sport sciences offer a productive area for (1) studying the learning processes of movement and (2) researching the interaction of meaning and language from a developmental perspective of meaning assignment processes. Metaphorical instructions are often used in the process of teaching movement. An

experimental study allows us to assume that metaphorical instructions trigger self-active processes within subject (Böger 2006).

Born Steinberger-Elias, Margarethe
Federal University of ABC at São Paulo, Brazil

9am, 30th August 2007
Room: 2.03

*How to measure text legibility: a cognitive linguistics approach
to Brazilian Portuguese texts*

Based on Hallyday (1998) and van Dijk (1987) discussions on text structures, this paper presents an experimental model to describe text processing, text summarization and text legibility measuring in reading. The sample texts choice was based on pieces of news stories used as models in Portuguese composition teaching books for Brazilian college students. About forty short texts were first selected. The research followed two empirical comparative tracks. The first was based on text structure analysis and the second was based on reader protocol analysis.

The first track considered reader competences in syntactic and semantic parsing and built an algorithm to convert texts in hierarchical tree-designed structures. A summarization methodological process was applied afterwards, based on automatically cutting-off the edges. The amount of complex text operations necessary to summarization pointed a trustful method to measure text legibility. Three levels of text were identified: high-legibility, medium-legibility, low legibility.

The second empirical research track was based on reader cognitive strategies to parse phrasal structures and get higher semantic probabilities to make sense. Reading-protocols were collected from five students defined as potential composition textbook users. They read three short texts each. The texts were representative for the three-level legibility model. Readers protocol analysis indicated that most strategies were top-down, involving key-word structures and memorisation clues.

The experiment results showed a high significant convergence probability between text-structure and reader-protocol based methods.

Bowie, Jill
University of Reading, UK

10am, 30th August 2007
Room: 1.55

Language Evolution: Insights from spoken discourse

Discussions of language evolution have paid little attention to the emergence of spoken discourse. I argue that interactive discourse was the arena within which language conventions emerged, and so deserves a central place in evolutionary discussions. To facilitate this, I suggest that discourse should be viewed, not as a level of language structure 'beyond the sentence', but as sequenced communicative behaviour, typically but not uniquely involving language. Such a view provides for continuity from exchanges making use of simple

communicative resources such as single words and gestures to those making use of complex grammatical conventions.

Valuable insights into language evolution can therefore be provided by the study of spoken discourse, particularly of discourse using simpler language systems. I present evidence from child language and from some novel experimental data collected from adults using restricted language systems. In these experiments, nine pairs of adults were asked to communicate preset messages to each other using a vocabulary of fifty English words. The data show how fundamental discourse principles apply to the use of simpler language just as they do to the use of fully complex language. In both cases we see the negotiation of shared attention and shared understanding between participants, and the construction of meaning across sequences of utterance units of various kinds. Also evident are formal continuities, for example between the looser discourse groupings of simpler language and the varying degrees of grammatical integration seen in unplanned spoken discourse using fully complex language.

Broccias, Cristiano
University of Genoa, Italy

11am, 28th August 2007
Room: 1.55

*Conceptual links and the availability of asymmetric
and non-inheriting resultative constructions*

One of the dimensions of variation in the analysis of so-called resultative constructions (RCs) is what distributional relation obtains between the arguments of the RC and the arguments (either optional or obligatory) of the RC verb. Goldberg and Jackendoff (2004), henceforth GJ, propose Full Argument Realization (FAR): “All the arguments obligatorily licensed by the verb and all the syntactic arguments licensed by the construction must be simultaneously realized in the syntax, sharing syntactic positions if necessary [...]” (p.547). Crucially, they consider an argument as “obligatorily licensed by a verb [iff] an expression involving the verb in active simple past tense without the argument is ill-formed” (p.548).

FAR correctly accounts for the impossibility of e.g. (1) *The bears frightened the campground empty, from Levin and Rappaport Hovav (1995), henceforth LRH, with the intended meaning of “The bears frightened the hikers and, as a result, the hikers left the campground”. LRH themselves explain the impossibility of (1) by showing that unsubcategory objects of transitive verbs cannot appear in RCs. The only exception they note involves wash-verbs (e.g. (2) She washed the soap out of her eyes, cf. *She washed the soap). However, it can be shown that the lack of inheritance of obligatory objects as constructional objects (i.e. objects in the RC) is not limited to wash-verbs.

Whereas LRH’s model cannot handle cases like (3)-(4), FAR can since it does not specify where (i.e. through which constructional argument) the subcategory object must be realised. At closer inspection, however, GJ’s approach also turns out to be problematic. Firstly, it does not explain what principles, if any, account for the positioning of verbal arguments in the RC (e.g. why her children appears in the resultative phrase slot in (3)). Secondly, and

even more importantly, obligatorily subcategorised objects are not always realised in RCs (these are called non-inheriting RCs here).

I will propose an alternative approach to asymmetric and non-inheriting RCs which does not rely on the notion of obligatory argumenthood but rather claims that (a) the distribution of arguments in the RC depends on the conceptual feasibility of the scenario evoked by the “change complex” (i.e. what is termed “small clause” in formal approaches) and (b) unsubcategorised objects in the RC are allowed iff the conceptualiser can establish tight conceptual links between the verbal event and the change event (i.e. the event coded by the change complex).

Calvo Cortés, Nuria

Complutense University in Madrid, Spain

4:30, 28th August 2007

Room: 2.03

Why taking aboard what should be taken on board?'

This paper analyses the semantic and syntactic similarities and/ or differences of *on board* and *aboard*, particularly in metaphorical contexts. Both terms seem to be used interchangeably in locative and directional – that is, physical – contexts and the explanation to why the two forms coexist today could lie in the fact that they do not have the same origin – as suggested in the OED. Although *on board* was already present in Old English, its meaning was different from the one it has nowadays – or so it may appear –, which appeared for the first time in the 17th C. As regards *aboard*, it is meant to have entered the English language in the 15th C through the French form *à bord*, therefore it cannot be considered a later expansion of *on board* as stated by grammarians such as Lowth (1775) and Skeat (1874). For all these reasons, a study of the origin and evolution of both expressions in physical contexts proves to be essential in order to be able to show if they behave similarly in metaphorical contexts as well, that is, in expressions such as *take something on board*, would *aboard* be also acceptable? According to dictionaries, above all the OED, only *on board* would be accepted in such collocations, however, some native speakers do use that form – which might be put down to some kind of dialectal usage and at the moment is being researched. The question that arises and to which this study tries to respond to is to what extent speakers feel the two expressions indicate the same so as to use them interchangeably and whether the reason for the preference of one or the other term lies in the fact that they actually differ in their correspondent physical structures, which basically fit in the ‘caused motion construction’ (Evans & Green, 2006) and they could be interpreted as the ‘path’ and ‘ground’ of the motion situation encoded in a ‘satellite’ (Talmy, 1975) or in the process of grammaticalization that *aboard* may be undergoing.

The Demonstrative Cleft in Spoken English

Despite having been noted that the demonstrative cleft is frequent in spoken language (Herriman 2004, Biber *et al* 1999, Miller and Weinert 1998, Collins 1991 and others), little analysis has been conducted to investigate its structure and discourse function. Demonstrative clefts such as *That's what I am talking about*, or *That's what I mean*, are not entirely fixed in their structure, however, they do exhibit recurring patterns and "*preferred formulations*" (Wray, 2006, p. 591), allowing only very small variation in their component elements.

The demonstrative cleft can be described by the schema: *That/this* + BE + wh-word + Relative-like Clause. However, the 205 constructions found in cc 200,000 words of spontaneous, unplanned conversations in the Wellington Corpus of Spoken New Zealand English (WSC) show that typically, the spoken demonstrative cleft involves the pronoun *that* (rather than *this* or other demonstratives), the copula is either in the simple present tense or simple past tense (with no aspectual marking or future tense, and no negation particle accompanying it), the wh-word used is *what* or *why* (with few occurrences of *where*, *when* or *how*), and the relative-like clause usually consists of the first or second singular pronouns, *I* or *you*, and a verb of cognition (*think*, *see*, *believe*, *want*, *feel*), communication (*say*, *tell*, *ask*) or movement (*do*, *go*).

By its very nature and the constraints imposed on it, spoken language, and in particular, spontaneous spoken language involves heavy use of formulaic or fixed expressions (Aijmer 1996, Biber *et al* 1999, Biber and Conrad 1999, Miller 1994, Miller and Weinert 1998, Thompson 2002, and others). As claimed by Ford, Fox and Thompson, grammar in general is "*a collection of crystalizations of routines*" (2002, p. 120); and nowhere is the emergent (Hopper 1987, 2001) nature of grammar more clear than in spoken language. The demonstrative cleft is an example of such a *routine*, and thus worth investigating further. The findings presented here are hoped to contribute to our existing knowledge of the nature and structure of fixed expressions, as well as to give an insight into the syntax of spontaneous spoken language.

Phrasal verb derivations: competence and performance

A relatively under-explored area within cognitive linguistics is morphology. The generally accepted idea among construction grammarians and cognitive linguists alike is that morphemes are no different from other form-meaning pairs and that they therefore find their place in the syntax-lexicon continuum (or ‘construction’) alongside words, idioms and larger constructional templates. Beyond this view, which by the way obliterates important organizational differences between items above the level of words and items below (cf. the brief summary in Jackendoff 2002: 128–129), very little has been said about the place of morphology in cognitive/constructionist models of grammar. This paper attempts to open the way for more morphological research in cognitive linguistics by reporting on a corpus study and ongoing elicitation experiments into a morphological phenomenon that has hardly been studied in any framework. For cognitive linguistics in particular, it poses a challenge to the usage-based approach to grammar, by which frequent use of linguistic forms is claimed to (help) shape linguistic competence.

The phenomenon in question is the derivation of nouns—I will not discuss adjectives—from verb-particle combinations: established nouns like mix-up, goings-on, passer-by, grownups, and novel ones like drug dealer keeper-awayer and busted-upedness (for some remarks and references on which, see McIntyre 2004). When studying such nominalizations, one is immediately struck by the wide variety of morphological patterns: there may or may not be an affix (e.g. a letdown vs. a dressing-down); the affix, if there is one, may be added to the verb, to the particle, or to both (e.g. a hanger-on, a put-outer, a fixer-upper), the particle may precede or follow the verb (e.g. an outbreak vs. a break-through), and so on. This diversity leaves an impression of “anything goes”, which is further enhanced by the observation that the placement of an added plural morpheme often seems random. For example, attested plural forms of the coinage narrowing-down are both narrowings-down (5 Google hits) and narrowing-downs (13 Google hits).

Paradoxes can only be resolved, it will be claimed, by invoking the existence of general morphological patterns or principles whose interplay determines the properties of the duplication pattern. These generalizations can be formulated as follows: (i) deverbal morphemes attach to verbs; (ii) derivational and inflectional morphemes attach, in this order, word-finally; (iii) word-final morphemes determine the categoriality and global meaning of morphologically complex words. These generalizations emerge from abundantly available usage data and can in turn be handed back down to the infrequent duplication pattern by default inheritance. The morphological pattern exemplified by passer-by, while more frequent than the strange-looking duplication pattern, is actually less regular in that it overrides principles (ii) and (iii). Its frequency is needed for these overrides to be learnable.

Meaning and Motor Action

Concepts like time, truth, or value present a challenge for any ‘embodied’ theory according to which thoughts are perceptual simulations: how can we perceptually simulate things we can never perceive? Conceptual Metaphor Theory (CMT) offers a potential answer: linguistic metaphors (e.g., a long time, a high grade, a deep thought) show that many of our abstract ideas are structured in terms of a few simpler concepts grounded directly in perceptuo-motor experience (e.g., experience with physical motion, force, and space). Within Cognitive Linguistics, Embodiment Theory and Metaphor Theory appear to be mutually inextricable¹. Yet, ‘embodied cognition’ researchers in other subfields of Cognitive Science have marginalized the role of metaphor in the mental representation of abstract concepts^{2,3,4}. In his highly influential Perceptual Symbol Systems proposal, Barsalou (1999) argues that “a direct, non-metaphorical representation of an abstract domain is essential,” and proposes that “perceptual symbol systems can represent all abstract concepts directly” (pg. 600). One reason for skepticism about the role of metaphor in structuring abstract concepts is that despite the wealth of linguistic and psycholinguistic data supporting CMT and related theories^{1,5,6}, corroborating behavioral data are scarce and have yielded contradictory results^{7,8}. People talk about abstract things metaphorically, but how can we be sure they really think about them that way?

Here we present two experiments investigating relationships between manual motor actions and the meanings of words. We elicited Motor-Meaning Congruity effects by instructing participants to perform simple motor actions while processing verbal information, explicitly or implicitly. Metaphor theory may only provide part of the answer to the problem of how abstract ideas are mentally represented, but no theory of abstract concepts -- embodied or otherwise -- will be complete unless it predicts the relationship between meaning and motor action that we demonstrate here.

How do Second Language Learners Comprehend Syntactically Ambiguous Sentences in Chinese?

Ambiguity, a universal phenomenon, has invited some attention in second language research; however, few previous studies have selected Chinese as the target language. Attempting to fill the gap, the present study investigates ambiguity resolution of Japanese-speaking learners of Chinese. Ambiguous sentences are discussed in this paper. Forty Japanese-speaking learners of

Chinese (the experimental groups) and twenty native speakers (the control group) participated in this study, in which two experiments were conducted with questionnaires. The first experiment involved ambiguous sentences without any referential contexts, while the second experiment provided contextual cues. The results suggest that L2 learners' preference for the relative clause reading in a null context is constrained by a minimal effort principle proposed by Relevance Theory (Sperber and Wilson 1986/95). However, if contextual information is available, the PRO reading is preferred, as the extent condition 1 in Relevance Theory predicts. Furthermore, the results indicate that L2 learners' proficiency levels of Chinese affect their comprehension of the given contextual cues.

Chang, Vincent Tao-Hsun
National Chengchi University, Taiwan

12:30, 30th August 2007
Room: 0.31

*Minimal structure and scalar implicature of visual meaning
in multimodal discourse*

How does our knowledge of language and of context endow us to understand what we are told, to resolve ambiguities, to grasp both explicit and implicit contents, and to appreciate non-literal expressions – metaphor, irony, pun, hyperbole, humour, poetic effects, and, non-verbal communication? These issues have often been approached within linguistic pragmatics and psycholinguistics, whilst with only limited interactions between the two. This paper thus aims to investigate the audience's inferential processes of perception, comprehension and interpretation of visual image in multimodal communication, reexamining the explanatory adequacy of Relevance framework (Sperber & Wilson 1986/1995, Forceville 2005) and exploring the significant novelty of experimental pragmatics (Noveck & Sperber 2006).

The current study implemented an experiment by randomly sampling one dozen students from National Chengchi University in Taiwan to examine if the implicit meanings can be seen as scalar and choose the salient one(s) as default/unmarked thereafter. The subject was guided and encouraged (actively/imaginatively/creatively) to integrate the semiotic elements (linguistic slogans and visual images) to trigger cognitive contextual effects, namely pun, irony, metaphor and humour. S/he processed the six Beijing Olympics-2008 captions after which s/he would be rewarded by extra contextual effects and feel closer to the addresser. S/he searches for optimal relevance in the interpretation process, during which a wide array of implicatures involving feelings, attitudes, emotions and impressions would be inferred and derived from non-/verbal communication together with the contexts, depending on different degrees of involvement and shared cognitive environment.

'all' vs 'if': How discourse function explains logical reasoning

A pervasive problem in empirical studies of human reasoning is the tenuous connection between logical operators and their natural language counterparts. Insensitive translation, of for example the '*if ... then*' construction as a material implication \rightarrow , has hindered much work in this area (see for example Stenning and van Lambalgen, 2001 for an extended discussion of this). But there is little research into appropriate constraints or principles to guide more accurate translation of logical statements into natural language premise sentences, and vice versa, for the purposes of reasoning research. In this paper we aim to redress this lack by by outlining how discourse function and the constraints following from this can be suitably applied in sensitive translations between natural language premises and logical argument forms.

The argument is motivated by an experimental finding of variation in reasoning response according to the (natural language counterparts of) logical operators used in reasoning premises (Counihan, forthcoming). Specifically, subjects found reasoning with conditional sentences using the '*if .. then*' construction easier than reasoning with universally quantified sentences, using a sentence initial '*all*'. The reason for this finding is sought in a discourse-functional analysis of the occurrence of these constructions in spoken English corpora. Firstly, a preliminary study of the occurrence of '*all*' in spoken English yielded the conclusion that the determiner is primarily used in an anaphoric way, to refer to a group of previously or contextually given discourse referents. This, coupled with overt or covert domain restriction, explains the difficulty subjects have with arguments based on universally quantified premises. Secondly, use is made of Haiman's (1978) analysis of the '*if*' operator as a topic-provider to explain the ease that subjects have with arguments based on such premises.

This approach thus seeks to explain the relation between empirical data and logical structure in reasoning research by routing data through discourse-functional analysis of the reasoning task. This yields a far more accurate picture of the reasoning abilities of people, even within natural language experiments, and showcases the value of applying the principles of cognitive linguistics in cognitive psychological research.

*Semantic consistency and pragmatic relevance in the construction
of coherence in non-native extended spoken discourse*

In day-to-day interactional spoken discourse, negotiation of form and meaning at the micro-level occurs frequently as a collaborative effort between interlocutors, which helps to maintain coherence and keep the discourse 'on track'. When producing more extended spoken discourse however in the form of a short monologue or speech, the opportunities for negotiation are limited and there is an added burden on the speaker to package the discourse in such a way that the listener perceives it as being coherent. This requires the speaker to construct and deliver utterances which are semantically consistent with the co-text and context (both internally and externally) and which are pragmatically relevant with the preceding discourse. For non-native speakers of English, the added burden of this global discourse management means that miscues in extended spoken output can accumulate leading to a perception of incoherence on behalf of the listener and even a complete breakdown in communication. This paper will investigate the two aspects of semantic consistency and pragmatic relevance to see how they contribute to coherence within non-native extended discourse and will report on an experiment conducted to test whether repairing miscues in coherence can lead to improved comprehensibility.

*The effects of frequency and neighbourhood density on adult speakers'
productivity with Polish case inflections:
An empirical test of usage-based approaches to morphology.*

Linguists usually assume, either implicitly or explicitly, that the rules and constraints in their grammars correspond in a fairly straightforward way to the generalizations that are represented in speakers' mental grammars, and that all speakers of the same dialect acquire more or less the same mental grammar. This paper presents the results of a nonce word production experiment which challenges both of these assumptions.

36 adult native speakers of Polish of varying educational backgrounds were taught nonce nouns for novel concepts, and asked to use them in grammatical contexts which require the dative case. Half of the nouns came from densely populated neighbourhoods (i.e., they resembled many existing nouns), and the other half belonged to sparsely populated neighbourhoods. The participants were significantly better at inflecting nouns from high density neighbourhoods, and they were also better at inflecting nouns belonging to large classes than those

belonging to smaller classes. The experiment also revealed considerable differences in individuals' ability to inflect nonce words, similar in magnitude to differences in vocabulary size. Performance on the nonce word inflection task was significantly correlated with vocabulary and education.

These findings corroborate two central claims of usage-based theories: that more frequent patterns are more likely to be used productively; and that speakers prefer low-level generalizations over clusters of phonologically similar forms, or clusters of words sharing the same derivational affix, over more global generalizations, even when the global generalizations capture the relevant linguistic facts in a more economical manner. The education-related differences may be explained by differences in linguistic experience, which is also compatible with usage-based theories.

Delorge, Martine
Ghent University, Belgium

noon, 29th August 2007
Room: 0.31

*The diachronic evolution of the aan-construction
with Dutch verbs of reception*

Modern cognitive research pays a lot of attention to the meaning of grammatical patterns and the interaction of verbal and constructional semantics (with the rise of Construction Grammar, for example – cf. Goldberg 1995). Yet, there is still a lack of detailed *diachronic* studies of argument structure phenomena. In this paper, I want to make a contribution to filling up this gap by focussing on the constructional evolution of four verbs of reception in Dutch: *verkrijgen* ('get'), *ontvangen* ('receive'), *verwerven* ('obtain') and *begeren* ('desire'). In addition to tracing their constructional history, I will also single out the Dutch verb *verkrijgen* and further compare it with its English counterpart *get*.

The first part of the paper focuses on the diachronic aspect. It starts from the observation that in older linguistic stages of Dutch, the original possessor or source of the reception event could occasionally be expressed as a prepositional object with *aan* ('to, on'), as illustrated in (1). This option has largely disappeared from Dutch grammar: in present-day Dutch, the original possessor is usually coded by means of a construction with the preposition *van* ('from', cf. the English glosses).

In the second part of the presentation, the focus shifts to a comparison between the constructional possibilities of English *get* and Dutch *verkrijgen*. The analysis of *get* in Johansson & Oksefjell (1996) and Gronemeyer (1999) clearly shows that the constructional possibilities of the English verb are much wider than those of its Dutch counterpart. Like *verkrijgen*, the most basic construction *get* appears in is the monotransitive construction with a single direct object. Based on my own data and Gronemeyer's, I will look at further overlaps and differences between these two verbs.

Clusters in the mind?
Converging evidence from near-synonymy in Russian

One of the areas that most strongly supported the emergence of cognitive linguistics as a new research paradigm was that of lexical semantics. Early work, in particular on prepositions, introduced the notions of prototypes, radial categories and network representations into linguistics. While this work provided a wealth of insights, the cognitive linguistic approach, and in particular the widely used network representations of words and word senses, has been criticized for a number of methodological and conceptual shortcomings. Among the most pressing questions are, no doubt: Which elements of usage need to be captured to arrive at an objective and satisfactory description of meaning? And what, if any, contribution can linguistic work on, say, near-synonyms, make to issues of mental representation?

Recently, the “behavioral profile”-approach was introduced (Divjak & Gries 2006, Gries & Divjak *forthc.*) as an objective means to capturing a word’s denotation and to comparing words (Divjak 2006) or word senses (Gries 2006). In addition, behavioral profiles facilitate discovering the internal structure of polysemous or near-synonymous words, as they can be subjected to exploratory statistical techniques that find structure in large datasets, e.g. cluster analysis. There are indications that the clustering obtained for nine near-synonymous verbs that express *try* in Russian (see attached tree-plot) does reflect mental reality to some extent: the results from a preliminary sorting task (Solov’ev, *ms.*) reveal that each of the nine verbs is most often grouped together with one of the verbs it is clustered together with in the corpus-based analysis. Additional research is needed to validate the results, however, as well as to test the psychological reality of the model proposed on the basis of corpus research.

The present study therefore reports on the results of two experiments, a sorting task and a gap filling task, designed to 1) study the mental reality of both the proposed cluster solution and 2) the properties that fell out of the corpus analysis as having high predictive power for subcategorizing the nine near-synonyms. Apart from reporting on the overall support the corpus-based results receive from the experimental results, areas of divergence will be pointed out and implications for cognitive linguistic theorizing and methodological development will be discussed.

Metaphor in discourse: from theory to application and back again

The discovery of conventional conceptual metaphors such as LIFE IS A JOURNEY has raised the problem of how to identify their linguistic manifestations in large sets of natural discourse. A group of metaphor scholars named Pragglejaz (in press) has developed a Metaphor Identification Procedure (MIP) to provide an explicit, reliable, and flexible tool for this purpose.

According to MIP, metaphorically used words refer indirectly to their referents in the text world. MIP firstly establishes the contextual meaning of a word and then determines whether it has a more basic meaning in other contexts. Based on the cognitive-linguistic tradition, basic meanings are concrete, specific, embodied and usually, though not necessarily, historically older. When there is a more basic meaning, it has to be decided whether the contextual meaning contrasts with, and can be understood in comparison with this basic meaning. If so, the word is used metaphorically. For example, in 'she attacked my theory', *attack* has the contextual meaning 'to strongly criticize someone', while the basic meaning is 'to use violence to harm a person' (*Macmillan Dictionary*). Thus, abstract and verbal criticism is understood in terms of concrete, physical harm.

In this presentation we will demonstrate the basics of MIP and illustrate how we operationalised this method to meet our own specific identification and annotation needs. We will demonstrate how we use the Macmillan dictionary and the POS-tags in BNC Baby to address the following questions: 1) what counts as a lexical unit (the issue of phrasal verbs, compounds, polywords, proper names), 2) which meaning is basic (the issue of word class and grammatical category), and 3) when does a comparison between a contextual and basic meaning actually lead to metaphoricity (the issue of distinctness and similarity). Moreover, we will discuss a reliability test including 1180 lexical units, which resulted in a unanimous agreement for almost 90% of all data and a Cohen's kappa of 0.79.

Why Me? Cognition at the Origins of Grammar

Language is often identified as a defining difference between humans and nonhumans; but is it a feature with its own evolutionary explanation, or is it an adjunct of some other trait, evolved for reasons only indirectly related to language? Despite Noam Chomsky's view that language evolved for thinking, it is generally believed that language is a product of socialisation, the need for individuals to exchange social information. And, if we look at the social

information exchanged, we see forms of modelling that are absent from signalling systems used by other animals.

First, there is modelling of the relationships between others: the simple sentence Alf likes Beth requires the receiver not just to recognise a single referent or context, but to bring two conceptualised individuals together and establish a relationship between them. Second, there is modelling of events in the past and future: where other animal signalling is dominated by current events, these play only a small part in human discourse. Third, there is modelling of what-if: we can discuss not just future probabilities and past certainties, but events that are unlikely to, or did not, happen. Fourth, there is modelling of the intentions of others; and fifth, there is modelling of our own self.

This last form of modelling is particularly odd in evolutionary terms: it requires me to take an objective view of myself, when most animals succeed by being so subjective about themselves that they are effectively self-unaware.

This paper will show that self-modelling is heavily implicated in the origins of syntactic language, and it will review the possible sources and effects of this species-defining feature. The mechanisms that permit me to talk about myself will be examined, and it will be shown that this particular modelling skill is likely to be a product of social signalling and a cause of language.

Egan, Thomas
Hedmark University College, Norway

12:30, 28th August 2007
Room: 1.55

Goal as targeted alternative: the case of the to-infinitive

The English *to*-infinitive, related as it is historically to an allative preposition, is often said to encode the end point of a path-goal schema (see, for instance, Bailey 1992: 186, Verspoor 1998: 511 and Duffley 2006: 268). In this paper I look more closely at the concept of *goal* and suggest that, in the context of the *to*-infinitive at least, it is best understood in terms of a *targeted alternative*. The *to*-infinitive, in other words, is used to encode the highlighted of two or more theoretically possible alternatives in some domain. I will focus on the *to*-infinitive as it is used in complement clauses. There are three main types of these, differing with respect to the domain in which the targeted alternative is located. In one type the relevant domain is the projected future. In the second type, which instantiates the complements of verbs of opinion or attitude, the relevant domain is the mind of the subject or speaker. In the third type the relevant domain is the higher-order level of general validity predications (see Langacker 1997 and 1999). In my presentation I concentrate on tokens of the *to*-infinitive construction with matrix verbs such as *bid*, *see*, *intend*, *like* and *fear* which also occur with other non-finite complement forms. I show how the *targeted alternative* interpretation can throw light on the difference in meaning between constructions containing the *to*-infinitive on the one hand and the bare infinitive or gerund on the other.

*Establishment of intersubjectivity through showing sharedness:
a::: in Japanese conversation*

In the field of Conversation Analysis, a number of studies have pointed out that non-lexical items such as oh and uh-huh in English play significant roles in interaction (Heritage 1984; Schegloff 1982). By producing these small tokens, recipients show their attitude toward the ongoing talk, thereby actively participating in the exchange.

In this paper, I study the use of a similar non-lexical item in Japanese conversation: a:::, lengthened low-back vowel. Through the analysis of videotaped naturally occurring conversation, I argue that a:::, with two subtypes, is used to reveal the sharedness of information or stance between participants.

What is common between the two types discussed is that a::: shows that the recipient to share something with the speaker. In the case of understanding after trouble, the recipient shares the information, which is not shared before the repair or elaboration. In the case of stance alignment, what is shared is the stance toward a situation. The alignment of stance often comes from a similar experience the recipient has had, which is then revealed in the second story (Sacks 1992).

This function of ::: as showing sharedness makes a good contrast with other tokens of interjection in Japanese. The token hee, as Mori (2005) showed, indicates the newsworthiness of the content the speaker's previous remarks. In a similar fashion, but with stronger emotional attitude, e:: indicates that what has just been told to the recipient is surprising to the recipient. Another interjection fuun also indicates that the content is news to the recipient. All of these tokens are used by the recipient to react to the speaker, but I argue that a::: establishes a stronger intersubjective state between the participants than these tokens because a::: indicates that what is being talked about is not private, or attributable to a single person, but is shared by the participants in the interaction. This study contributes to the study of talk-in-interaction by showing how a non-lexical item is used in sequence with significant interactive outcome.

Thinking of You: Conceptual Integration and Identity

This paper is an attempt to defend the notion of character from concerns raised recently by situationists (namely, Gilbert Harman). Situationism attempts to undermine the concept of character used to support most versions of virtue ethics by appealing to research in the social sciences. More specifically, Gilbert Harman is a global character trait eliminativist who takes the social-

psychological research to warrant the abandonment of the concept of character. This paper draws heavily on the mental space mapping theory known as conceptual blending developed by Gilles Fauconnier and Mark Turner in an attempt to disarm Harman's eliminativist position.

Geeraerts, Dirk, Michèle Goyens, & Annelies Bloem
University of Leuven, Belgium

10:30, 30th August 2007
Room: 1.55

The birth of emotion. A diachronic study

The embodiment hypothesis, a cornerstone of much thinking in Cognitive Linguistics, has given rise to a renewed interest in the interaction between cultural factors and embodied experience. In the well-known studies on the concept "anger", an early assumption of a universalist physiological basis (Lakoff & Johnson 1987) gave way to a more nuanced approach when it was established that the emotion vocabulary in English is to a large extent determined by the historically traceable, culturally specific influence of the theory of humors (Geeraerts & Grondelaers 1995, Gevaert 2005; and see Sharifian 2003, Kövcses 2005 for current views).

In this paper, we will take the exploration of the influence of the humoral theory one step further, and show that the psychological reading of the word *emotion* itself, etymologically speaking, derives from the theory of humors (and hence, from an embodied conception of the mind).

Gragera, Antonio
Texas State University, USA

3pm, 28th August 2007
Room: 1.55

The grammaticalization of neurophysiological conceptual phenomena

Cognitive Linguistics, as opposed to Generative Linguistics, aims to a theory of language that breaks with Cartesian epistemology. However, most typological studies, as well as studies in metaphor, encompass the same linear mode of causality that informs Cartesian rationalism. Thus, it is more often than not assumed that the lexical semantics of words, its conceptual mapping, in a group of closely related languages applies equally to the words of any other language, however unrelated. It is also true that this critic is made from a perspective that judges grammaticalization from the premises of a not so different theory of meaning. This form of criticism appears mostly in reference to works on metaphors and it is guided by an understanding of univocal correlations between concepts and lexicon, thus granting language a unique status in cognition. Linguistic data, whether historical or not, by itself may misguide us in our understanding of the relationship between the lexical source and a component of a grammatical construction.

On one hand, wanting to explain grammaticalization from previous accounts of historical linguistic phenomena is not less teleological than assuming a goal oriented purpose in language change. For any early layer of language, what we have is an earlier account of the same semantic and morphological changes that render contemporary data misleading. On the other, speaking of reanalysis, analogy, or pragmatic inference may appear devoid of any metaphysical account of grammaticalization, but in the absence of a theory of consciousness it offers little more than any other form of teleology. Cognitive linguists need to depart from whatever explanation neuroscientists have to offer regarding brain epistemology, and limit our labor to a description of how language conveys our neural construct of the physical world, but first we need to refrain from assuming that the non existence of a grammatical form translates into the non existence of a corresponding conceptual phenomenon.

Guijarro-Fuentes, Pedro, K. Coventry & B. Valdes
University of Plymouth, UK & Northumbria University, UK

3pm, 29th August 2007
Room: 0.31

Spatial Relations and Linguistic Relativity

Languages differ widely in how they ‘carve up’ spatial relations. This has led many researchers to ask whether there are corresponding differences in speakers’ non-linguistic spatial abilities, and several studies have found such a correspondence (e.g., Pederson et al., 1998). While some have taken results of such studies as clear evidence for linguistic relativity (e.g. Pederson et al., 1998; Levinson, 2003), the results remain controversial (see for example Li & Gleitman, 2000; Gallistel, 2002).

We report two experiments using a computer-presented task that examined whether having two words for containment and support relations (*in* and *on* in English) versus a single term for both these relations (*en* in Spanish) affects same/different judgments of pictures varying these relations using a priming paradigm. Participants were asked to perform a prime task indicating if the image and sentence presented with it (containing the preposition *in*, *on* for English participants, or *en* for Spanish) matched or not (see Figure 1). The second picture (probe) was then presented with either the same, or a greater or lesser degree of containment than the original picture. Participants were asked to indicate if the image was the same as the previous (prime) image or not.

The results of both experiments show a general preference to false alarm to a stronger containment relation, but the data do not support the results of previous studies claiming support for the thinking for speaking hypothesis (cf. Slobin, 1996). We argue that thinking for speaking is time bound and task specific, and that more compelling evidence for linguistic relativity is unlikely to be forthcoming.

Cognitive Linguistics in Critical Discourse Analysis: Mental Spaces, Blended Spaces and Discourse Spaces in Immigration Rhetoric.

Whilst Cognitive Linguistics (CL) has been applied in ‘critical’ analyses across a range of discourses, its appropriation as an analytical tool in *explicit* Critical Discourse Analysis (CDA) has been negligible, where Halliday’s Systemic Functional Grammar has been the preferred methodology. This is especially surprising given the ideational qualities of conceptualisation, where conceptualisation is the construction of world knowledge, including ‘social knowledge’ of people, objects, events, processes, and states of affairs in the world.

Where it has been suggested that ‘Critical Metaphor Analysis’ should constitute a distinct approach to CDA (Charteris-Black 2004), this paper will reject conceptual metaphor theory (Lakoff and Johnson 1980) as a suitable tool with which to do CDA. Three arguments as to the incompatibility of conceptual metaphor theory and CDA will be presented. Instead, it will be argued that alternative more recent CL theories are more resonant with CDA.

Applying conceptual blending theory (Fauconnier and Turner 2002) and discourse space theory (Chilton 2005), then, this paper will identify and analyse, qualitatively and quantitatively, linguistic structure in mass-media discourse on immigration which prompts for ideational and ideological conceptualisations. Such structures include, for example, metaphor, pronouns, and expressions of deontic and epistemic modality.

Socio-cognitive CDA maintains that discourse and society exist in a dialectical relation, where the discursive construction of racism, for example, is dependent on the (re)production of social cognition. This paper will argue that the *entrenchment* of conceptual blending networks and discourse space ontologies prompted during racist discourse is precisely the (re)production of social cognition. The paper will conclude, therefore, that conceptual structure plays an important mediatory role in the discursive construction of racism.

*The cognitive origin of symbolism and grammaticalisation:
A usage-based model of language evolution*

In this paper, I present a mechanistic, usage-based model of language evolution which identifies one single set of cognitive mechanisms (entrenchment, underspecification, overspecification) as the root of both the emergence of symbolic communication and grammaticalisation.

Ever since its revival (Pinker and Bloom 1990), evolutionary linguistics has been dominated by studies whose assumptions about language differ from those arising from Cognitive Linguistics. One of the aims of this paper is to show what Cognitive Linguistics has to offer to the study of language evolution and to call on Cognitive Linguists to enter the field of evolutionary linguistics more decisively. I will show that a model which takes into account the tenets of Cognitive Linguistics can overcome some of the most hotly debated issues in evolutionary linguistics, like those concerning the synthetic or holistic nature of protolanguage (Bickerton 2000, Wray 2000).

In particular, the presented model is built upon the following five assumptions pertaining to usage-based approaches to language and the linguistic field of pragmatics respectively:

- 1 Language does not reflect a specific innate module shaped by natural selection but is based on general cognitive capacities and cumulative cultural evolution (Tomasello 1999).
- 2 Human communication is not code-based but ostensive-inferential (Sperber and Wilson 1995).
- 3 Pragmatic meaning and semantic meaning form a continuum: meaning can be perceived as an abstraction over observed usages of a particular signal.
- 4 Syntactic constructions are symbolic (Langacker 1987, Goldberg 1995).
- 5 Language use, rather than language acquisition, is the main locus of language change.

Holobut, Agata

Jagiellonian University of Kraków, Poland

11:30, 29th August 2007

Room: 0.36

Designer Description

In my presentation, I would like to take a closer look at a few descriptions of objects found in publications on product design. Using analytical tools offered by Cognitive Linguistics, I wish to find out if and to what extent the structure of these descriptions reflects the structure of design.

As a *tertium comparationis* necessary to compare these visual and verbal structures, I would like to adopt Ronald Langacker's dimensions of imagery (most notably those of figure/ground alignment; abstraction and subjectification). Although the application of linguistic concepts to product design might strike as odd, it has been practiced by scholars working in the field of Product Semantics, "a discipline concerned with the meaning of objects, their symbolic qualities and their psychological, social and cultural context" (Friedlander after Vihma 1992: 132), which treats design as a process of communication between designers and users by means of objects (Vihma 1992: 95).

Thus, by setting side by side selected designs and descriptions from Charlotte and Peter Fiell's album *Designing the 21st Century*, I would like to investigate, which non-verbal communicative techniques can be reflected

verbally. In this way, I hope to find out, if seemingly adequate and suggestive descriptions iconically “imitate” the objects to which they refer.

Israel, Michael
University of Maryland, USA

11:30, 30th August 2007
Room: 0.31

*Care, Mind, and Bother:
on the usage-based nature of polarity sensitivity*

While it is well-known that modal verbs are often polarity sensitive (Edmondson 1983; van der Wouden 1996), most work on sensitivity has focused on quantificational and adverbial constructions, to the exclusion of verbal polarity items. This paper examines a broad class of sensitive verbs and argues that constraints on their distributions reflect their status as grammaticalized scalar pragmatic operators.

Previous work on English, Dutch and German (Horn 1972; Hoeksema 1994; Falkenberg 2001) has found that verbal NPIs cluster in a few narrow semantic domains. I show that each of these domains regularly includes both NPIs and PPIs, and, as predicted by the Scalar Model of Polarity (Israel 1996, 2001), these items consistently encode either a high or a low scalar value. While these domains seem to provide distinct motivations for the grammaticalization of polarity items, they also have much in common. Most importantly, these domains all involve inherently scalar relations between a (semi-)agentive experiencer subject and a possible situation, and the polarity items themselves all appear to have evolved as semantically bleached and pragmatically enriched scalar operators.

While the conventional pragmatics of these constructions motivates their restricted distributions, the usage facts suggest that speakers represent these constructions in ways that are highly item-specific and learned from experience. This conclusion is reinforced by evidence from children’s usage, which shows that children first learn these forms in a few stereotypical utterance types from which they expand to a broader range of potential licensing contexts. These results call into question the conventional wisdom that constraints on polarity items are a general and innate feature of universal grammar, since what speakers know about these forms is often highly specific and idiosyncratic. The general constraints need not be mentally represented at all, but rather may be implicit in the relations which hold between specific licensing constructions.

Subjectivity and Modality in Portuguese

Subjectivity has an array of meanings, all of which central to the discourse. For our purposes we will define it as the intersection of language structure and language usage in the expression of the self. In many languages, like Portuguese, subjectivity is marked in ways so subtle that might be easily overlooked, and simultaneously so complex that providing an adequate explanation proves to be a very challenging task. This might be why linguists like Langacker (1990) consider subjectivity a notion of not only “subtlety” but also of “near ineffability”.

Nevertheless, it seems obvious that speakers and other locutionary agents must always take a perspective on anything they express and inevitably that perspective will shape expression, and consequently the expression will affect towards and reflect the modality (epistemic status) of the propositions. Langacker (1985, 1990, 1993a, 1993b) has written extensively about the role of **perspective** in grammar and semantics. According to him, ‘spatial motion on the part of an objectively construed participant’ is replaced by subjective motion (**mental scanning**) on the part of the conceptualizer.

Our aim is to discuss the diachronic path the two verbs have followed and to show that the shift from Possession to Obligation and/or to Intention is a ‘discourse-instigated’ semantic change. Like Carey (1995), we believe that “The processes of subjectification follow from a cognitive need to for speakers to increase the informativeness of what they say and a social need ‘to be polite and offer options for interpretation, and for hearers to interpret more that they hear’.” and that, in this respect, Langacker’s and Traugott’s conceptions of subjectivity converge and simultaneously highlight different aspects of the process, such as the speakers implicating meanings that are not linguistically encoded and the shifting of the locus of relevance away from the linguistic coding to the speech situation.

Is Pluto a planet? Can a linguist have an answer?

This paper consists of three parts. In Part One, the recent debate about whether Pluto should be considered a planet is introduced. This debate has involved professional discussion in the area of astronomy. Many analysts and critics have realized, however, that the issue also has a linguistic aspect; some writers have referred to ‘the definition of a planet’ as the crux of the matter. In many popular and semi-popular publications the issue of the definition of a planet is raised but,

importantly, nobody discusses it thoroughly, and no clear solution to the definitional problem is offered.

The Pluto case can be considered in terms of prototypes. Size wise, Pluto is not typical compared to the remaining eight planets; Pluto is rather small. If it were significantly bigger and thus closer in size to the remaining eight planets, any serious discussion about its status would be unlikely. One of the main reasons for the discussion of Pluto's status is that it may be seen as a borderline case (at least size wise). Concept membership of any borderline examples is likely to be disputed. It is mainly about borderline cases that people argue and hesitate. Pluto fits in this pattern. Data for the talk are taken from popular and semi-popular newspapers and magazines such as *The Washington Post*, *The Economist*, *Newsweek*, *Time*, *New Scientist* and *Astronomy Now*.

Jenkins, Diana

National Autonomous University of Mexico, Mexico

11:30, 29th August 2007

Room: 1.55

Cognitive Linguistics' Home Away from Home:

A place for cognitive linguistics in an EFL teacher training course

This talk aims to show how just some of the concepts and assumptions of a cognitive linguistic approach can guide and inform the design, methodology, and techniques used in the language components of a teacher training program. The comparative ease with which such insights can be accommodated in the particular situation described, the language description and language teaching component of a one year diploma course for teachers, is due to the influence of two other closely related tendencies (cf. Jenkins, forthcoming). First, the notional syllabus (Wilkins, 1976) and the language awareness movement (cf. Hawkins, 1984, 1999) and Trappes-Lomax, H. and F. Gibson, 2000).

The talk will take examples of actual teaching materials and programs used in the course and show how these relate both to theoretical constructs and to familiar concepts and 'teaching points' both in teacher education and English language text books. For example, "historical present" and its relation to other uses of the simple present relates nicely to Langacker's discussion of the performative/perfective nature of the simple form in the present. (Langacker, 1991:250-252) or, from the discussion of viewing arrangement, see (Langacker: 2000:222-228). The not uncommon reading comprehension exercise where only grammatical morphemes and function words are authentic is similar to the example in Talmy's analysis/interpretation of *The rustlers lassoed the steer* (Talmy, 2000:33-34). The common rhetorical question "What is language" used in so many introductory courses invites to a comparison of students' views to both formal and functional descriptions. As well as these sorts of relations, Talmy's suggestions for applying and testing the introspections of cognitive linguists could also serve as program for classroom activities.

I hope to show that the answer to question implicit in the subtitle is, as we say in Mexico, *Mi casa es su casa*.

*The semantics of four Korean motion verbs of “separation”:
A usage-based study*

In this study, I will examine the semantics of four Korean verbs that describe motions of separation: *ppay-ta*, *ppop-ta*, *kkenay-ta*, and *ttey-ta*. The type of motions described by each of the verbs can be characterized as one in which the Figure is being separated from the Ground by the Agent who does not move itself. The four verbs can be translated in English as *take out/off*, which signifies that in English, the motions described by the four Korean verbs are not clearly classified into four semantic categories as they are in Korean. While English makes distinction between “containment” and “contact” for these kinds of actions (lexicalized by the satellites *out* and *off*, respectively), Korean makes a more fine-grained distinction according to the properties of the separated objects (i.e., the Figure) and the relationship between the Figure and the Ground, as their prototypical usages show. Matters are not so simple, however, as the semantic boundaries among the four verbs are not clear-cut. Various pairs of these verbs sometimes overlap in meaning and can be used for the same real-world situation. However, it is assumed that a closer look at the cases of overlap can reveal their subtle semantic differences. Use of different verbs can highlight different aspects of the Figure or Ground even when they refer to the same real-world motion event. Different choices can also imply differences in the role of the Agent, who is the causer of the motion in question.

The verbs’ disparities beyond their apparent synonymy will be explored through a corpus-based analysis. In the corpus data, I will look at what kinds of direct objects, which are the Figure elements of the motions of separation, occur with each of the verbs, assuming that the distributional difference of object domains will tell about the different prototypes of the verbs. Then I will examine some cases in which the same object may occur with more than one of the verbs (e.g. various types of body parts). The latter observation will tell whether the situations described are exactly the same when the verbs appear to be synonymous and what semantic differences arise following the use of different verbs. The study ultimately aims to identify various language-specific properties which are relevant in distinguishing the semantics of the four related verbs, which I will summarize at the end of this paper.

Metaphor in discourse: beyond the boundaries of MIP

Since Lakoff and Johnson (1980) introduced their conceptual metaphor theory, linguists have been in need of a solid method for metaphor identification. The desire to develop an explicit, reliable, and flexible tool for this purpose prompted a group of metaphor researchers (named Pragglejazz¹) to create the so-called MIP (Metaphor Identification Procedure; Pragglejazz Group, in press). This method aims at identifying metaphorically used words, i.e. those words that indirectly refer to their referents in a text world. MIP compares the contextual meaning of lexical units to the most basic meaning that can be found in the dictionary. Subsequently, MIP determines whether the contextual meaning contrasts with, and can be understood in comparison with this basic meaning and whether the two meanings are related on the basis of a cross-domain mapping. For example, in ‘she attacked my theory’, *attack* has the contextual meaning ‘to strongly criticize someone’, while the basic meaning is ‘to use violence to harm a person’ (*Macmillan Dictionary*). Thus, abstract and verbal criticism is understood in terms of concrete, physical harm.

In our joint research project ‘Metaphor in discourse: conceptual structures, linguistic forms, cognitive representations’ four analysts are applying the MIP to language data from four genres in the BNC-Baby (conversation, fiction, news and academic texts). Yet the shift of attention from linguistic and conceptual metaphors to their use in discourse is not the only innovative aspect of the programme. Since not every cross-domain mapping in the conceptual structure is expressed by a linguistic metaphor, we also focus on other manifestations of conceptual metaphor. Many cross-domain mappings are realized by, for instance, similes or analogies. The sentence ‘he eats like a pig’ contains the conceptual metaphor MAN = PIG, but the words are used directly in that they designate their referents without the help of other meanings. Conversely, in ‘that pig fired me’ the word ‘pig’ is used indirectly, and therefore metaphorically, while the underlying conceptual metaphor MAN = PIG remains the same.

Framing global compassion in view of genocide and famine

As Wilbur Schramm wrote in his article “The nature of news” (1949: 259), “News exists in the minds of men. It is not an event; it is something perceived after the event”. Likewise, Lippmann (1965) postulated that a mental image of

¹ Peter Crisp, Ray Gibbs, Alan Cienki, Graham Low, Gerard Steen, Lynne Cameron, Elena Semino, Joe Grady, Alice Deignan, and Zoltán Kövecses

the event that one has not experienced directly determines one's judgement and emotional attitude concerning this event. The mass media, a major source of definitions and images, have a powerful effect on the audiences' reception of events, especially those of which they have little first-hand knowledge.

With its reach and visual impact, television in particular is said to incite the viewers' feelings and response, including collective compassion (Höjer 2004: 517). How? The answer lies in framing, and is two-fold. Firstly, the media provide frames of reference, in other words highly stereotyped representations of specific situations. Secondly, the media shape another kind of frames - the ones that the individuals use when interpreting information about events (Scheufele 1999). The former focus on what will be discussed, and how it will or will not be discussed, and by "providing, repeating, and thereby reinforcing words and visual images" (Entman 1991:7), establish the salience of issues. The latter, frame systems organising human knowledge (Fillmore 1975, Minsky 1975), facilitate the interpretation of both linguistic and non-linguistic sensory data by providing a context in order to predict meaning and fill in missing information. They consist of stereotypical scenarios, routines and beliefs, acquired in the course of an individual's life experience, often with emotional colouring.

In addition to being scarce, the media coverage of Africa appears to be highly stereotyped, with the news stories largely event-based and crisis-oriented. The objective behind this paper is to look at how frames are constructed and what linguistic and visual means are employed to define problems, diagnose causes, make moral judgments, and suggest remedies (Entman 1993: 52) in the case of two most frequent Africa-focused stories, namely famine stories and reports on the ethnic conflict. I will examine the motives behind and the possible implications of imposing a humanitarian frame, a morality-play frame, and a securitisation frame, as well as the techniques of increasing the audience's empathy with the news actors in the CNN news reports on the famine in Niger (June-August 2005) and the reports concerning the crisis in Sudan (May 2004-October 2006).

Krawczak, Karolina
Adam Mickiewicz University, Poland

noon, 28th August 2007
Room: 0.31

*(Inter)subjectification and objectification:
All paths lead to conceptualization*

Our interest in the present paper lies in the phenomena of objectivity, subjectivity and intersubjectivity, as construed by the linguists Ronald Langacker and Elizabeth Traugott in their respective theories – cognitive and functional, both definitely taking the human subject as a point of departure. From this they seem to diverge in opposite directions – the one is supposed to be taking a synchronic, meta-cognitive route, the other a diachronic, discursive one – at least on Traugott's account. While it is true that the paths lead along a terminologically, but not necessarily notionally, distinct topography, and show us slightly different views on the way, they ultimately take us to the same

landscape, where semantics and pragmatics, cognition and interaction, synchrony and diachrony coincide, coalescing into a unified and unifying horizon. And all this leads to the one integrating element, namely, conceptualization, and, more specifically, the cognizing subject – the source and goal of all meaning, the meaner and the interpreter, the communicator and the perceiver. We will herein attempt to provide a philosophical ground demarcated by Husserl under the name phenomenology for what Langacker and Traugott postulate. First, however, we shall indicate that it is not only this shared philosophical foothold, nor is it merely the start and end points that the two lines of thought have in common.

Kristiansen, Gitte

Universidad Complutense de Madrid, Spain

4:30, 28th August 2007

Room: 1.55

*On the Necessity of a Cognitive Sociolinguistics:
The Case of Lectal Varieties and Language Acquisition*

It is a basic claim in Cognitive Linguistics that language is usage-based, i.e. input to language acquisition is an encounter with actual expressions and generalizations are made over usage-based events (Taylor 2002). Another main tenet concerns the role of cultural factors in meaning construction: conceptualization is seen as firmly embedded in social usage.

However, the theoretical framework developed over the last few decades in CL has not yet been sufficiently applied to structured language-internal variation at the level of lects (e.g. dialects, accents, styles). Linguistic analysis is usually carried out at the level of 'a language', ignoring not only the relative distribution of meaning across large-scale communities, but also relevant patterns of social or cultural variation. Such a level of abstraction ultimately entails working around homogeneous, idealized speech communities.

Accents, for instance, remain understudied in Cognitive Linguistics. Most empirical research on dialect and accent-based speaker identification has concentrated on adults (e.g. Lambert 1960; Purnell et al. 1999; van Bezooijen & Gooskens 1999) and CL seems eminently well-suited to fill this gap. In line with the principles just described we assume that knowledge of language varieties and social categories is experientially grounded and that lectal schemas emerge in terms of abstractions over usage-based events - i.e. phonetic detail is not discarded, but stored as such (Bybee 2001). In more precise terms, it has been argued (Kristiansen 2003, to appear) that if accents are socially diagnostic, it is because complex clusters of distinctive features act as effective reference points in social cognition. Social differentiation is achieved by means of distinctive combinations of salient (subphonemic and transphonemic) acoustic-perceptual contrasts, which enable hearer to categorize unknown speakers on the basis of their speech style and allow speakers to position themselves in more active ways.

The paper finally comments on the implications of the findings for a prototype-theoretical model of phoneme categories.

*Dynamic interactive categorization and the adaptability
of linguistic meaning*

It is a truism that the cognitive linguistic revolution was fundamentally shaped by remodelling the cognitive process of categorization (cf. Lakoff 1987). Overcoming the objectivist view of meaning as representation of a pre-given world, cognitive linguistics has proposed psychologically-motivated models of meaning construction in terms of schema-theory and prototype-theory. These stances have made it possible to describe meaning as an embodied mental product that emerges from the cognizer's interaction with her enacted world(s) of experience (cf. Varela et al. 1991).

In this paper, this cognitive-linguistic view of categorization and embodied meaning is further extended in a new direction by aligning it with the pragmatic perspective of discourse analysis. It is argued that the striking adaptability of linguistic meaning in actual discourse can only be explained if one adopts a dynamic and interactive view of linguistic categorization (cf. Verschueren 1999). On the basis of conversational data, it is shown that linguistic meaning is actively generated relative to the enacted cultural domains (or contexts) of discourse-bound social activities. Both prototypes and meaning-schemas are neither static nor contextually neutral but emerge relative to these situated social activities (cf. Gee 1999, Lee 2001). It is suggested that the interactive negotiation of meaning by the discourse participants is essentially motivated by their need to interadapt their worlds of (social) experience and their idealized cognitive models for categorizing this experience in order to make their future actions successful. According to this model of *dynamic interactive categorization*, this process is seen as a (mostly unconscious) goal-oriented activity for the purpose of evoking mental instructions for future action (cf. Barsalou 1991). Meaning emerges through the cognitive channelling of (physical, social, and/or linguistic) stimuli into a model that allows the cognizers to predict their relationships to their enacted environments in order to make future action possible. In this sense, the adaptability of linguistic meaning can be further interpreted from a biological perspective (always taking into account that every human being is a *zoon politicon*). The adaptability of meaning through dynamic interactive categorisation guarantees that human beings are flexible enough mentally to survive in the enormously complex sociocultural environments that they are constantly re-adapting.

Emerging Lexical Complexity through Conceptual Blending: The Case of the English Verb See in the Implicit Object Construction

The present contribution is aimed at investigating the relation between information structure and “emerging” overall meanings in the case of the English verb *see*, through a corpus-based study.

The status of *see* as a nuclear verb in conjunction with its frequency of occurrence are regarded as two major driving forces for the rising of new constructions associated to meanings which progressively distanced from basic perceptual *see*, and whose diverging trajectories cannot always be easily reconciled with the basic sense in a straightforward way. The semantic flexibility of the verb can be well captured by the notion of polysemy, whereby different senses are activated, as a result of the dynamical interaction of the semantic components of perception, cognition and affect (Miller and Johnson-Laird 1976, Bertuccelli Papi 2003).

While meanings of the verb emerge according to complex mechanisms of figure and ground (Talmy 2000), when all the argument roles are profiled, a complexification in the mapping process between syntactic and conceptual structure occurs in the case of the null instantiation of objects (Fillmore 1986).

The latter phenomenon, also known as the property of some verbs to omit their direct complements, can be viewed as a polysemy-trigger device, since this kind of construction frequently gives rise to different senses of verbs. Specifically in the case of *see*, the deprofiling of the object triggers the emergence of pragmatic meanings in various idiomatic expressions, which cannot be derived from the lexical meanings of the various elements in an utterance taken in isolation, but which are interactionally-driven and surface in unpredictable ways. These meanings, it is here argued, cannot be abstracted away from the context, in that the pragmatic roles of the interactors, their respective social status and goals contribute to shaping the overall meaning of utterances, as a result of the fusion of argument roles and pragmatic roles, bypassing changes in the mapping process brought about by the demotion of the object. It is here hypothesised that conceptual blending operations (Fauconnier and Turner 2002), consisting in setting up new emerging mental spaces in various ways, play a key role in the on-line construction of these pragmatic meanings.

Children in Court: A cognitive linguistic and legal consideration of the gulf between rape victims' rights and what jurors hear.

Using UK police interview and cross-examination testimony data with child witness claimants in sexual abuse cases, we investigate alternate realities involving varying representations of victim or seducer. These representations emerge from alternate conceptual frames of reference and the mental spaces constructions they require.

Earlier research into lawyer questioning strategies to adult witnesses in court revealed how little control witnesses have over the content of their testimonies, which serves to further intimidate a witness' performance. To assist children in dealing with the trauma of courtroom appearances, they are no longer examined in court, but are instead questioned by the police, and a video recording of their police interview is shown in court. The key consequence of this alternate questioning method is that children, who have less skill in maintaining a narrative or building a representation of themselves that is, at least, consistent, have virtually no direction by the questioning police officer.

In this paper we will discuss a particular case involving a 14 year old girl, who's testimony given in police interview raises issues surrounding her role in the abuse, even though, as a child, she is incapable of giving consent or of being sufficiently cognizant of the dangerous (if not foolish) circumstances in which she found herself.

Discourse-level constructions and frame analysis of policy discourse: case of evaluation of university teaching.

Much of the work done in Cognitive Linguistics has found its way into the area of Discourse Analysis. However, this has been mostly limited to insights from the conceptual metaphor theory and cognitive modeling. This paper will outline a proposal for the integration of insights from work done in cognitive and construction grammar at the level of discourse and at the same time suggest ways in which cognitive grammar can take discourse level phenomena into account.

This paper demonstrates how a view of discourse from the perspective of construction/cognitive grammar is relevant for applied analysis of discourse in the policy arena. In particular, it will show how traditional concepts such as genre, register or even topos can be viewed as constructions that are conceptually integrated with other linguistic units such as lexical or grammatical

constructions. Lakoff's (1987, 1996) Idealized Cognitive Models and Fauconnier's and Turner's (2002) Blending Theory will provide a theoretical model of how discourse functions and Croft's (2001) construction grammar provides a theory of how the conceptual elements are encoded linguistically.

There have been numerous applications of the concept of 'frame' in many branches of discourse analysis (e.g. Tannen, 1993). One example discussed here is Schön and Rein's (1994) critical frame analysis. Schön and Rein suggest that successful policy analysis can be done only if one takes into account conceptual framing. However, their approach has been criticized for being too generic and not providing any real analytic tools to back up claims about frames that will put the analyst in a privileged position. Also, they have no theory of how frames are established and used, and how they can be identified. This paper offers several suggestions for how a construction-based approach to conceptual frames can provide a heuristic for integrating frames that might otherwise seem incompatible.

It will further suggest criteria for identifying and judging evidence of frames in text on examples from discourse on the evaluation of university teaching. The principal claim of the paper is that frames in many ways behave just like constructions but they have been seen as somehow disparate both by construction grammarians and by discourse analysts. For instance, although there are many claims of frame-like biases in the discussion of the evaluation of university teaching, most notably those within the education as marketplace metaphor, it is not clear how exactly these biases are represented in text. A construction-based frame analysis, however, can provide an evidentiary basis for such assertions.

Marek, Kuźniak
University of Wrocław, Poland

noon, 29th August 2007
Room: 0.36

A few words in defence of pleonasm

Pleonasm (Greek *pleonasm* 'redundancy, surplus') are defined as expressions comprised of normally two components which are semantically redundant as they communicate the same propositional contents of the utterance. They appear then to defy the tendency for humans to seek the most efficient and thus most economical method of conveying thoughts via language. Pleonastic expressions are therefore regarded as stylistically odd if not simply deemed as incorrect (ex. Polish expression *mas_o ma_lane* 'buttery butter' is a popular expression which is sarcastically used to designate unwanted wordiness in both written and spoken text). At best, then, tautological forms are justified inasmuch as they serve to enhance the expressive potential of an utterance, in which case they are seen as poetic or rhetorical figures characteristic of literary code (cf. Polaski 1999).

The present paper is meant to exculpate pleonasm as fully legitimate forms of expression. This will be done with the support of Cognitive Linguistics (CL) with special emphasis laid on such aspects as motivation of usage (on motivation see Radden and Panther 2003) and frame/attention approach (Langacker 1987,

Fillmore and Atkins 1992, Talmy 1991). Another significant issue relevant to the study of pleonasms is iconicity (Haiman 1985), especially the iconic sub-principle of quantity, which in turn is correlated with axiological metaphor MORE IS BETTER (see Krzeszowski 1997). Paradoxically enough, the aforementioned exculpation of pleonasms can also be rendered with regard to Gricean (1975) communicative principle. This is on condition that we slightly modify Grice's maxims, adopting a less deterministic account from CL in which the 'logic of conversation' is grasped within the framework of a more experientially based pragmatics of communication.

The final goal of the discussion is to propose an outline of a cognitive typology of English pleonasms. In effect, expressions such as *close proximity* or *false pretenses* will be analysed as cognitively and pragmatically valid phrases in contradistinction with the structuralist norm-and-logic approach.

Marín-Arrese, Juana

Universidad Complutense de Madrid, Spain

3:30, 28th August 2007

Room: 0.31

*Stance and Subjectivity/Intersubjectivity in Discourses.
A Corpus Study.*

The various enunciational positions of the speaker/writer reflect the attitudes, assessments and value judgements concerning the described situation, that is the speaker/writer's stance (Biber et al. 1999). Brandt (2004) observes that the speaker's basic unmarked enunciational position, the 'here and now speech act' may shift in order to reflect an experiential position (*I saw X*), an epistemic position (*I know X*), or a position of 'aphony', by which the speaker explicitly refrains from investing in the utterance (*I am not saying that X...*). Drawing on this proposal, I elaborate a framework which allows for finer-grained distinctions in the account of speaker/writer's enunciational stance, and which systematically relates stance choices with differing degrees of subjectivity/intersubjectivity (Marín Arrese 2006).

This paper presents results of a corpus study on the use of these linguistic resources in political, judicial and journalistic discourse in English. The corpus of texts analyzed include various genres: political speech, Parliamentary statement, courtroom interaction, opinion columns, and leading articles. The communicative event and the activity type in which the speakers engage, as well as their social role (PM, witness, journalist) and their personal goals (persuasion, self-exoneration), will condition their enunciational position and their expression of inter/subjectivity. From a dialogistic perspective, the use of these resources also reflect a speaker/writer's interpersonal style and his/her rhetorical strategies (Martin and White 2005). This paper aims to characterize the interpersonal style of the two politicians and to reveal intercultural differences in the expression of stance and subjectivity.

*Cognition and representation of frontal space:
an analysis of Japanese spatial terms*

In the study of spatial cognition and its linguistic expression, the notion of frames of reference (FR) has played an important role (Clark (1973), Talmy (1983, 2000), Vandeloise (1991), Svorou (1994), Levinson (1996, 2003) among others). The present study follows Levinson's framework, and aims to provide further argument of the spatial lexemes which not only include specification of FR but also presuppose motion. We give an empirical support using experimentation.

Levinson (2003: 34-61) suggests a three-way classification of FR: the relative, the intrinsic, and the absolute FRs, where the relative FR has two subsystems; the reflection system (one conceptualizes an object as if it were facing her) and the translation system (one conceptualizes an object as if it looked in the same direction as she does). This paper focuses on these subsystems of the relative FR, examining the usage of two Japanese lexemes denoting frontal space, mukou (roughly 'beyond', related to a verb muku 'to turn one's head') and saki (roughly 'ahead', which physically means an apical point of an entity). Matsunaka and Shinohara (2005) examine the uses of these terms intuitively and suggest that (1) they both employ the translation system as their FR, and (2) saki can refer to 'an object that is located further in the direction of Ego's motion than the reference object'; that is, saki is sensitive to the presupposition of motion. The present study carries out experimentation to confirm (1) and (2) empirically. We also demonstrate that (3) the presupposition of motion in the right or left direction, which is opposed to translational assignment of front-back axis, can interfere with the translation interpretation of saki.

We have confirmed the above (1), (2) and (3), and further demonstrated that these spatial lexemes have elaborated systems for assigning FRs, which include the interpretation of presupposed motion.

Persuasive Power of Metaphor in Short Business Presentations

Richard Deardourff once addressed a Harvard conference with a 24-second statement on abortion to demonstrate how much content can be packed into such a short message. That was his tribute to the xx-sec rhetoric which nowadays dominates the political stage as well as the business boardrooms. The final line to one of the BNI 60-sec business presentations I recorded at a business networking meeting last year was: "I am a salesman, I am a magician. Give me a

product, give me a service and I will sell it for you within a single minute.” In my research I ask the question magicians would often get: ‘How did you do that?’ I look for the predominant verbal strategies business people rely on when trying to achieve persuasion within the limits of the almighty 60 seconds.

As much as an overstatement, magician’s final line leads on to the topic of this paper. It focuses on metaphor as a pervasive persuasive strategy and its use within the BNI 60-second speeches. Even though linguistic research established prevalence of metaphor in both literary and non-literary contexts, in spite of all the research activity within the cognitive linguistics department, little investigation has been directed towards the actual effects of metaphor on the change in audience’s attitude. However sporadic the research into persuasiveness of metaphor may be, it does not represent a terra incognita within the marketing territory. A handful of studies anchored on the use of tropes in print advertising. McQuarrie and Mick (1992) demonstrated in their study the omnipresence of figures of speech in print advertising, when they found that 86% of print ads used a figure of speech either in the headline or the sub-head. These findings possibly served as a trigger to the line of research investigating the effects of figures of speech on persuasion (Toncar and Munch, 2001). In 2003, they carried out a large in-depth study in which they established that metaphor and other complex tropes used in print ads did create more impact than explicit statements.

Rather than trying to replicate their study against the background of business presentations, this paper looks for answers to the question of when and why the use of metaphor enhances persuasion if used in a standard BNI presentation.

Minami, Yusuke
Osaka University, Japan

2:30, 28th August 2007
Room: 2.03

Elaborating Two Types of Construal: The Case of Tough Sentences in English and Japanese

It is often discussed that certain linguistic phenomena should be explained by assuming two types of perspective. Among such trends is Langacker’s distinction of subjective/objective construal. This presentation argues that this distinction should be treated as more than just a matter of “perspective”; subjective construal, unlike objective construal, is ready to evoke the real and vivid aspect of meaning (=experiential meaning). To illustrate, I will take up English and Japanese Tough sentences and argue that their mysterious behaviors can be captured by considering the experiential aspect of meaning related to the subjective mode of construal.

Unlike English, Japanese has two types of Tough sentences (Inoue 1978); one corresponds to English Tough construction (=1; TC) and the other can be translated into so-called Raising type sentences in English (=2; non-TC).

- (1) a. Kono hon-wa yomi-yasui.
 b. This book is easy to read.
 This book-TOP read-EASY
- (2) a. Kono hon-wa yom-are-yasui.
 b. This book is {*easy/likely} to be read.
 This book-TOP read-PASS-EASY

Since the difference between (1) and (2) lies in whether the subject (=this book) corresponds to the “initiator” of the action indicated by the verb in the complex predicate, these are to be treated as distinct constructions. Besides, (2) does not mean “people can read this book easily” but “it is likely that people read this book”, which implies that *yasui* changes its meaning in accordance with the construction it appear in; the meaning difference can be attributed to the two modes of construal. It is tempting at this point to conclude that the construction type (1a) and (2b) correspond to subjective and objective construals, respectively. Unlike the latter, which represents the mode of “viewing from outside”, the former represents the construal that the conceptualizer puts themselves in the initiator’s place and describes the experience in taking a certain action.

Based on made observations, I maintain that a construal does not determine the meaning of the construction, but limits the range of its possible interpretations. This view, I claim, help elaborating the notion of “construal” as an explanatory device, by explaining the difference between English TC and Japanese TC. This research is expected to be a stepping stone for future investigation into the correlation of constructions and lexical items.

Musgrove, Tim
 TextDigger, San Jose USA

11:30, 30th August 2007
 Room: 0.36

Contextual Search Based on a Cognitive Model of Query Meaning

We developed a contextual search engine (“CSE”) which exhibits several principles of cognitive semantics. Our prototype was tested on numerous beta users, whereupon the underlying semantic model was adapted and improved, over a period of twelve months, as a result of several iterations of user feedback. This evolutionary product development yielded an apparatus revolving largely around cognitive semantics, as opposed to other more common information architectures. On the other hand, our application seemed to require a departure from the cognitive semantics approach in respect of pragmatics. We conclude that a cognitive semantics model is very powerful as a ground for search engine research, though we have doubts whether pragmatics can be divorced from the same enterprise.

The main point of our CSE is to model a contextual understanding of a query, in order to select equivalent phrases which are then utilized (1) to expand and refine the query (2) to double-check the initial results for relevance. Toward that end, our application departs from conventional search engines in the

following ways: (1) the familiar notion of a query “term” is replaced with that of a query *segment*, which can be either a term or collocation or phrase; (2) the pivotal role of “synonym” is replaced with the more general idea of the *equivalent* which can include not only synonyms (and hyponyms and hypernyms) but also equivalent phrases (with embedded micro-grammars); (3) so-called “query-English”(i.e. that of our *ad hoc* strings of words with deficient grammar), instead of being denigrated, is honored as bearing a valuable winnowing of meaning, and having analogs in other cognitive activities such as the making of post-its, to-do lists, calendar entries and meeting notes; (4) for equivalent terms, a meaning representation schema is used that goes beyond dictionary or thesaurus entries, moving partially toward encyclopedia entries. We explain each of these features in respect of the advantages they produce over conventional search engines.

Nabeshima, Kojiro
Kansai University, Japan

2:30, 28th August 2007
Room: 0.31

Subjectivity: In relation to Developmental Studies and Metaphor Studies

Deixis (Levinson 1983, Brown and Yule 1983, Fillmore 1997) is an important issue in the study of pragmatics since it shoulders much of the burden of grounding an utterance to the current context of the situation. In relation to the concept of deixis, this paper defines and proposes a rather high-level theoretical construct, a distinction of between two modes of viewing the world: an O-Perspective and an S-Perspective, after the fashion of Langacker (1990)'s use of "Subjectification." It is also argued that these concepts are basically equivalent to the allocentric reference frame and the egocentric reference frame in studies of developmental psychology (Acredolo 1978, Bower 1979, Piaget, 1937/1954).

This paper consists of three parts. The first part introduces Langacker (1990)'s terms "subjectivity" and "subjectification" and demonstrates their benefits for a linguistic theory. I argue, following Langacker and Uehara (2006), that the linguistic expression (*Anne is sitting across the table*) represents a person's deictic view iconically. The fact that this utterance lacks an argument which represents the first person *me* in (*Anne is sitting across the table from me*) indicates that the locus of that person's deictic view point. The same type of subjective construal phenomenon will be shown from examples in Japanese, in which a sentence assumes the point of view of the person referred to by the missing argument.

More general representation of subjective construal and non-subjective ("Objective" hereinafter) construal can be shown as in Figure 2. *Near* and *far*, for example, can be indicated by the distance from a standard point of comparison (LM a landmark, after Langacker 1987) in an Objective (O) Perspective (Picture on the left; TR stands for a trajector, a focus, after Langacker 1987 as well). On the other hand, in the Subjective (S) Perspective, (i) the LM is identified with the viewer and fades out at the bottom of the frame;

(ii) *Far* is indicated not only by the distance from LM (bottom), but also by smallness, vagueness, high position, slow movement etc.; (iii) *Near* is indicated by largeness, sharp and clear vision, quick movement, low position and possible accompaniment of sound, smell and vibration.

Neagu, mariana
University of Galati, Romania

11:30, 28th August 2007
Room: 0.36

Motion Metaphors of Time in Romanian

The paper reviews the findings of research on motion metaphors of time (Lakoff and Turner, 1989; Radden, 2006; Evans, 2003; Moore, 2006) and focuses on the important distinction between the two types of ego-based metaphors, i. e. (1) the Moving Time Model and (2) the Moving Ego Model, typically expressed by the deictic motion verbs *come* and *go*.

In the former case, i.e. the Moving Time Model, the Ego is conceptualized as stationary and moments of time move from the future towards the ego before going past and disappearing behind the ego. The Moving time model accounts for linguistic examples such as the Romanian *saptamana care vine* (lit. the week which comes = 'the coming week' *luna trecuta* (lit. the month which passed = 'last month')

In the latter case, i.e. the Moving Ego Model, temporal events are conceptualized as locations with respect to which the experiencer moves. Thus, the experiencer can move towards and then past these temporal events like in *Ne apropiem de sfirsitul meciului* (lit. We are approaching the end of the match = 'We are approaching full time'), *E trecut de cincizeci de ani* (lit. He is past fifty years of age = He is over fifty). In this latter case, although motion is ascribed to the Ego, imminent occurrence is ascribed to the temporal event. What is interesting about this model in Romanian is that motion verbs have not been grammaticized like in English (*I'm going to do it*) or in French (*Je viens de le faire* lit. I come from it do = 'I have just done it).

The hypothesis we will try to test is that Romanian speakers use the former (i.e. the Moving Time Model) rather than the latter construal (i.e. the Moving Ego Model), in which it is time, rather than experiencer which undergoes motion. Thus, the paper brings further evidence for the universality and variation of metaphor in culture (Kovecses, 2005) and shows that a certain ethos, a certain way of understanding time (and life) underlie linguistic examples.

Epistemic Conditionals in English and Japanese

While the main clauses of some English “epistemic conditionals” (cf. Sweetser (1990)) do not include modal auxiliaries that express the speaker’s epistemic stance, corresponding main clauses of Japanese are at least very awkward without words that express modality:

- (1) a. *If Mary is late, she went to the dentist.* (Dancygier (1998: 86)
b. *Mearii-ga osoi-no-nara, haisya-ni itta.
Mary-NOM is late-moninalizer-if, dentist-to went
- (2) a. *If she called last night, it was while I was out.* (Dancygier (1998: 115)
b. *Kanozyo-ga kinoo-no yoru denwasita-no-nara, watasi-wa
she-NOM yesterday-GEN night called-nominalizer-if, I-TOP
gaisyutu-cyuu datta.
being out-during was

For these Japanese sentences to be acceptable, it is necessary to use the epistemic modal auxiliary ni-chigainai that corresponds to the English must, or to use expressions that denote “explanation” in the main clauses, such as noda (or its colloquial variant, nda), wakeda, and kotoninaru, all of which approximately mean, “it means that.” The (b) sentences in (1-2) become natural if they include these expressions, as shown below:

- (3) a. Mearii-ga osoi-no-nara, haisya-ni itta {n(o)da / wakeda / kotoninaru} .
b. Kanozyo-ga kinoo-no yoru denwashita-no-nara, watasi-wa gaisyutu-cyuu
datta {n(o)da / wakeda / kotoninaru} .

I will point out that these Japanese examples make it explicit that different mental processes are at work in the two types of conditionals. I will also argue that the properties of the epistemic conditionals we examine suggest they are non-central instances of the conditional sentence, which constitutes a prototype category.

Cognitive Linguistics and the Ecology of Theatrical Performance

Regarding the conference's call for "new frontiers," one on which cognitive linguistics has increasingly come to be applied, recently, is that of theatre research. In rough outline, this work has concentrated on culturally "dominant" metaphors and image schemas which, in specific socio-historical contexts, tend to be "re-embodied in performance." My own approach develops quite the other

way around, with further emphasis on situated meaning, distributed cognition, and the ecological psychology of James J. Gibson: what I aim to theorise is the material interplay of actors and objects, and the varieties of "meaning" inherent in that interplay, verbal languages aside. Hypothetically, not only do theatrical objects enable and constrain - in Gibsonian terms, "afford" - physical interaction on stage but, through that interaction, the scope of interpretations available for critics and audiences. Beyond Gibson's doctrine of "direct perception," such extension entails various kinds of blends and metaphors, on the cognitive level. In the paper, I will delve into the ecological interdependence of affordances and image schemas, in a theatrical performance; what I suggest is that they both provide inference patterns for metaphorical mappings, yielding a degree of "invariance" to how directors, actors, or critics may describe the performance, linguistically. Ecology is understood as a meta-level that is logically prior to cognition, and should not be overlooked, in analysis: "At the heart of embodied realism," as Lakoff and Johnson state their respective position, "is our physical engagement with an environment in an ongoing series of interactions."

Pardeshi, Prashant & Kazuko Shinohara

Kobe University & Tokyo U. of Agriculture and Technology, Japan

2:30, 29th August 2007

Room: 0.31

A time to make sense of markedness in the space-to-time mappings

Space-to-time mappings have attracted a lot of attention in recent years in cognitive semantics (Lakoff & Johnson 1980, 1999, Grady 1997, Moore 2000, Núñez & Sweetser 2006, among others). It is widely known that spatial words like IN-FRONT/BEHIND are recruited to express temporal notions like EARLIER/LATER. As a specific mapping constraint between IN-FRONT/BEHIND and EARLIER/ LATER in the domain of expressions of sequence, Moore (2006: 212-213) proposes a set of cross-linguistic tendency of unmarked coding in IN-FRONT/BEHIND expressions as follows: (i) if an IN-FRONT or BEHIND expression-type means "earlier" or "later" and occurs freely without deictic anchoring, FRONT will correspond to "earlier" and BEHIND will correspond to "later", and (ii) where there is an expression in a language that contradicts the tendency (i), the less marked way of saying "earlier" or "later" in that language will conform to tendency (i) if it employs an IN-FRONT/BEHIND expression. Our study challenges this assumption and demonstrates that these generalizations are not borne out in Asian languages like Japanese, Marathi, and some other languages spoken in India. First, in Marathi, the unmarked word for IN-FRONT means 'later than', while that for BEHIND means 'earlier than' in non-deictic temporal expressions (as in (1)).

(1) Ganapati-wisarjanaa-cyaa-{maag/puDh}-cyaa diwashii bombspoT
 dzhaalaa Ganapati-immersion-of-back/front-of day bomb.blast
 became

'There was a bomb blast on the day {before/after} Ganesh immersion day.'

Second, in Ego-centered Moving Time, the use of unmarked IN-FRONT/BEHIND terms are barred altogether in Marathi. Furthermore, not only expressions of temporal sequences but also non-temporal sequentially ordered items like book chapters are construed in Marathi by the opposite IN-FRONT/BACK terms from the languages reported hitherto (e.g. ch. 3 is behind ch. 4). Although these facts run counter to Moore's predictions, they conform to his observation (2000: 165) that the use of a term of a fixed temporal sequence in a part of shared knowledge in a culture triggers the Moving Ego construal (LATER IS FRONT/EARLIER IS BACK). This is confirmed by the fact that in Marathi non-positional terms are unacceptable in non-deictic temporal expressions. A parallel situation is observed for Japanese word *saki* (front, tip). It is not an unmarked FRONT word but is highly productively used, and designates LATER-THAN meaning if it is accompanied by a positional term, but not otherwise. In sum, Moore's predictions about positional terms and Moving Ego are borne out, while his predictions about unmarked non-deictic IN-FRONT/BEHIND-EARLIER/LATER relations are not. We propose, therefore, to combine these predictions to construct a more plausible set of hypotheses. Since Marathi lacks Moving Time examples using unmarked IN-FRONT/BEHIND terms we claim that the examples with positional terms belong to Moving Ego and not Moving-time as Moore envisages. Also, in Marathi unmarked IN-FRONT/BEHIND terms are barred in Ego-centered Moving Time. In view of these facts we propose an implicational universal for temporal coding markedness as follows: Moving Ego is the least marked sub-metaphor of TIME PASSING IS MOTION while the IN-FRONT/ BEHIND Moving Time is most marked one. The Ego-centered Moving Time, lies in between them. Some languages instantiate all the three sub-metaphors while others don't. We leave the task of proving the validity of this implicational universal for future research.

Pascual, Esther

Free University Amsterdam, Netherlands

11:30, 29th August 2007

Room: 2.03

*Fictive interaction: Face-to-face conversation
as a frame in ordinary and legal thought*

In everyday life, we primarily use language in intersubjective communication. I argue that this affects our conceptualization of experience as well as the language system and the way it is used. The focus is on what I call *fictive interaction* (Pascual 2002, 2006). This constitutes a conceptual channel of communication underlying the observable interaction between participants or embedded in their discourse. I treat fictive interaction occurrences as resulting from the conceptual integration of a mental space with the frame of the ordinary conversation, structured by the cultural model of speech as informational (Sweetser 1987).

I postulate that the conversation frame in general as well as the subframe of the fictive triologue in 'display talk' (Goffman 1981) and apostrophe in particular constitute fundamental structures of thought, language, and discourse.

The conversational structure can be used to fictively address the individual talked about, as in the following:

(1) Juror 1: He chose his lawyers. He chose them. [...] He chose his lawyers! [...]

Juror 12: *If you don't like the way your lawyer is doing it, then fire him and get another one. [...] Fire him and get another one.*

(2) I took one look at him [defendant] and I thought "*Oh! I don't like you at all!*"

Thought as such may be interactionally structured, so that thinking something about somebody is presented as speaking one's thought to that individual. Examples are from legal settings.

Pasma, Trijntje
Vrije Universiteit Amsterdam, Netherlands

11:30, 30th August 2007
Room: 2.03

Metaphor identification: the application of a reliable method to Dutch natural discourse

In September 2005 I started a research project into conversationalisation mechanisms in Dutch natural discourse. Part of the research is dedicated to the study of metaphoricity in conversations and news articles. The first step in this research has been to identify all instances of linguistic metaphor in a corpus of 100,000 words. In order to do this, we have applied a new and reliable method for metaphor identification, which has been developed by the Pragglejaz Group (Pragglejaz Group 2007; Steen 2005).

Within the field of metaphor research, a growing need for a reliable tool for metaphor identification has resulted in the development of the Metaphor Identification Procedure (MIP) by the Pragglejaz Group, which was inspired by the conceptual definition of metaphor as a cross-domain mapping. In the first part of MIP the contextual meaning of a word is established and a possibly more basic sense is determined. Basic senses are those which are most concrete, specific, and embodied. If the contextual meaning of a word belongs to a different domain than the more basic meaning, but can be seen as related to it by some form of similarity, then the word is used metaphorically. For example, in "*he was at a crossroads in his career*", the contextual meaning of *crossroads* is 'a point during the development of something when you have to make a decision about what to do next', while the basic meaning is 'a place where one road crosses another' (*MacMillan English Dictionary*). In this example, a critical point in one's life is understood in terms of a concrete and specific point on a road.

The first part of the paper will be devoted to MIP, its results and reliability figures. The second half will be devoted to some of the issues that have to be addressed to make it applicable to Dutch natural discourse.

*Phonetics and pragmatics in Usage-based Phonology:
On the representation of some Dutch phrases*

While most usage-based linguistic studies have been concerned with the role of frequency in shaping linguistic forms (Kemmer and Barlow 2000, Bybee and Hopper 2001), it is generally accepted that ‘language use includes not just the processing of language, but all the social and interactional uses to which language is put’ (Bybee 2001: 2). This paper presents an analysis of a set of Dutch phrases in the framework of Usage-based Phonology (Bybee 2001), focussing on their interactional, pragmatic function. It is increasingly widely accepted among phonologists that frequent word combinations, or phrases, may have the status of single items in the phonological lexicon (Scheibman 2000, Local 2003).

It has been suggested that the degree of phonetic reduction of a phrase is a good indicator of its lexical status: if it is commonly highly reduced, this may be attributed to its ‘automated’ processing as a single unit (Bybee 2002). This paper argues that attributing a high degree of phonetic reduction of a phrase to its putative status of single lexical item does not necessarily constitute a sufficient—or even an accurate—account of the reduction: crucially, we need to consider the function of the phrase and the design features of the pragmatic context in which it is used. It makes this argument with reference to the phonetics of a set of Dutch phrases which are recurrently used in two distinct pragmatic contexts. The paper proposes ‘schema-based’ representations of the phrases (Barlow and Kemmer 1994) and aims to contribute to the development of a usage-based approach to phonology in which the social and pragmatic dimensions of language use play a central representational role.

*Cross-cultural variation in cognitive metaphor theory:
Implications for translation studies*

Cognitive metaphor theory has posited the existence of physiological and experiential bases for much of the metaphorical conceptualization that characterizes human language. On the basis of that assumption, many cognitive linguists have explored the similarities in cognitive metaphors across languages and cultures. The question of the "universality" of conceptual metaphor has also been raised. However, many of these scholars have also posed the question of cross-cultural variation in metaphorical representation. In other words, the way a

metaphor is articulated in one culture often does not coincide totally with the way it is articulated in another.

This fact has implications for many applied fields such as intercultural communication, foreign language learning/teaching and translation studies. Given that one of the most difficult hurdles for translation practice is the transferral of idiomatic meaning from one language to another, this paper will discuss the issue of idiomaticity in translation from the point of view of cognitive metaphor. It will try to understand how cognitive metaphor theory can contribute to our understanding of translation problems regarding idiomaticity. It will do so through a contrastive analysis of two languages: English and Italian. On the basis of a comparative database, created especially for this study, the analysis will explore the similarities and differences in the cross-language rendering of idiomatic expressions and concomitantly focus on the conceptual metaphors which could possibly explain these similarities/differences. It will then attempt to describe a basic conceptual metaphorical framework that can be said to orient the idiomatic plane of some experiential domains in the two languages under consideration. Implications for translation studies and for the training of translators will be addressed.

Reuber, Markus & Leendert Plug
University of Sheffield, UK & University of York, UK

3:30, 28th August 2007
Room: 1.55

*Applied Cognitive Linguistics: Metaphoric conceptualisation
and the differential diagnosis of seizure disorders*

According to the theory of metaphoric conceptualisation developed in the field of Cognitive Linguistics by Lakoff and Johnson (1980), Lakoff (1987) and Grady (1997), among others, 'It is hard to think of a common subjective experience that is not conventionally conceptualized in terms of metaphor' (Lakoff and Johnson 1999: 45). This paper reports on an analysis of the metaphoric conceptualisation of a less common subjective experience: that of seizure episodes. The analysis has been undertaken as part of the project 'Listening to people with seizures' carried out at the Academic Neurology Unit of the University of Sheffield. The project investigates patients' descriptions of seizure experiences with a view to improving the differential diagnosis of patients with epileptic and non-epileptic seizure disorders.

One feature that has been found to contribute to differential diagnosis is the patient's conceptualisation of the seizure (Surmann 2005). Patients with epileptic seizure disorders repeatedly conceptualise the seizure as an external and threatening entity over which they have little control, but which they may try to fight. Patients with non-epileptic seizures repeatedly fail to establish a coherent conceptualisation of the seizure, for example by describing the seizure sometimes as an external force and sometimes as self-inflicted, and rarely use metaphors of fight or struggle. This difference appears to correlate with a more general difference between the two patient groups in the degree of concern with control and agency in managing the seizure disorder.

This paper reports on an analysis of some 20 patients' seizure descriptions. It demonstrates how the analysis of a patient's metaphoric conceptualisation of the seizure experience contributes to the accurate differential diagnosis of the patient's seizure disorder—and therefore its accurate treatment—and discusses the role of the concepts of control and agency in shaping the patients' seizure descriptions. As such, the paper shows that concepts developed in the field of Cognitive Linguistics can be applied in a clinical setting, with real benefits for patients.

Roehr, Karen
University of Essex, UK

2:30, 29th August 2007
Room: 1.55

The role of category structure in second language learning

In this presentation, the notion of categorization as conceptualized in cognitive-functional theories of language and language acquisition (e.g. Langacker, 2000; Tomasello, 2003, 2005) is applied to the field of second language (L2) learning. More specifically, I will suggest that differences in category structure may account for the differential roles of implicit (non-conscious) linguistic knowledge and explicit (conscious) knowledge about language.

Empirical findings from the field of applied linguistics indicate that explicit knowledge about language, such as knowledge of pedagogical grammar rules, is often beneficial to the cognitively mature L2 learner (R. Ellis, 2005; Rosa & O'Neill, 1999). Conversely, there is likewise evidence that such knowledge is not necessarily uniformly facilitative (Roehr, 2006; Sanz & Morgan-Short, 2004). This apparent paradox can be explained if we take into account prototype effects in language – a phenomenon that is acknowledged in the usage-based model (e.g. Evans & Green, 2006; Goldberg & del Giudice, 2005; Taylor, 2003).

I will suggest that we can explain not only the differential roles of implicit and explicit knowledge in L2 learning, but also the seemingly two-sided nature of explicit knowledge if we consider the differing category structures of these two types of knowledge. In accordance with emergentist approaches to language acquisition (N. Ellis, 2006; N. Ellis & Larsen-Freeman, 2006; MacWhinney, 2001), I will argue that implicit linguistic knowledge is characterized by exemplar-based representation and parallel-distributed processing in a redundantly organized network of associations. Conversely, I will propose that explicit knowledge is characterized by Aristotelian category structure, allowing for conscious operations involving sequential rule-based processes. Empirical predictions arising from these theoretical assumptions will be put forward.

Nesting polyphony in subjectification

This presentation examines the interaction between cognition and discourse in popularizing media text sequences defining new technologies. In line with previous work, we claim that discursive definitional sequences conceptually construct and continuously update semantic representations of these definitions. Contrarily to what has been assumed in non-usage based accounts of definitions, real-language definitions frequently assign individual definitional predications to a heterogeneous set of voices, which are rendered and linguistically reflected in the media discourse where new technological innovations are brought to a general audience. We therefore need to integrate polyphony in (applied) cognitive linguistics.

Our presentation answers three questions.

1. Descriptively, we build a summary typology of voices in the data analyzed. In other words, we want to discover which voices are rendered and how they are represented in discourse.
2. We fit in the notion of polyphony in CG schematism about subjectification. A central idea on this level is that polyphonic voices contribute to a reduction of the maximal scope of definitional predications.
3. We will show the dynamic use of polyphony in unfolding discourse, where different polyphonic (or subjectificating) instances interact. As such, polyphony may constitute an additional layer to Langacker's programmatic (2001) CDS model. We will provide some schematic representations of how multiple, nested polyphonic voices interact, on a broader, discourse level.

The effect of linguistic metaphors of the body on the relaxation physiological markers in real time

In this paper, we explore the effects that words have on the body, referencing the micro-movements of the forearm. Specifically, we observe the involuntary pressure exerted by the forearm in response to one of the following phrases, used in classical relaxation techniques: "Think that your arm is heavy" vs. "Think that your arm is made of lead."

We examined a group of students (N=72). The volunteers sat in reclining armchairs, with pressure sensors attached (Ablasmi system, Santarpia et al., 2005) to the forearms to measure the micro-pressure applied during the experiment. Each volunteer listened to directions – given in either a literal "heavy" or metaphorical (invoking an image – "lead") sense – which had been recorded on CDs. The CDs, of which there were eight different versions, varied

by the order in which the directions were given and which arm (left/right) was referred to. (This was to control for possible effects that the command pattern might have had.) Additionally, the directions were spoken by a French actor in a monotonic manner to highlight the *semantic* aspects of the phrases, and the linguistic formulations were derived from Schultz's (1974) relaxation technique: "I invite you to think that your right/left arm is heavy. Your right/left arm feels heavy" versus "I invite you to think that your right/left arm is made of lead. Your right/left arm feels as though it's made of lead". The results suggest a temporary order effect of the metaphorical commands on the pressure of the forearms, only after the literal utterances. The standard pragmatic theory can explain these results.

Shibasaki, Reijirou
Okinawa International University, Japan

2:30, 28th August 2007
Room: 0.36

Homographic Disambiguation in Japanese: A Blending Approach

In the previous works (e.g. Shibasaki 2001), it is reported that the forms of Chinese Characters tend to generate the same conceptual structure (or emergent structure) even across languages such as Chinese and Japanese: about 90% of homographic compounds between Chinese and Japanese produce the same meanings. For example, the meaning of 中立 is derived from the blending of 中 'center' and 立 'to stand'; the Blended space metaphorically takes up the emergent meaning of 'neutrality' from the two inputs. There is a strong tendency that people can generate the same meanings from the same form. Building on this input, this study explores the following two points: 1) how each distinct pronunciation evokes its particular meaning associated with the form, and; 2) how the form integrates each socio-culturally specific meaning into the general sense of its form.

In this study, I will choose one particular set of homographic compounds i.e. 上手 and 下手. This set of homographic compounds have three types of pronunciations, respectively. One set of pronunciations, 上手 [joozu] and 下手 [heta], are related to a general sense of 'being good at' and 'being bad at', respectively; another set of pronunciations are 上手 [uwate] and 下手 [shitate], the former of which reminds native speakers of Japanese of something overpowering by his/her boss and the latter of which reminds native speakers of Japanese of subordination to his/her boss. The other set is 上手 [kamite] and 下手 [shimote]; the sound [kamite] indicates 'on the upper side of something', while the sound [shimote] indicates 'below something'; the 上手 [kamite] and 下手 [shimote] pair comes to imply a socially hierarchical structure i.e. superiors and inferiors. However, these socio-culturally distinguished meanings of 上手 and 下手 can be considered to have derived from their original spatial meanings: 上 'up' and 下 'down'; one pair of pronunciations come to be related to one pair of specific meanings based on these original meanings, but they are integrated into one set of general meanings via a many-spaced model i.e. Blending.

*Synaesthetic metaphors in Japanese:
an experimental study on the direction of extension*

Since the well-known studies by Ullmann (1951) and Williams (1976), the uni-directional model of synaesthetic metaphors' semantic extension (touch → taste → smell → hearing → sight) has been tested in many languages in many ways. Most of such studies have supported this uni-directional model. In Japanese, Kusumi (1988) supports this model by way of experimentation on comprehensibility.

However, Seto (2003) claims that the sense of "taste" behaves differently. He analyzes expressions of taste in Japanese comics, and claims that terms belonging to the modality of "taste" can be modified by adjectives of "higher" senses such as hearing (sound) or sight (e.g., noisy taste, bright taste). This direction of extension goes counter to Williams's model and Kusumi's (1988) claim. Kusumi (2004) argues back against Seto, pointing out that his data are low in comprehensibility. Their arguments have not settled, since Kusumi's experiment has also a defect in that it uses an outdated word usage list (The National Institute for Japanese Language 1964). Thus, it is necessary to carry out a follow-up study to examine which claim correctly reflects synaesthetic metaphors in contemporary Japanese. In addition to this, since major previous studies on European languages separate the sense of "temperature" from the sense of "touch" (e.g., Sean 1996), it should be checked whether this separation also applies to Japanese.

Considering these points, we set two hypotheses: (1) the sense of "temperature" can be separated from the sense of "touch" in Japanese synaesthetic metaphors, (2) the sense of "taste" can be the target of extension from hearing or sight (in contrast to Williams's and Kusumi's model). Our experimental study suggests that (1) the sense of "temperature" is distinguished from the sense of "touch" in Japanese synaesthetic metaphors, (2) unlike Williams's and Kusumi's uni-directional model, "taste" can be the target of extension from "hearing" as Seto claims.

“I think we agree, the past is over”

Spatio-temporal Metaphors in American Political Discourse

This paper applies tenets of CL to the important discourse of politics, focussing on some notoriously controversial areas within CL research as follows.

First, CL as a discipline has not sufficiently embraced the notion of discourse. By and ge, metaphors continue to be regarded as sentence phenomena (Werth 1994). Second, the compatibility of the notions of culture and cognition has been repeatedly challenged. The CL research paradigm has been criticized for its mentalistic thrust, leaving little leeway for exploring issues traditionally dealt with in anthropology and sociolinguistics. Similarly Gibbs (1999: 154) emphasises the necessity of “taking metaphor out of our heads and putting it into the cultural world.” Third, CL has chiefly focused on conceptual metaphor and metonymy (e.g. Panther/Radden 1999) as pervasive cognitive tools. Yet the mappings proposed are prone to schematicity.

It is against the background of these observations that this paper addresses the following points of interest. While subscribing to the omnipresence of conceptual metaphor, the primacy of spatio-temporal metaphorisations is advocated due to their discursivity and socio-cultural significance. The experiential basis of human conceptualisation is highlighted by the salience of spatial and temporal categories, both of which are not only central at every level of the conceptual system but also in the organisation of human life in society. Yet spatial cognition is not autonomous; instead it is essentially egocentric, anthropomorphic and relative (Levinson 2003). Thus spatial concepts are indicative of specific physical and cultural experiences. However, the same is valid for temporal cognition. Being pervasive in the conceptual system to the extent that the (phenomenological) awareness of time can be argued to derive from cognitive and perceptual processes (Evans 2004), temporal concepts must be regarded as socio-culturally determined (Luckmann 1991).

Accordingly, this paper elaborates on the spatio-temporal metaphors that have been proposed within CL. Specifying the metaphorical mappings of both ‘orientational metaphors’ (Lakoff/Johnson 1980) and temporal metaphors (e.g. Lakoff/Turner 1989) such as TIME IS A CHANGER, TIME MOVES, TIME IS A PURSUER I will illustrate the importance of spatio-temporal concepts at two levels of the conceptual system. On the one hand, temporal and spatial metaphors will be shown to fulfil important discourse functions within American political discourse. On the other hand, spatio-temporal concepts will be introduced as vital frames of reference for construing discourse semantics.

*Reassessing the effectiveness of L2 idiom presentation
in metaphoric groups*

Idiom theorists have suggested the presentation of L2 idioms in thematic groups. This proposal is problematic for two reasons. First, idioms vary in terms of more than one variable, so various different categorizations have been proposed. Second, sparse experiments have been conducted to examine the relative effectiveness of different grouping principles. The two small-scale experiments presented here contribute to the experimental assessment of the claim made by Cognitive Linguists in this debate.

Cognitive Linguists believe that idioms will be learned more effectively if they are presented to L2 learners in ways reminiscent of the knowledge structures which are thought to underlie them (such as in groups sharing the same underlying Conceptual Metaphor) than in terms of functional or semantic groupings, which are considered ad hoc. The experiments reported here re-examine whether presentation of English verb-phrase idioms (e.g., ‘take the high road’, ‘blind someone with science’) to advanced second-language learners in metaphorical groups leads to better retention than presentation in functional groups. This issue has been addressed in earlier studies which did not lead to clear conclusions due to methodological issues.

The results of both experiments call into question previous claims for the superiority of metaphorical versus functional presentation of L2 idioms, even though they do not indicate that the metaphorical presentation is less effective than the functional presentation. The first experiment led to a marginally significant difference between conditions, where retention was superior for the metaphoric than the functional presentation of idioms. The second experiment led to a null effect in terms of idioms. The combined results of the experiments indicate the need for experimental replication, since they contradict previous experimental findings. They also indicate that small changes in the exact implementation of a vocabulary instruction method affect the learning outcome.

The Cognitive Origins of Linguistic Complexity

In this paper, I will show how insights from cognitive linguistics can help find solutions to important and contentious problems in evolutionary linguistics, by considering the origins of linguistic complexity in light of the cognitive operations underpinning the communicative process. In particular, I will address the controversy over the structure of early language, and its subsequent transition into modern language (Wray, 2000; Tallerman, 2007), and put forward an unified explanation, in which the repeated reconstruction of meaning plays

the critical role in enabling the stable complexification of language, and in constraining the rate at which such complexification takes place.

I will emphasise one fundamental characteristic of all communication: the meaning of an utterance is not directly transferred from speaker to hearer. Instead, the hearer must reconstruct the meaning, using an inferential process, in which they draw on their existing linguistic knowledge, and pragmatic inferences from the context in which the utterance was used (Sperber & Wilson, 1995). Two important consequences follow from the inferential nature of language use:

- the hearer's reconstructed meaning can differ from that conceptualised by the speaker;
- there is a pressure on utterances, that their meanings be reconstructible by hearers.

As a result, the repeated meaning reconstruction inherent in a usage-based approach to language provides both a mechanism for the development of linguistic variation and complexity, and also a constraint on the levels of semantic complexity which can be shared and maintained in a linguistic population. Although at first sight it might seem that individual variation in semantic reconstruction might be problematic for a communication system, in fact communicative success depends only on the message being understood to a sufficient level, and not on an exact replica of the speakers meaning being faithfully built by the hearer. Computational simulations of inferential communication have shown, indeed, that this inevitable linguistic variation can help explain how language can change so rapidly over time, while still retaining its communicative utility (Smith, 2005). This semantic variation is constrained, however, by the need for meanings to be reconstructible; those which cannot be reconstructed will not be replicated, and will rapidly become extinct (Croft, 2000).

Staum, Laura & Daniel Casasanto
Stanford University, USA

12:30, 28th August 2007
Room: 0.36

Should liberals use conservatives' metaphors?
Cognitive Linguistics meets Sociolinguistics

Theorists agree that in order to 'take back America' liberals need to adopt some of the conservatives' successful rhetorical strategies^{1,4}. Yet, many liberals resist these rhetorical changes, protesting that some of the proposed framing techniques sound deceptive, even Orwellian². A series of experiments investigates how liberals can promote their political agenda within the constraints of linguistic authenticity.

Lakoff emphasizes the importance of moral authenticity for winning the hearts and minds of voters: to win, 'progressives' must "use language in service of their deepest convictions" (2006, pg. 9). Here we expand this notion to include the sociolinguistic principle of linguistic authenticity. Perhaps in order to communicate effectively, progressives must not only say what they believe, they

must say it in a way that is believable coming from their mouths: that is, they must use only those linguistic resources that are consistent with their social and political identity.

We showed undergraduates both sentences in the pairs and asked them to rate how ‘metaphorical’ the sentences were, and which made the bad event sound worse. Sign tests showed that sentences using dark were rated significantly more ‘metaphorical’ (34 vs. 12, $p < 0.002$) and also more extreme than those using down (37 vs. 9, $p < 0.001$). A second questionnaire study showed that conservatives are more likely than liberals to attribute DARK metaphors to other speakers. We showed participants one of the sentences from each minimal pair and asked them to rate how likely speakers were to have said them. A two-way mixed ANOVA showed a significant interaction of metaphor type by political orientation of participants ($F(1,258)=4.77$, $p=0.03$). Conservatives significantly preferred DARK metaphors over DOWN metaphors, while liberals showed the opposite pattern, preferring down metaphors over dark metaphors. A third study showed that speakers believe the ‘more extreme’ DARK metaphors to be more conservative than DOWN metaphors, and that conservatives are more sensitive to this difference than liberals. A two-way mixed ANOVA showed a significant interaction of metaphor type by political orientation ($F(2,62)=3.34$, $p=0.04$). To be authentic, speakers’ rhetoric must respect such implicit and explicit differences in the language ideologies of liberals and conservatives as we demonstrate here. Lakoff asserts that what’s good for the goose is good for the gander³ – what works for conservatives will work for liberals. However, these results suggest that cognitive linguists interested in applications of Metaphor Theory to promote social change must consider the effects of linguistic authenticity, since inauthentic speech can communicate the opposite of the intended message.

Tawilapakul, Upsorn
Thammasa University, Thailand

3:30, 29th August 2007
Room: 1.55

The Use of English Tenses by Thai University Students

This study investigated the use of English tenses by Thai university students. Generally, time concepts exist in any language. They enable the speaker to locate events in terms of time. In English, time is expressed by tense which is presented through verbal inflections, including some auxiliaries. Compared to English, Thai does not have a tense system to convey the time concepts. Tense and aspect in Thai are conveyed through time markers, preverbal auxiliaries and discourse contexts. Such differences certainly have an impact on Thai learners of English. According to Lado (1957) and later Singleton (1987) and Odlin (1989), learners of second language (L2) transfer forms and meanings from their first language (L1) to the target language. With respect to temporal information, Donnellan (1991) suggests that if time attributes and their linguistic references of L1 and L2 are different, learners may find themselves in a situation where they cannot select or recognize the temporal attribute to which tense is a

grammatical reference. Taking into account the differences of the two languages in expressing time concepts and the (arguable) possibility of L1 transfer, this research was aimed to find answers to the following research questions:

- 1) How does time reference in Thai affect Thai university students on their use of English tenses?
- 2) What are causes of errors arising from such use?

This study reveals that Thai students attain time conceptualization in a way significantly different from that of English speakers. This agrees with Langacker's position (cited in Croft and Cruse, 2004) in which grammar is regarded as conceptualization. According to Langacker, conceptual structure is not merely a simple truth-conditional correspondence with the world, and the conceptualization of the experience to be communicated is a major aspect of human cognitive ability. Unless the idea of time in English is formed, Thai students will still encounter difficulties mastering English tenses, especially the ones that do not correspond with their experience in the Thai language.

Timofeeva, Maria K.
Novosibirsk State University, Russia

5pm, 28th August 2007
Room: 2.03

Introspective View of Language

There are two different views of language: scientific and introspective. When I am reasoning as linguist, logician, psychologist I follow the *scientific view*: I see language as a certain system or mechanism which somehow underlies or governs a process of communication; I consider meanings and senses of texts as constructed from more simple word senses; I treat the basic constituents of a language as non-individual and commonly accessible.

During my ordinary communication I have the *introspective view*: I do not conceive any system or mechanism; I do not conceive contents of the texts as somehow constructed from more simple senses or meanings; a commonly accessible content or identity of contents can only be the matter of belief or hypothetical prediction. The content of a text is perceived like an indivisible individualized picture. Here we can remind of R.G. Collingwood who treats words, phrases and other well-known linguistic notions as metaphysical fictions used only because of their convenience and usefulness in a *certain type* of our reasoning.

Some problems connected with the scientific view dissolve when we switch to the introspective one (there are the illustrative examples). What are the essential principles of the introspective framework? In what cases pictorial language provides more adequate representation of content than conceptual scheme? Can we use pictorial language as intermediary language when we are to simulate some ordinary language activity? Those are the questions which need to be discussed.

*Frame shifting, conceptual refocusing and episodic memory
in FL grammar pedagogy*

The paper intends to look at non-native speakers' (NNS) understanding of grammar, with special regard to tense and aspect. It will be argued that the conceptual frames advanced learners of English as a foreign language are slightly out of focus as a result of limited exposure to the target language as well as grammar pedagogy that is predominantly deductive. In search of a possible means of conceptual refocusing in such learners, native speakers' (NS) intuitions will be examined on the basis of a study of verbal reports of 4 native speakers of English. The paper hopes to demonstrate that such intuitions are frequently filtered through NS' episodic memory and, consequently, the NS' understanding of the semantics of grammar is frame-based; a single change in form affects the overall construal of the discourse event and results in frequent frame shifting.

In the light of the above, it can be assumed that in order for the NNS' understanding of grammatical forms to be improved, such learners need conceptual refocusing treatment, and that such treatment should not only rely on frame semantics of grammatical forms but also be episode-based so that all native-like default assignments could be incorporated in the semantic models construed by NNS. Such conceptual refocusing was offered to a group of advanced learners of EFL at the University of Bielsko-Bia_a, Poland. The results of the experiment together with some conclusions as to whether the cognitive distance between NS and NNS can actually be diminished will be presented in the paper.

Subjectivity and the use of proper nouns versus pronouns

Referential expressions are often characterized in terms of referent accessibility (e.g., Ariel 1988). A full nominal (proper noun) is used when the referent has a low degree of accessibility, whereas a pronoun indicates that the referent is currently highly accessible. Van Hoek (1997) gives a complementary characterization of nominal semantics in terms of subjectivity: pronouns impose a subjective construal on the intended referent; proper nouns impose an objective construal.

This subjectivity characterization is applied to narrative discourse: a pronoun can be used when a character referent is construed as the conceptualizer of the predication of which it is part; a proper noun can be used when the referent is portrayed more objectively, for example from the perspective of the narrator or another character.

This presentation addresses the relation between character subjectivity in narratives (as described in Sanders 1994) and the meaning and use of pronouns versus proper nouns. On the basis of an elicited corpus of 50 written Dutch narratives, I explore the extent to which subjectivity indeed influences a narrator's choice between proper nouns and pronouns.

I will also discuss whether it is necessary to incorporate subjectivity distinctions in the characterization of nominal categories, alongside accessibility distinctions. I will argue that if one assumes a sufficiently detailed characterization of discourse context in terms of mental spaces, one need not postulate a separate 'subjectivity sense' for proper nouns and pronouns.

Viberg, Ake
Uppsala University, Sweden

11:30, 29th August 2007
Room: 0.31

*Cognitive linguistics and corpus-based contrastive analysis:
The Swedish verbs of Possession in contrastive and typological perspective*

Basic verbs of possession were among the first to be studied semantically from a crosslinguistic perspective (Bendix 1966). More recently HAVE and its correspondents (Heine 2004) and the verb GIVE (Newman 1996, 1998) have been studied extensively in a wide range of languages from a cognitive linguistic perspective. The verb GET has been studied in Viberg (2002, 2006) and in Enfield (2003). Against the background of such typologically oriented studies, the present study will present a corpus-based contrastive analysis primarily of the Swedish verbs *ge* 'give', *få* 'get' and *ta* 'take' and their correspondents in English and (more briefly) some other languages. Special attention is paid to patterns of differentiation within the field of possession verbs and to patterns of polysemy and grammaticalization. In particular, the verb *få* 'get' has a complex and relatively language-specific such pattern including both modal, aspectual and causative grammatical meanings. Data will be taken from two translation corpora, the large English Swedish Parallel Corpus (ESPC) and a Multilingual Pilot Corpus (MPC) consisting of extracts from Swedish novels and their published translations into English, German, French and Finnish. In the ESPC, both Swedish and English originals have been examined and compared to translations in both directions, which makes it possible also to study translational phenomena such as translation universals (Mauranen & Kujamäki 2004). It will also be possible to relate the result to earlier studies by the author of lexical development in Swedish as a second language.

Diplomatic Discourse Function in Intercultural Communication

Diplomatic discourse as one of the types of institutional (professional) discourse viewed in terms of linguistic and pragmatic analysis of diplomatic documents can be considered a promising direction of research, presenting a wide range of research subjects for cognitive linguistics, translation studies and intercultural communication.

Analysis of English-written diplomatic documents and their official translations shows linguistic peculiarities of diplomatic discourse: objectivity, generality, information capacity, clear contents and unambiguity, etc.

Diplomatic discourse suggests the use of active speech devices: series of clichés and standard constructions, lexical and semantic groups of the notional parts of speech, special (diplomatic) terminology, euphemisms, etc.

In terms of intercultural communication a discourse-based research in the impact of Russia's diplomatic documents on the country's international image shows main semantic fields of diplomatic discourse:

- 'Cooperation' (*the verified balance of interests...of vital interests to all nations; the network of Russia's partner relations, etc.*);
- 'Friendship and partnership' (*Russia's relations with...is moving to a qualitatively new level; we are together responsible for our common future, etc.*);
- 'Continuous work', (*we confirmed our long-standing proposal to...; will continue to make its contribution towards..., etc.*);
- 'Progress in international relations' (*further modernization of the toolkit of Russian diplomacy; our work... reaching a qualitatively new level, etc.*).

The study also explores syntactic and pragmatic characteristics of diplomatic discourse, as well as relevant discourse-based translation strategies; further research on the subject will explore specific methods of compiling a diplomatic document for varied international audience.

Metaphor as Bricolage

In the talk we wish to propose a way of thinking about metaphor inspired by the anthropologist Levi-Strauss's use of the terms "bricolage" and his description of the activity of the "bricoleur". We shall then contrast this with the more usual cognitive linguistic approach which views metaphor as exploiting the systematic set of correspondences between two domains. It should be noted however at the outset that our use is inspired by the description of the bricoleur, it is not

intended to correspond exactly to Levi-Strauss's or others use of the term in anthropology and elsewhere.

A "bricoleur" is someone who does odd jobs, making and mending things from bits and pieces which have been left over from previous jobs. A bricoleur can be contrasted with an engineer or scientist who uses a specialised set of tools and material for each job. According to Levi-Strauss (1962, 1966) the elements used by a bricoleur are (emphasis added): "specialized up to a point, sufficiently for the 'bricoleur' not to need the equipment and knowledge of all trades and professions, but not enough for each of them to have only one definite and determinate use. They each represent a set of actual and possible relations; they are 'operators' but they can be used for any operations of the same type".

On the face of it, this is similar to the use of metaphor. Concrete, everyday, even embodied experience is used to describe the abstract. Thus we have the familiar use of the language of journeys to talk about such purposeful activity as writing a paper or engaging in a love affair. We have our familiar knowledge about how tools are used on physical objects to describe the mental manipulations of thoughts, beliefs, ideas and opinions. However, in contrast to approaches which can explain isolated uses of metaphor, (e.g., Glucksberg and Keysar (1993) or Sperber and Wilson's Relevance Theory (Sperber & Wilson, forthcoming)), Lakoff and Johnson (1980) and classical Conceptual Metaphor Theory (CMT) emphasise the 'systematicity' of conceptual metaphor and the capture of significant generalizations. It would seem that whilst we may not use a specialised literal language for much talk of the abstract, the existence of systematic correspondences between source and target domains, structuring the target in terms of the source, seems to go against the opportunistic use of whatever is available for the purpose at hand, and hence of the notion of the metaphor user as a bricoleur.

In the talk, we shall illustrate the connections between the activities of the bricoleur and of the metaphor user with a careful re-examination of some of the conceptual metaphors proposed in the literature such as Jäkel's, (1995) MIND AS A WORKSHOP conceptual metaphor.

Wang, Ben Pin-Yun & Lily I-wen Su
National Taiwan University, Taiwan

11:30, 28th August 2007
Room: 1.55

*On the Polysemy of V-Kai Constructions:
Forces and Perspectives in Chinese Resultative Verbs*

Among all levels of resultative constructions in Mandarin Chinese, the one that attracted most attention of previous research is lexical resultatives, which are termed as *resultative verb constructions* (RVC) in this study. In general, RVC consist of two constituents; both could be stative or action verbs; V₂ signals the result of the action expressed by V₁. Adopting a case study approach to *V-Kai* RVC, the present paper aims to establish different senses of post-verbal *-Kai* and construct a semantic network to account for the mechanisms of its meaning extensions.

Our analysis identifies four major senses of post-verbal *-Kai* in *V-Kai* constructions. The primary sense of *-Kai₁* is “opening,” the closest to the meaning of *Kai* as a full-fledged verb, ‘to open.’ The protoscene of *-Kai₁* involves a trajectory (TR) that departs from its original position as a reference point, which is the result of some physical force that intends to overcome the blockage in the landmark (LM), thus creating an opening state. For instance, the phrase *la-kai chouti* ‘to open the drawer’ means that, due to the force of pulling designated by the verb *la* preceding *-Kai*, the drawer is opened.

The detailed examination of the semantics of *V-Kai* constructions shows that the polysemy of post-verbal *-Kai* is principled and cognitively motivated. The various construal operations responsible for the meaning extensions in *V-Kai* constructions shed light on the significance of perspective-taking as well as the knowledge of real-world force dynamics in the interpretations of resultative verb constructions in Mandarin Chinese.

Wengelin, Sarah Díaz & Ana L. Rodríguez Redondo
Universidad Complutense de Madrid, Spain

3pm, 29th August 2007
Room: 0.36

Metaphorical mappings of transitivity in Spanish Sign Language

The goal of this paper is the cognitive representation of directional and backwards verbs in Spanish Sign Language. The verbs analyzed are transitive and ditransitive verbs. We propose that transitivity in these verbs can be accounted by metaphorical extension of movement schemata.

The most well known view of transitivity is that based on the transfer of energy from a trajector to a landmark which is defined by the action-chain model (Langacker, 1987, 1991a, 1991b). In the action chain, the conceptualizer follows the mental path that establishes the flow of energy from participant to participant (Langacker, 1991a:292). However, in Spanish Sign language transitivity does not reflect the action chain but rather, it establishes relations between points in space using movement as the main resource, even though they are not verbs of movement. That is, the causative relationship established in oral languages as in the example: Jane returned a book to the library which maps the causal chain (Taylor, 2002:415) is not reflected in Spanish Sign language.

The idea of transitivity in terms of movement is already underlying van Valin’s theory of transitivity and specifically his Actor-Undergoer Hierarchy (van Valin, 1993, 2001, 2002). In Sign language the movement schema reflects the mapping of transitive relationships. Participants are identified in space and then they are conceptualized not as morphological elements, but deictically as points of reference in that space (Liddell, 1993, 1995, 1996) once the participant roles are identified and localized, the verb establishes the relation among those points. Moreover, the verbs represent the metaphorical movement that occurs in the mind of the speaker as in the case of the backwards verb *comprender* (understand).

Instrumentality vs. pseudo-instrumentality in medical classification rubrics

In the field of medicine various classification systems are in use for the coding of medical data like diagnoses and procedures. The concepts are rendered by numerical codes the meaning of which is described by means of short descriptions in natural language (so-called rubrics) (ICD-9-CM, WHO). These descriptions are nested nominal constructions with a recurrent predicate argument structure. Due to their elliptical surface structure rubrics are potentially ambiguous. This presentation focuses more particularly on applied cognitive linguistics: it shows how a cognitive framework disambiguates the instrumental versus non-instrumental role in these rubrics. We identify and describe the different conceptual readings of linguistic instrumentality versus non-instrumentality. This leads to some suggestions for applying cognitively inspired work in medical classifications.

In the presentation the following questions are answered:

- (1) What kinds of instrumentality versus non-instrumentality appear in rubrics describing surgical procedures?
- (2) How are these kinds of instrumentality linguistically encoded (in an ambiguous way)?
- (3) How can a schematic representation which integrates frame semantics (Fillmore 1982, 1994) and Talmy's conceptual model for instrumentality as part of causality (Talmy 2000) contribute to the representation of this ambiguity?

A cognitive grammar account of the deontic shall in the legal context

The paper involves three main fields of linguistic analysis: cognitive linguistics, the pragmatic theory of speech acts, and legal language. Its main aim is to demonstrate the relevance of the cognitive framework to the analysis of speech acts and especially the deontic use of the modal verb shall in the legal context. The focus is on the use of the modal, which is mainly applied to impose obligation or to confer rights. Thus, its meaning seems to involve in most cases a combination of both assertive and directive illocutionary force when approached from a pragmatic perspective, and a combination of deonticity with futurity and prediction in traditional grammar terminology. The discussion is illustrated with a variety of examples retrieved from a corpus of legal normative documents drafted in English (e.g. statutes, conventions, contracts, wills) and selected parallel texts in English and Polish.

It is argued that the meaning of most instances of shall in the legal domain, due to its context-sensitivity, can be best accounted for in terms of a cognitive blend, which integrates various semantic aspects. These aspects are believed to

be inherently vague and possibly an instance of ongoing processes of grammaticalisation, which can only be grasped with reference to relevant contexts of particular expressions, thus pragmatic in nature.

The paper also includes comments on the autonomy of legal language, language at large, and linguistic analysis, thus introducing a wider methodological perspective. It further raises important questions concerning the very nature of meaning and the nature of modality in general.

Wood, Tess
University of Maryland, USA

12:30, 29th August 2007
Room: 0.31

From degrees to quantities and back

This paper presents an analysis of two constructions native to Northern California, one in English and one in Yurok, which have both quantifier and degree-intensifier functions. The development of these functions in the two cases involves apparently opposite directions of semantic change (from intensifier to quantifier in one case and quantifier to intensifier in the other). However, a closer examination of the intermediate steps reveals features of the semantic relationship between quantity and intensity and conforms to the predictions of a usage-based model of syntactic and semantic change.

Hella is an American English intensifier which originated in the San Francisco Bay Area and has evolved rapidly over the past three decades. It has as its source the expression hell of a/helluva, as in (1):

(1) He's (a) hell of a good guy > He's hell of/hella good.

While hella now has a startlingly wide syntactic range (cf. Waksler 2000), I argue based on a corpus of naturally occurring data from weblogs that hella first appeared as a degree intensifier, as illustrated in (1), and that via a series of extensions it became (among other things) a quantifier of both mass and count nouns, as in (2)

(2) a. He makes hella money.

b. There was hella people rappin' in the town.

Yurok (Algic, Northwestern California) has a pluractional marker which normally indicates plurality of events (3a) or participants (3b), but also functions as an intensifier with certain gradable predicates (4) (Wood & Garrett 2002, Wood 2007).

I argue that there are multiple possible connections between the closely related conceptual domains of degrees and quantities, and multiple routes by which one interpretation may develop from the other. In the case of the Yurok pluractional, I propose intermediate stages involving repeated events with cumulative effects. For hella, I hypothesize that the quantifier interpretation first arose with non-concrete nouns such as fun, in contexts where large quantity or extent can be equivalent to intensity of degree (cf. adverbial use of some, any, as in It wasn't any good). The main claims supported by these data are first, that semantic changes, even between closely and regularly related meanings, can involve intervening stages of varying types and can proceed in apparently

opposite directions; and second, that studies of gradual change of individual lexical items and constructions can shed light on the topography of complex semantic domains.

*Interruptions in the conversations amongst Malay children:
A pragmatic analysis.*

This study aimed to analyse interruptions that caused conflict in conversations amongst Malay children. The research sample consisted of 36 children who were selected randomly from several Malaysian kindergartens: Tabika Kenari, Tabika Ibnu Sina, Tabika Harapan Murni and Tabika Al-Hafiz. In this paper, Relevance Theory (1986, 1995) has been used to analyse instance interruptions that caused conflicts in children's conversations.

The results of the study showed that children created interruptions to give and add information (31.7 %), to get their turn to speak (10.7%) and to offer sympathy (31%.0). However, interruptions are also used as a strategy to show disagreement (19.0 %) and to create conflict (7.6 %). The findings of the research also showed that irony and metaphor were used to convey ideas, criticism, and concepts that were relevant to the context. The use of irony and metaphor also showed the degree of interpretive understanding between the speaker and the listener to enable a smooth flow of conversations. The outcome of the research also indicated that aspects of context and cognition have also played an important role in Malay children's communication. Children provide the information that is inherent in their cognition to the relevant context. The contexts inherent functioned to provide meanings to the utterances concerned.

Thus, the pragmatics approach is established as a capable way of interpreting the meaning of utterances in Malay children's conversation. The combination of both Relevance theory and Scholobinski's conversation analysis framework has resulted in significant findings about utterance meaning and the communicative behaviour of Malay children. Relevance theory is a powerful theory based on its stress on the importance of context and cognition in interrupting utterance meaning.

*Given and New: the role of default values
in a frame semantic approach to word meaning*

In an early and very influential study, one of the pioneers of cognitive science, Marvin Minsky (1975), observed that every cognitively relevant percept appears as a richly detailed entity, even though the input itself does not offer much information on its own. From this fact he concluded that understanding essentially involves cognitive framing. A percept becomes cognitively relevant if it is embedded in a frame, and we can only access the data provided by a frame if its chunks of knowledge constitute a well structured concept in our long-term memory. Minsky suggests that the structure of frames may be well described in terms of (i) slots and instances of slots, namely (ii) fillers and (iii) default values.

From a linguistic point of view, fillers are new text elements (or predications) being explicitly introduced by language users, whereas default values are given elements in the sense that a speaker/writer may presuppose them and a hearer/reader, in turn, may infer them (Lönneker 2003). During language comprehension a word thus provides a semantic potential for evoking pieces of knowledge (cf., for instance, Fillmore 1977; Allwood 2003); it evokes default values. Viewing frames in this light has fundamental consequences for a cognitive semantic approach to word meaning. If language understanding relies upon schema-driven conceptualization processes, then the main empirical work should consist of investigating default values since they substantially motivate the emergence of meaning. Although many studies have adopted Minsky's model in one way or the other, the role of default values in frame semantics is widely ignored. How can slots of a frame be determined? And how can default values be identified empirically?

In my talk, I will present both theoretical and empirical evidence for the fundamental role of default values in frame-driven conceptualization processes. On a theoretical level, I first argue for an integrative view of frame semantics and some basic tenets of Cognitive Grammar, such as the symbolic thesis, the entrenchment theorem and the distinction of profile and base. On the basis of a case study, I then go on to illustrate that a so called "hyperonym type reduction" (Konerding 1993, 140-217) provides a suitable device to determine a frame's slots. My particular object of interest is the word locust, a metaphor introduced by a German politician to stigmatize financial investors. The corpus consists of 200 newspaper articles. The analysis focuses on recurring fillers (predications) being attached to one particular slot of the locust-frame, and it is differentiated between two kinds of entrenchment. Type entrenchment concerns those slots which are significantly more often 'filled' than others. Token entrenchment, on the other hand, relates to frequently recurring fillers: default values in Minsky's sense.

**POSTER
ABSTRACTS**

Abd Rahim, Normaliza & Zaitul Zainon Hamzah
Universiti Putra, Malaysia

29th August 2007
Poster Foyer

Interaction Pattern Amongst Asperger Children

This research investigates the interaction pattern amongst asperger children while learning the second language. Asperger Syndrome or Asperger's Disorder is a neurobiological disorder which described a pattern of behaviors in young boys or girls who had normal intelligence and language development, but who also exhibited autistic-like behaviors and marked deficiencies in social and communication skills (Kirby, 2005). Individuals with asperger syndrome can exhibit a variety of characteristics and the disorder can range from mild to severe. Persons with asperger syndrome show marked deficiencies in social skills have difficulties with transitions or changes and prefer sameness. Therefore, this paper focuses on the nature, number and balance of interactions of the four subjects with asperger syndrome and further investigates the interaction pattern and reactions which occurred while they were using the imaginative learning approach. The subjects consist of 4 subjects (7 to 15 years old) with asperger syndrome from five schools in three states in Malaysia. The introduction of the 'Imaginative Learning Approach' (Normaliza Abd Rahim, 2006) to the subjects is able to enhance the learning of the second language and therefore encourage subjects in interacting with their peers. It is found that asperger learners are able to interact with their peers in 'Imaginative Learning Approach'.

Altman, Magda
KZN, South Africa

29th August 2007
Poster Foyer

Ancient and modern views on proprioception and the body schema

In this paper, I take a new look at ancient divinatory practices and conceptualizations of the body in Traditional Medical (TM) systems with reference to current research in cognitive science on embodiment.

I propose that the *pre-noetic* body is described in TM theory and experienced by TM practitioners. I first examine Chinese TM models detailing the circulation of "qi" arguing this supports the contention that there is a proprioceptive basis for the *body schema*. I discuss the possibility that the proprioceptively experienced body schema could be the origin of *image schemas* rather than abstraction from other perceptual modalities. I then look at African TM perspectives on the body gleaned from interviews with Zulu *izangoma* ('diviners'). The *izangoma* describe how they are "called" as initiates by

amadlozi ('ancestors') and gain the ability to feel others' bodily states as their own even when physically distant in time or space. I discuss this with reference to neuropsychological research on intermodal mappings between proprioception and perception as well as 'out-of-body' and 'out-of-time' experiences.

I conclude that TM data supports the contention that prenoetic embodied experience grounds intermodal mappings between proprioception and perception and is ultimately the basis of our ability to make linguistic sense of ourselves, each other and the world. However, further research is required on the relationship between proprioception, perception and the awareness of self and other to explain the kinds of interpersonal bodily experience reported by TM practitioners.

Broccias, Cristiano
University of Genoa, Italy

29th August 2007
Poster Foyer

A network analysis of (oriented) -ly adjunct constructions

The combination of a verbal predicate with a so-called oriented adverb (Geuder 2000) can give rise to a wide range of interpretations. In this talk, I propose a network analysis for such (and related) -ly "adjuncts". I will distinguish between a schematic and a prototypical semantic characterisation for oriented -ly adverbs (which, of course, cannot be thought of independently of the constructions in which they occur, contra Ernst 2001):

- A schematic oriented -ly adverb denotes a property P of an entity a involved in an event E (i.e. the conceptualisation has a positive temporal profile).
- A prototypical oriented -ly adverb denotes a property P suggested (to the conceptualiser) by event E. In other words, E is a reference point for evaluating properties of an entity a. (see also Broccias 2004.)

The schematic definition motivates the flexibility of -ly adjuncts. The prototypical definition highlights the crucial role of basic cognitive abilities (such as the reference point ability) for grammatical purposes. The various senses which oriented -ly adjunct constructions (or, metonymically speaking, -ly adjuncts) can have are viewed as points in a conceptual space defined by the two dimensions of 1) viewing arrangement (i.e. the conceptualiser is external, internal or potentially both internal and external with respect to the verbal process, see Langacker's notions of subjectivity and objectivity) and 2) dependency (which I will argue can be viewed as an instance of the reference point ability). It follows that the conceptualiser can establish four possible dependencies between an event E and a property P:

- P//E: lack of dependency (i.e. no causal or suggest relation) between E and P
- E!iP dependency, i.e. E suggests/determines P
- P!iE dependency, i.e. P causes E
- double dependency, i.e. P!iE: E suggests P and/or P determines E

The present approach not only systematizes the conceptual flexibility of (oriented) -ly adjuncts but also motivates (for reasons of conceptual symmetry) the existence of adverbs, which are not (necessarily) oriented but refer to a kind of instrument. They will be argued to instantiate the external P!iE schema

*Relevance, pragmatic inference, and discourse topic –
A crosslinguistic analysis, a universal account*

This paper presents further examination as a response to studies by Chu (1993, 1999, 2000) regarding prototype/ prototypicality of topic in Mandarin Chinese; also provides English data to serve crosslinguistic comparison and contrast. Chu proposed five criteria/ attributes to evaluate a potential and qualified prototype of being a topic in Mandarin Chinese, viz. 1) being nominal, 2) serving as an interclausal link, 3) being specific/referential, 4) occupying the sentence-initial/preverbal position, 5) bearing no selectional relations to the predicative verb. Also he tried to place emphasis on discourse topic, considering van Oosten's study (1986) on prototypical-cognitive approach to language universals. Somehow the examples in Chu's research are almost solely from sentence level, and the instances discussed are not so common in daily speech. As notified and informed quite frequently by linguists, we should not miss out any linguistic facts nor ignore actual language use (and intuition), and what matters lying in convincing examples instead of lots of data but lacks explanatory power. What attracts/challenges us most are the attributes of prototypicality of topic in Mandarin Chinese advocated by Chu (ibid.), and hence if it is workable crosslinguistically. The current study thus investigates the contemporary Chinese and English discourse topic across text genres based upon cognitive/relevance-theoretic approach (Sperber & Wilson 1986/1995; Noveck & Sperber 2006, Forceville 2005) to render plausible interpretations to this fundamental issue and our research aims, as compared to those previous studies from syntactic/structural and functional/cognitive points of view (Chu ibid., Chen 1996, Hedberg 1990, van Oosten 1986).

*The relationship between spatial and temporal language
in the Sino-Japanese environment*

The aim of this paper is to show the peculiarities of the conceptualization of space and time in Chinese and Japanese. It has long been noted that the linguistics of time and space tend to overlap, but this is itself culturally variable. One common way of conceiving of this relationship is by saying that temporal expressions are based on spatial ones, and that the transfer is a kind of conceptual metaphor (e.g. Lakoff & Johnson 1980, Claudi & Heine 1986). Both English and Japanese show the TIME AS MOTION metaphor, which maps the concept of spatial motion to passing of time (Shinohara 1999). Considering that English and Japanese are genetically and areally remote to a considerable degree, and that they differ in their dominant lexicalization patterns of motion

events, these similarities must be attributed to the universal structure of human conceptualization of time, that is, the universal structure of the space-time metaphor. The fact that English and Japanese differ in some part suggests that the space-time metaphor, when expressed in language, can be affected and constrained by the grammatical and lexico-semantic structure of the language. Granet (1971) said that, for Chinese, time and space are not neutral places: time is a whole of eras, seasons, ages; space is a whole of ranges, climates and orientations. In Chinese, there is a pair for time and space: you-zhou, which originally indicates parts of a roof. It is interesting to study the history of the term time in Chinese and Japanese: Chinese translated this term with a neologism from Japanese (XIX century): time is translated as between moments (Japanese jikan, Chinese shijian, with a spatial parallelism between empty spaces: Japanese, Chinese kongjian). The kanji (時) in Japanese is used both to refer to an interval of time (kan) and an interval of space (aida).

Duda, Katie
Old Dominion University, USA

29th August 2007
Poster Foyer

*The Punchline as protest: Conceptual blends
in anti-globalization activism*

This paper examines the role of conceptual blending in anti-globalization protest activity. Conceptual blends are uniquely relevant to the discourse being analyzed here; not only do they serve as a means of structuring the critique of globalization policy, but they are also the end product being performed by the protestors. Specifically, the analysis focuses on the exploits of the Yes Men, pranksters who engage in a form of activism known as culture jamming. Also known as Guerrilla Semiotics, culture jammers employ a politically motivated manipulation of symbols from the inside out. By using the technique of détournement (Debord and Wolman, 1956:4), they use a medium of communication to critique the medium itself. The Yes Men practice what they call “identity correction”; since corporations and trade organizations are not accurately representing their political and economic positions in the media, it is up to the Yes Men to give audiences the most honest representation of these corporations' opinions. They accomplish this by giving lectures and interviews while posing as official representatives of said organizations. This paper deconstructs the identities created and the ideologies articulated by the Yes Men in two public presentations: one at a textiles conference in Finland in 2001 and one for a college economics class in the U.S. in 2002.

In conceptual blending theory, two or more input spaces combine to form an emergent structure, or blend, whose information did not previously exist in any of the input spaces. Turner and Fauconnier emphasize that blending is a “basic mental operation” that plays a pivotal underlying role in human understanding (1999:417). Conceptual integration also seems to play a pivotal role in humor, for it is the mismatch of the input spaces' frames being blended together that constitutes the punchline (Coulson, In Press). What's more, discourse can exploit carefully constructed blends in order to have a persuasive effect (Coulson and Oakley, 2006). At the intersection of these functions is the case of the Yes Men;

the surface level humor of their hoaxes belies a more powerful rhetorical force, one that relies on recursive conceptual blends to structure and perform a critique of the current course of neo-liberal globalization propelled by the World Trade Organization.

Endo, Tomoko
UCLA, USA

29th August 2007
Poster Foyer

Epistemic Expressions in Chinese Conversation

In the field of discourse-functional linguistics, a number of studies have pointed out that so-called complement-taking structure such as [I think + clause] in English should be considered as a marker of epistemic stance of the speaker, rather than a main clause taking a subordinate clause (Englebreston 2003; Sheibman 2001; Thompson and Mulac 1991; Thompson 2002). In Chinese, what has been treated as the canonical epistemic expression corresponding to I think is *wo xiang* (Guo 2002; Huang 2003), as in: (1) *wo xiang mingtian bu hui xiayu*. 'I think it won't rain tomorrow.' A seldom discussed expression is *wo juede*, which can also be translated as I think when it is followed by a clause, and the difference between *wo xiang* and *wo juede* has not been made clear in previous research. In this paper, I compare the use of *xiang* and *juede* in actual conversation and show that *wo juede* is in fact more typical of an epistemic construction than *wo xiang*.

My examination of a 300,000-word corpus of natural conversation yields the following findings. Firstly, in spite of the general assumption that *wo xiang* is the canonical epistemic expression, *wo juede* is used more frequently in this regard: there are 375 tokens of *juede* and 64 of *xiang* taking clausal complement, and 77.8% of *juede* taking clausal complement is used with first person subject *wo*, while only 37.5% is used with *wo* in *xiang*. *Xiang* is more frequently used with second person subject *ni* (40.6%), showing the speaker's stance toward the addressee. In addition, *wo juede* shows higher flexibility in position in a sentence, a feature closely associated with epistemic parenthesis.

Handl, Susanne & Eva-Maria Graf
Ludwig-Maximilians-Universität München, Germany

29th August 2007
Poster Foyer

From unanalyzable chunks to prefabricated units: Stages and types of language processing in L1

It has been generally accepted that collocations are responsible for fluency and native-like communicative competence (cf. Pawley/Syder 1983, Romaine 1984, Nattinger/DeCarrico 1992). In addition, they seem to be essential for language acquisition as a basic means for acquiring words and their meaning. Wray (2002: 119) for instance sees "formulaic sequences as a processing shortcut and an acquisitional aid". Aitchison (2003: 91) notes that "word meaning is probably learned by noting the words which come alongside" and refers to experiments

where children attribute meaning to a nonsense word only from the context (cf. Aitichson 2003: 197).

Accepting their overall importance for children's linguistic development, we set out to investigate collocations in first language acquisition. Based on Wray's (2003: 133ff) hypothesis that language processing passes through three major phases from holistic over analytic and back to a holistic involvement, we carried out a corpus-based analysis of children and adolescents' language (forthcoming). The results corroborate Wray's general hypothesis in the context of collocations. The analysed data showed how and when collocations alter their character: Younger children use more prefabricated chunks than those in the intermediate stage, and the percentage of those chunks rises again towards the adult stage. In contrast, the intermediate stage showed a higher percentage of analytic phrases than both the youngest and the oldest stage.

Although our analysis confirms the basic assumption, we are aware of the fact that the diversity of the used material does not allow to draw a representative picture of L1 collocation acquisition. Therefore the purpose of this paper is to back up our corpus findings with the help of association and gap filling tests.

Jobst, Agnes

Doctoral School Hungarian Linguistic, Poland

29th August 2007

Poster Foyer

*Cognitive Structures of Political Enemy-Construction.
Hungarian News Language in 1946.*

Principal aim of this paper is to discover cognitive structures used in newspaper language for the image-construction of opponent parties. Negative definition of other political groups is a well-known type of persuasive behaviour, because it conveys a complex value structure. The corpus chosen for analysis has been made up some leading articles from the time of the political turn in Hungary after the SWW. Choices of wording is made in accordance with the institutional purposes of writings, they conveys a particular view of the world and try to determine the cognitive processing and the social cognition. According Halliday theory a major factor in the representational function of language is the 'taxonomic organization of vocabulary' and the vocabulary system found in the newspaper can be studied as evidence how to make a taxonomy among groups of a society.

At the time of a takeover social and political factors in the domain of value have to be changed. I demonstrate with some leading articles of the communist organ Free People (1946), how politically motivated texts specify — formerly honoured — opponent political parties and groups as dangerous part of the society. Through the revaluation was legitimized the displacement of other political parties and the establishment of the one-party regime.

The theme has both cognitive and social aspects. I do the research within the frame of cognitive linguistics, considering language structure as part of recognition in relation to the recipient's perspective. Newspaper refers to people or groups in certain categorized noun phrases. Repeated categories as stereotypes tried to transform the social cognition. My paper analyses noun phrases found in the leading articles related to the political opponents. Methodologies of the cognitive linguistics is a dynamic, process oriented way of analysis, which can emphasize the strategic nature of news production and understanding. Ways of enemy-construction can be identified and described by models connected to the cognitive domains as social-cultural factors.

Lukes, Dominik
University of East Anglia, UK

29th August 2007
Poster Foyer

*Hypostasis, schema negotiation and other dynamic phenomena
in the "inventory of linguistic units"*

Croft) has made great strides towards establishing a credible view of language as a structured inventory of conventional linguistic units (i.a. Langacker, 1990). In particular, their refusal to separate syntax, semantics and pragmatics, has made it possible to view phenomena previously thought aberrant as an integral part of language. However, much more has been implied than said about how this -structured inventory is structured. What processes operate within it and when do they come into play? It appears to be generally accepted that blending theory provides a reliable blueprint for how these -conventional linguistic units are activated and integrated into conceptually coherent and linguistically cohesive utterances but what of the relations among the building blocks themselves? We know from Lakoff and Langacker that they are not atomic and that their relationships are hierarchical and schematic. Croft further adds that the operations performed on them are minimal. But the question of how they receive their schematicity and how they enter into the hierarchical relationships is left unanswered. Both cognitive grammar and blending theory operate with the concept of entrenchment but the details of the processes through which entrenchment occurs are left to our imagination. Similarly, the processes through which language speakers retrieve units are also thought to be mostly uniform and largely unconscious, and as such outside the scope of linguistic investigation.

This paper suggests that in order to understand how the -unit inventory of language is created, maintained and utilized, and how units are retrieved, we must investigate language more rigorously at the arena (I purposely do not use the term level) of discourse (both dialogic and expository). Specifically, I will introduce examples of two processes that occur in discourse and that are illustrative of the functioning of the unit inventory of language. They are hypostasis and schema negotiation. Both of these phenomena point to the dynamic nature of unit repository but they do it in such a way that illustrates the practical impact of some of the most basic assumptions behind cognitive grammar.

Passive and Construal: Non-optionality in agented passives

The assumption that the agent in the passive is always an optional element, and that defocusing of the agent phrase is the main function of the passive, has generally gone unchallenged (Shibatani 1985, *inter alia*). Crosslinguistic studies show that agented passives, with unnatural patient-to-agent 'attention flow', are highly marked and much less frequent than agentless passives (DeLancey 1981). Some scholars, however, have drawn attention to certain contexts where omission of the agent is impossible (Van Oosten 1986; Grimshaw & Vikner 1993). Langacker (1990) also notes that in the passive voice, the full action chain is profiled even though the agent is a non-focal participant and may thus be left unspecified.

Passive essentially involves a choice in perspective, a shift in trajector/landmark alignment: the primary landmark of the verb stem (V) becomes the trajector of the passive clausal head, and the trajector of V is either left implicit or specified by means of a by-phrase. (Langacker 1990). Perspective is linked to the degree of *topicality* of both the passive subject and agent. An agent high in topicality and saliency tends to be unexpressed, in order to avoid further imbalance in prominence in the unnatural patient-to-agent 'attention flow'. In contrast, agents low in topicality are typically expressed (Marín-Arrese 1997). This paper examines cases in English where the expression of the agent is necessary (A14.6. *The storms were always followed [[by]] flocks of scavenging birds*). Reference will also be made to the Spanish periphrastic passive as well as to the se-passive. It will be argued that: (i) Choice of perspective and expression of the agent by-phrase will depend on the relative degree of topicality of passive subject and agent; (ii) The effect of schemas in structuring our experience will be brought to bear on the way we construe an event designated by the V in the passive construction, and thus in the specification of the agent element in passives.

How hierarchical may a conceptual space be? The case of coordination relations

The aim of this paper is to address the possible hierarchical structure of conceptual spaces (cf. Croft 2003: 144-52), with special reference to the case of the three basic coordination relations of combination ('and'), contrast ('but') and alternative ('or'). Conceptual spaces are normally regarded as non-directional, thus nonhierarchical, representations of specific conceptual situations, based on recurrent polysemy patterns. Yet, as will be argued in this paper, if morphophonological parameters are considered, conceptual spaces may turn out

to show an internal hierarchy. The case of coordination relations will exemplify this hypothesis (coordination relations are here defined as relations established between functionally parallel states of affairs, i.e. each having an autonomous cognitive profile Langacker (1987: 472) and the same illocutionary force (see Mauri 2007: chapter 2).

As pointed out by Dik (1968) and Haspelmath (2004), further subtypes may be identified within each coordination relation. Combination may be temporal (simultaneous vs. sequential) or atemporal, depending on the location of the SoAs on the temporal axis. Contrast may be oppositive, corrective or counterexpectative, depending on the origin of the conflict (cf. Haspelmath 2004). Alternative may be simple or choice-aimed, depending on the necessity to make a choice between the available possibilities (cf. Mauri, forthcoming). The cross-linguistic coding of these coordination relations has been examined in a 74 language sample, with respect to (i) the presence and morphophonological complexity of overt markers and (ii) their semantic domain, that is, the set of relations they may be used for (general vs. dedicated).

By merging the analysis of the attested polysemy patterns with the exam of the morphophonological complexity of coordinating markers, it is possible to build a twofold and hierarchical conceptual space, structured along two perpendicular axes of increasing semantic specificity having their origin in the combination relation (Fig. 2). Combination, contrast and alternative do not stand on the same level, but combination is more basic and is implied by the other two relations. On the one hand, a combination of states of affairs may be specified in terms of some discontinuity (Givón 1990: 849), which then originates a contrast. On the other hand, combination may be specified in terms of the irreality of the states of affairs it links, leading to a set of alternative possibilities.

Núñez-Perucha, Begoña
Universidad Complutense de Madrid, Spain

29th August 2007
Poster Foyer

*The study of figurative language in context:
Discursive constraints and pragmatic effects*

This poster addresses the role of social and discursive issues for the interpretation of idioms. Starting from the assumption that idioms are an heterogeneous class, each idiomatic phrase demanding its own analysis (Gibbs, 1994; Dobrovolskij and Piirainen, 2005), the present study focuses on the English expressions *to have one's head up in the clouds* / *to be up in the clouds* and their Spanish equivalents, as they appear in bilingual dictionaries (e.g. Collins and Oxford Dictionaries): *estar en las nubes/estar en una nube* (lit. "to be up in the clouds"), *estar en la higuera* (lit. "to be on a fig tree"), *estar en Babia* (lit. to be in Babia, a mountain village in the Spanish province of León).

After considering the semantic properties of these idiomatic expressions, this study explores the meaning of these idioms in context. For this purpose, two corpora have been used: The BNC (British National Corpus) and the CREA (Reference Corpus of Contemporary Spanish). The results show that the meaning that these idioms have in discourse goes beyond that attributed to them

in monolingual dictionaries. What is more, these expressions seem to represent speaker's judgements conveying a high degree of emotional involvement.

Russo, Irene
University of Pisa, Italy

29th August 2007
Poster Foyer

*The modulation of adjectival meanings in Italian and in English:
A corpus- based analysis of sweet and its antonyms*

This work is an attempt to shed light on the complexity of adjectival meanings, focusing on a small set of adjectives (*sweet* and its antonyms) in Italian and in English. Through a *corpus- based* analysis (Corpus La Repubblica, British National Corpus) we have collected usage patterns observed in minimal contexts (noun + adjective). We have looked at frequent co- occurrences and grouped modified nouns according to the notion of *class d'object* (Gross 2005). We have considered specialized antonymic pairs related to this partial clustering.

How can we explain extensions of meaning? We can presuppose a distinction between a basic, concrete sense and derived senses realized through metaphorical mappings (Lakoff 1987), but in our data the basic sense is not very frequent and so metaphorical uses could model lexicon only with small scale mappings. There is not a semantic core meaning: the meaning of adjectives used as modifiers changes depending on the noun modified in a subtle but systematic way. Lexical relations may in some cases be pre-stored but in many other cases they are computed on- line thanks to frequency effects and conceptual combinations.

The polymorphic behaviour of adjectival meanings can discourage cognitive semantics approach but it is possible to integrate it with an usage- based methodology: we can collect data to obtain descriptive details searching for regularities.

Thiering, Martin
Tufts University, USA

29th August 2007
Poster Foyer

The Construction of Topological Mental Spaces

Mental spaces are individual and culturally depending representations that are shaped by the environmental input. If one only looked at a handful of European languages, it seems that universal perceptual mechanisms take over and speakers everywhere encode spatial relations on relatively similar and objective grounds. Using (a) the Topological Relation Markers (TRM; Pederson, Wilkins & Bowerman 1998), and (b) the Spatial Categorization Elicitation test (SPACE; Thiering 2006), enables the comparison of cross-linguistic data that relies on perceptual stimuli. Moreover, the tests help to survey the relationship between language, cognition, and visual perception.

The examples offered suggest that the FIGURE is construed located above the GROUND in a static, neutral and relatively non-perspectivized relation. Speakers of Dene tend to express the FIGURE being simply never only ‘over’ the mountain, but rather its trajectory. The scene is generally encoded as a motion event and not as astatic spatial relation only. Hence, I want to challenge a speaker-independent if not visually based set of features in the encoding spatial categorization. Instead, I argue for a more subjective and perspectivized construction of spatial categorization depending on a subjectivized mental spaces. These spaces can be egoand socio-centric and, thus, all viewing arrangements are ultimately anchored to the human body (Svorou1993; Talmy 1983).

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Poster Foyer

*Solving Prepositional ambiguity:
A lexical Filtering device for Haarautii Simple sentences*

In human language processing, our brain compute the performance which works out in a given context with a syntactic-semantic interface. To prove the accountability of a given performance the question how the acquired knowledge is put to use is crucially important. A human compute system works on the following terms: how we take in the data, process them, and work out what moves to make, given our goals. But before giving an explanation to the problem: what are the relevant brain mechanisms? it would be appropriate to suggest that in general conversation we are not aware of computation consciously. This can be shown by giving a native speaker of Haarautii the following situation where:

I	subject is-Ram. MASC. sg (animate) object is home MASC. sg (inanimate) verb is -go (trans.) Tense is –is (Simple present)	in Haarautii Raam in Haarautii ghar in Haarautii jaavo in Haarautti che
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The speaker comes out with these utterances:

- II.a Raam ghar favo che
[Ram home go is]
Ram goes to home’
- b. Raam ghar (na) jaavo che
- c. Raam gahr (ne) jaavo che
- d. Raam ghar (aadi) jaavo che
- e. Raam ghar (suu) jaavo che

‘Ram goes to home’

The given parenthesis (na), (ne), (aadi), (suu), are different propositional choices which the speaker may or may not use in the conversation. To tell when a native speaker uses them is a matter of the electrical discharges in brain and nervous system. But we can give a general theoretical description for the above sentences.

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*Cognitive analysis of affixed adjectives used in
English economic terminology: Types of Frames*

The cognitive approach to the research of English economic terminology enables to establish relationships between economic concepts and pattern economic knowledge. The patterns that form these relationships are represented in our mind by frames. A frame is defined as a structure of data to represent a stereotyped situation. According to the classification by S.A. Zhabotyńska there are five types of frame patterns: object-centered, actional, paronymic, associative and hyponymic.

The research of derived affixed adjectives used in English economic terminology testifies that they correlate with only four types of frame patterns such as object-centered, actional, associative and paronymic. The results show that each type of frame is represented by a certain set of prefixes and suffixes. The paronymic frame (SOMETHING: whole has SOMETHING: part) correlates with prefixes sub- and semi-. The associative frame (SOMETHING / SOMEBODY is like SOMETHING / SOMEBODY) is mainly represented by derived adjectives with suffixes -ly, -y, -like, -ish, -ous, -ate, -ar(-or), -ate. The actional frame pattern (SOMETHING / SOMEBODY: an agent acts with the help of SOMETHING: tool on SOMETHING: patient for SOMEBODY: beneficiary) is represented by derived adjectives with prefixes ex-, over-, up-, non-, in- and suffixes -able/-ible, -ed, -ary (-ory), -ous, -ant(-ent), -ive, -ful. The object-centered frame which is the most widely represented in English economic terminology correlates with derived terms with almost all adjective prefixes and suffixes.

So, object-centered, paronymic, associative and actional frames pattern associative, quantitative, space, locational, temporary, evaluation, causal, consequential relationships between adjectives of English economic terminology.

What a shambles!:

A non-blending Account of My surgeon is a Butcher

There has been considerable recent discussion, from many different theoretical standpoints, of the interpretation of the metaphor “My surgeon is a butcher” (e.g. see the blending account of Grady et al, Brandt & Brandt, but also Veale, Glucksberg & Keysar (G & K), Sperber & Wilson).

Like most metaphors (see Stern) the interpretation is strongly influenced by context. The surgeon may be a mass-murderer. However, the interpretation that has aroused most discussion is one in which incompetence of some kind is attributed to the surgeon. Thus, G & K claim that my surgeon belongs to “the class of people who are incompetent and who grossly botch their job,” one of Webster’s dictionary entries for “butcher” being “an unskillful or careless workman.” But, this begs the question as to why a butcher should be associated with lack of skill or care, since as noted by the other authors referred to above butchers are skilled professionals. Instead, some form of an interactionist account (see Black) is assumed. Simplifying the different analyses considerably, there is agreement that aspects of both butchery and surgery correspond: butcher and surgeon, animal and patient, cleaver and scalpel and so on. What do not correspond are the means-ends relations, since the goal of the butcher is joints of meat, whilst the goal of the surgeon is healing. Incompetence, then, emerges from the association of the butcher’s means, i.e., butchery, with the surgeon’s ends; using butchery to heal a patient would be incompetent.

In the talk we shall reject this type of account for two reasons. Firstly, we will propose an approach to metaphor interpretation which rejects the view that metaphor utilises many fixed correspondences between source and target domains in favour of an approach emphasising (possibly extensive) inferencing using our knowledge of the source. Thus we would argue that the claimed correspondence between surgery and butchery is/was irrelevant to the attribution of incompetence. Secondly, as suggested by the Webster’s definition, calling someone a butcher as a means of attributing incompetence is not just confined to surgeons.

RESTAURANTS IN CARDIFF

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230 City Road, Cardiff
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11-12 Church Street, Cardiff
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CARDIFF BAY

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