

**IX International Conference
Language, Culture and Mind
University of Almería**
Hybrid (both online and on campus)
4-7 July, 2022

Program

Nota aclaratoria sobre la organización del programa:

1. Las comunicaciones se presentan en 20 minutos, en 4 o 5 sesiones paralelas simultáneas y en bloques separados.
2. En cada franja horaria del programa se incluyen las comunicaciones que tienen lugar dentro de dicha franja.
3. Los resúmenes se incluyen en la segunda parte del programa online (ordenados alfabéticamente por el primer apellido del primer autor que figura en cada intervención).

Explanatory note on the organization of the program:

1. Communications are presented in 20 minutes, in 4 or 5 simultaneous parallel sessions and in separate blocks.
2. Each time slot of the program includes the communications that take place within that slot.
3. The abstracts are included in the second part of the online program (ordered alphabetically by the first surname of the first author that appears in each intervention).

Monday, 4 July 2022

Arrival Day

19:00 Informal Wellcome
(Residencia de Estudiantes Civitas, Almería)

20:00 Tour and Tapas

Tuesday, 5 July 2022

General Conference Program

09.00-10.00 Conference Check In
(Health Sciences Building Hall/Hall del Edificio Ciencias de la Salud)

10.00-10.30 Inauguration Ceremony
(Sala de Conferencias)

10.30-11.30 Plenary: Prof. Vittorio Gallese, University of Parma, Italy
(Sala de Conferencias)

Introduced by Carmen M. Bretones Callejas

11.30-12.00 Coffee Break

12.00-14.00 Parallel Sessions

16.00-18.00 Parallel Sessions

18.00-18.30 Coffee Break

18.30-19.30 Plenary Speaker: Arie Verhagen, Leiden University, Netherlands
(Sala de Conferencias)

Introduced by Alberto Hijazo-Gascón

21.00 Flamenco Dinner and Performance
(Peña Flamenca El Morato)*

[*Previous registration for this activity required.](#)

Conference Parallel Sessions

Tuesday, 5: 12.00 – 13.30

A (Second language learning and bilingualism)

► Presidente de mesa: **MARÍA DOLORES RUÍZ CORRAL**

Hora: 12:00-12:30	Aula: 5	PARK, E. Flourishing EFL Language Learning and Teaching through Technology Use
Hora: 12:30-13:00	Aula: 5	CUÉLLAR Multimodality in Teaching English as a Second Language in Spanish Higher Education Institutions: Ted-Ed lessons and coursera vs Blackbaord
Hora: 13:00-13:30	Aula: 5	MELLADO The effects of working memory on digital L2 writing
Hora: 13:30-14:00	Aula: 5	BRANNON Code-Switching, Emotion, and the Body in Spanish and English in Mexico and the United States

B (Discourse and Media)

► Presidente de mesa: **ALBERTO HIJAZO-GASCÓN**

Hora: 12:00-12:30	Aula: 6	-----
Hora: 12:30-13:00	Aula: 6	GEORGIU Extensive use of militaristic and alarming language during the COVID-19 era by the media can negatively impact public health
Hora: 13:00-13:30	Aula: 6	IBÁÑEZ On the use of Covid-19-related terms in Twitter in Spanish and in English during the strict lockdown periods of February to April 2020: A sociolinguistic comparative analysis based on computational lexical tools.
Hora: 13:30-14:00	Aula: 6	PARK, J. The meaning of ideophones in Korean newspaper headlines

C (Conceptualization and Metaphor)

► Presidente de mesa: **VERA DA SILVA SINHA**

Hora: 12:00-12:30	Aula: 7	GHOSH & PAUL LOVE is WATER, LOVE is SKY: Conceptual Metaphor analysis of love in Bangla
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Hora: 12:30-13:00	Aula: 7	SKRYNNIKOVA Communicating risks of climate change through metaphors
Hora: 13:00-13:30	Aula: 7	AUGÉ The depiction of the global and national impacts of climate change in international discourse: Are we in the “same boat”?
Hora: 13:30-14:00	Aula: 7	TEICH, LEAL & JOST The Metaphorical Etymological Network Structure of the English Language

D (Psycholinguistics)

► **Presidente de mesa: CHRIS SINHA**

Hora: 12:00-12:30	Aula: 8	-----
Hora: 12:30-13:00	Aula: 8	PLOUMIDI Consonant deletions in child Greek
Hora: 13:00-13:30	Aula: 8	MENDOZA, MARTÍN & MORENO-NÚÑEZ Interacciones triádicas tempranas durante el primer año de vida: Análisis descriptivo de sus componentes musicales.
Hora: 13:30-14:00	Aula: 8	PADRINO BOLAÑOS & MORENO-NÚÑEZ Longitudinal analysis of musicality in early triadic interactions

Tuesday 5: 16.00 – 18.00

A (Second language learning)

► **Presidente de mesa: MARÍA ENRIQUETA CORTÉS DE LOS RÍOS**

Hora: 16:00-16:30	Aula: 5	CIFONE Exploring cultural conceptualizations in EFL textbooks
Hora: 16:30-17:00	Aula: 5	HUANG Corn and Corn Pollen in a Traditional Navajo Ceremony: Metaphors and Language Learning
Hora: 17:00-17:30	Aula: 5	LOPEZ-OZIEBLO, ALHMOUD & NOGUEROLES Teaching the Spanish marker ‘se’: Gesture-enriched content and conceptual processing in online learning.
Hora: 17:30-18:00	Aula: 5	KOSMALA Touching the table as an interactional resource: Haptic feedback in the midst of French students’ conversations

B (Discourse and Media)

► **Presidente de mesa: BEATRIZ MACÍAS GÓMEZ-ESTERN**

Hora: 16:00-16:30	Aula: 6	PAREDES Effects of discursive presentational variables on the comprehension of scientific texts
Hora: 16:30-17:00	Aula: 6	MARTÍNEZ Storyworld possible selves and hybrid mental reference in narrative discourse: The subjectification function of evidential seem
Hora: 17:00-17:30	Aula: 6	MÁRMOL Exploring intersemiotic convergence in online newspapers: A cognitivemultimodal approach

C (Conceptualisation and metaphor)

► **Presidente de mesa: ALBERTO HIJAZO-GASCÓN**

Hora: 16:00-16:30	Aula: 7	STRIEDL Do German, English and French speakers differ systematically in their conceptualisations of landscape?
Hora: 16:30-17:00	Aula: 7	ZHOU, MUSOLFF & HIJAZO-GASCÓN The Conceptualisations of 'Old Age' in English and Chinese
Hora: 17:00-17:30	Aula: 7	SUÁREZ CAMPOS Comparing conceptual metaphor and metonymy for ANGER in Spanish and Bulgarian
Hora: 17:30-18:00	Aula: 7	PÉREZ VARGAS La interdisciplinariedad de la metáfora conceptual: Hacia una afirmación de la relación entre lenguaje y cognición

D (Conceptual semantics)

► **Presidente de mesa: CARMEN M. BRETONES CALLEJAS**

Hora: 16:00-16:30	Aula: 8	MASTROFINI On Light Nouns: A cognitive and cultural analysis in English and Italian
Hora: 16:30-17:00	Aula: 8	PÁEZ The Architecture of Information Structure: Nesting propositions, degrees of focus, and iconicity in multimodal expressions
Hora: 17:00-17:30	Aula: 8	STARKO Sensory experience in categorization: The verbal prefix za- in Ukrainian, Polish, and Russian
Hora: 17:30-18:00	Aula: 8	CERQUEGLINI The vertical axis in Traditional aş-Şāni ^c Arabic: Language, cognition, and culture

E (Time/causality)

► **Presidente de mesa: CHRIS SINHA**

Hora: 16:00-16:30	Aula: 9	MA & SINHA Event-based time in archaic Chinese scripts
Hora: 16:30-17:00	Aula: 9	SINHA & MA The meaning of the metonymy 'the west': history, culture, politics
Hora: 17:00-17:30	Aula: 9	GONTIER & JIMÉNEZ The constructive role of linguistic and conceptual metaphors and visual diagrams in cosmology and cosmography formation
Hora: 17:30-18:00	Aula: 9	ARIÑO-BIZARRO & IBARRETXE-ANTUÑANO Culture or language? That's the question in the attribution of causal responsibility in Spanish

Wednesday, 6 July 2022

General Conference Program

9.00-11.00 Parallel Sessions
11.00-11.30 Coffee Break
11.30-12.30 Plenary: Iraide Ibarretxe-Antuñano, Universidad de Zaragoza, España
(Sala de Conferencias)
Introduced by Carmen M. Bretones Callejas
12.30-13.30 General Assembly
(Sala de Conferencias)

16.00-18.00 Parallel Sessions
18.00-18.30 Coffee Break
18.30-20.00 Parallel Sessions

21.30 Conference Dinner (Restaurante Catamarán, Almería)*

[*Previous registration for this activity required.](#)

Conference Parallel Sessions

Wednesday, 6: 9.00 – 11.00

A (Second language learning)

► **Presidente de Mesa: SYRINE DAOUSSI**

Hora: 9:00-9:30	Aula: 5	OSORIO & DAOUSSI Gestualidad y estructuración rítmica en Francés L2: Enfoque verbo-tonal
Hora: 9:30-10:00	Aula: 5	GARCÍA TERCERO Pensar para hablar en alemán como lengua extranjera: Implicaciones didácticas de la adposición entlang y de la expresión de cruce de fronteras
Hora: 10:00-10:30	Aula: 5	ACHIPIS Sobre el simbolismo sonoro sinestésico y convencional en adolescentes hablantes bilingües del español y el inglés del Montessori British School de Bogotá siguiendo los registros escritos de las encuestas virtuales
Hora: 10:30-11:00	Aula: 5	SÁIZ & CASTILLO Aprendizaje experiencial de la lengua en contextos de desplazamiento

B (Discourse and Media)

► **Presidente de mesa: LAURA SUÁREZ-CAMPOS**

Hora: 9:00-9:30	Aula: 6	TAXÉN On the Dialectics between Contextualizing and Context
Hora: 9:30-10:00	Aula: 6	DÍAZ-PERALTA Metáfora y marcos culturales cognitivos en el discurso político de los medios de comunicación
Hora: 10:00-10:30	Aula: 6	PIÑERO Estrategias léxicas para la construcción de la identidad ideológica en el discurso político español: El caso del sustantivo gente
Hora: 10:30-11:00	Aula: 6	SALDAÑA Textos emocionalmente multivalentes

C (Lexicology and semantics)

► **Presidente de mesa: ALBERTO HIJAZO-GASCÓN**

Hora: 9:00-9:30	Aula: 7	DROZDZ & TARASZKA-DROZDZ The world through the vegetable prism – a comparative study of English, Polish, and French
Hora: 9:30-10:00	Aula: 7	ESBRÍ-BLASCO Analyzing metaphorical extensions of cooking terms: A frame-based approach

Hora: 10:00-10:30	Aula: 7	ÁVILA MUÑOZ Categorías conceptuales compartidas de los estudiantes andaluces: Una aproximación léxico-cognitiva
Hora: 10:30-11:00	Aula: 7	LAGO CAAMAÑO Alimentación y malestar en el léxico disponible del gallego

D (Perception)

► **Presidente de mesa: JOSÉ JOAQUÍN CUÉLLAR TRASORRAS**

Hora: 9:00-9:30	Aula: 8	SCHNELL Language in multimodal interaction – Context aware interpretation in verbal and visual modalities – a cognitive pragmatic approach
Hora: 9:30-10:00	Aula: 8	POULTON & HILL Linguistic descriptions and cultural models of olfaction in Umpila and English
Hora: 10:00-10:30	Aula: 8	SALZINGER Can't touch this - Figurative language and embodiment in warm and cold smells
Hora: 10:30-11:00	Aula: 8	ROSENQVIST Seeing with Color: Insights from Psychophysics

Wednesday, 6: 16.30 – 17.30

A (Miscelanea)

► **Presidente de mesa: CHRIS SINHA**

Hora: 16:00-16:30	Aula: 5	TIAN & KE A diachronic study of social evaluation towards women in Chinese eco-referential appositive construction
Hora: 16:30-17:00	Aula: 5	PALIICHUK A transportation effect of sensory human trafficking storytelling
Hora: 17:00-17:30	Aula: 5	BISCETTI Detecting socio-cultural change through linguistic choices: The case of the Advice for the Cure of the Plague by the Royal College of Physicians of London (1636 vs 1665 editions)
Hora: 17:30-18:00	Aula: 5	ZHENGHUA Multifactorial analysis on the choosing of correspondence strategies of “dajia” in English

C (Psycholinguistics and technology)

► **Presidente de mesa: ELENA GARCÍA SÁNCHEZ**

Hora: 16:00-16:30	Aula: 6	DABROWSKA, PASCUAL, MACÍAS & LLOMPART Literacy-related effects on individual mental grammars
Hora: 16:30-17:00	Aula: 6	FERNÁNDEZ Mindshaping and Depression: An evolutionary perspective
Hora: 17:00-17:30	Aula: 6	COLAS, KARCH, CARTA, MOULIN-FRIER & OUDEYER Towards a Vygotskian Autotelic Artificial Intelligence: The Internalization of Cognitive Tools from Rich Socio-Cultural Worlds
Hora: 17:30-18:00	Aula: 6	VIERA Technologies of language and communication used by children with cerebral palsy

C (Time)

► **Presidente de mesa: VERA DA SILVA SINHA**

Hora: 16:00-16:30	Aula: 7	RUSEVA On time-perception according to Yogasūtra, Yogasūtrabhāṣya, and Buddhist Yogācāra momentariness doctrine
Hora: 16:30-17:00	Aula: 7	DA SILVA SINHA & KAMAIURÁ Hands, fingers and toes: Embodied numerical systems in Awetý and Kamaiurá
Hora: 17:00-17:30	Aula: 7	SCHRÖDER Multisensory conceptualizations of time in intercultural communication: A cognitive-interactional approach
Hora: 17:30-18:00	Aula: 7	ILLÁN Beyond time and space: Emergent meanings in spatiotemporal metaphors

D (Perception)

► **Presidente de mesa: CARMEN M. BRETONES CALLEJAS**

Hora: 16:00-16:30	Aula: 8	TZIMOPOULOU, HARTMAN & PARADIS Participant descriptions of everyday sounds: The case of verb constructions
Hora: 16:30-17:00	Aula: 8	BAGLI “Love’s sweet voice is calling”: A figurative account of taste-sound Intrafield expressions
Hora: 17:00-17:30	Aula: 8	GALAC & ZAYNIEV Paths of linguistic synesthesia across cultures: A contrastive analysis of cross-sensory metaphors in Europe and Central Asia

Hora: 17:30-18:00 **Aula: 8** **BEEKHUIZEN**
Expressive variation: A comparative perspective on lexis and praxis

Wednesday, 6: 18.30 – 20.00

A (Metonymy)

► **Presidente de mesa: ANDREA ARIÑO-BIZARRO**

Hora: 18:30-19:00 **Aula: 5** **ALMEIDA**
“Strawberry Fields forever” and Almeria: Untangling a metonymical-metaphorical web of embodied representations

Hora: 19:00-19:30 **Aula: 5** **DOMÍNGUEZ & GOTOPO**
Semantics, cognition and metaphonymy in Yanasha medicinal phytonyms

Hora: 19:30-20:00 **Aula: 5** **MALCA & DOMÍNGUEZ**
Name signs in Peruvian Sign Language 1: Construction, metonymy, and typology

B (Miscellanea)

► **Presidente de mesa: BEATRIZ MACÍAS GÓMEZ-ESTERN**

Hora: 18:30-19:00 **Aula: 6** **BELÍO-APAOLAZA**
Aproximación cognitiva a los gestos emblemáticos

Hora: 19:00-19:30 **Aula: 6** **CASTRO-PRIETO & JIMÉNEZ-CASTRO**
Lexical representation of emotions in tourism discourse

Hora: 19:30-20:00 **Aula: 6** **DICHTER**
Phenomenal Concepts for A Posteriori Physicalists

C (Conceptual Semantics)

► **Presidente de mesa: ARIE VERHAGEN**

Hora: 18:30-19:00 **Aula: 7** **KEZIC**
Fictive motion revisited: The case of going un-V-en and going without NP

Hora: 19:00-19:30 **Aula: 7** **LESUISSE**
Mind the manner: Exploring Dutch, French and English non-verbal conceptualization of static locative events

Hora: 19:30-20:00 **Aula: 7** **RHEE & EOM**
Functional competition and complementation among multiple forms: The case of layered Korean terminatives

D (Perception, yoga and meditation)

► **Presidente de mesa: ALBERTO HIJAZO-GASCÓN**

Hora: 18:30-19:00	Aula: 8	FULTNER “Breathe Into Your Back Body”: Sensory Experience and Communication in Yoga
Hora: 19:00-19:30	Aula: 8	SILVESTRE-LÓPEZ Conceptual metaphors in pedagogical meditation discourse
Hora: 19:30-20:00	Aula: 8	SILVESTRE-LÓPEZ, PINAZO, SANZ-TAUS, ARAHUETE, PÉREZ-DÍAZ & BARRÓS-LOSCERTALES Using metaphors to “observe” thoughts: Metaphorical language effects in meditation instructions

Thursday, 7 July 2007

General Conference Program

09.00-11.00 Papers

11.00-11.30 Coffee Break

11.30 -12.30 Closing Plenary: Rukmini Bhaya Nair, Professor Emerita at IIT Delhi,
India
(Sala de Conferencias)
Introduced by Chris Sinha

12.30 Closing Ceremony

Conference Parallel Sessions

Thursday, 7: 9.00 – 11.00

A (Multimodality)

► Presidente de mesa: CHRIS SIHNA

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|-------------------|---------|---|
| Hora: 9.00-9:30 | Aula: 5 | WANG & XIANG
When gestures also argue: Multimodal viewpoint shift as a rhetorical strategy in American political talk shows |
| Hora: 9.30-10:00 | Aula: 5 | VILLANUEVA & VILLEGAS
The reproduction of multimodal communication systems: An evo-devo model of music transmission |
| Hora: 10:00-10:30 | Aula: 5 | ROSKOVÁ
La multimodalidad de las perífrasis verbales españolas |
| Hora: 10:30-11:00 | Aula: 5 | CASANOVA
Multimodalidad y enantiosemia: Significados pragmático-emocionales de la construcción expresiva f |

B (Literature)

► Presidente de mesa: ELENA MARTÍNEZ

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|-------------------|---------|---|
| Hora: 9:00-9:30 | Aula: 6 | SANTÉ DELGADO
Speech acts in the wake of love: Mind styles and dialogic interactions in Jane Austen |
| Hora: 9:30-10:00 | Aula: 6 | SHTOK
Culture bound differences in text interpretation of K. Ishiguro's "Family Supper" – a comparative cross-cultural survey research |
| Hora: 10:00-10:30 | Aula: 6 | YU JI
Applying a weighted- entropy framework to model the evolution of basic color and smell terms in ancient Chinese poetry data |
| Hora: 10:30-11:00 | Aula: 6 | BORT-MIR
A comparative analysis of the cognitive simulation of the audience's falling in love experience in Outlander between Diana Gabaldon's novel (Book 1) and the British-American TV drama series (Season 1) |

C (Miscellanea)

► Presidente de mesa: ALBERTO HIJAZO-GASCÓN

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|------------------|---------|---|
| Hora: 9.00-9:30 | Aula: 7 | ----- |
| Hora: 9.30-10:00 | Aula: 7 | GÓRAL & GUERRA
Event-based time in human cognition and culture: Comparing ancient Canarian cave art and Copernicus astronomical table from Olsztyn Castle |

Hora: 10:00-10:30	Aula: 7	YÁNIZ «Un navarro (no) es un pistacho»: Análisis multimodal de intervenciones ecoicas disentivas en la conversación coloquial
Hora: 10:30-11:00	Aula: 7	CASTRO The forgotten view of the origin of language in Herder

D (Discourse)

► **Presidente de mesa: VERA DA SILVA SINHA**

Hora: 9.00-9.30	Aula: 8	DANINO "Our bodies, our selves": Linguistic and discursive analysis of interoception and proprioception in birthing stories
Hora: 9:30-10:00	Aula: 8	KARBANOVA Song, Meaning-Making in a Dialogue
Hora: 10:00-10:30	Aula: 8	ESPREE-CONAWAY Ecological vocabulary in Kayan and the biocultural evolution of language
Hora: 10:30-11:00	Aula: 8	HAMILTON A Message in A Bottle: Sensory Experience and Rhetoric in Wine Reviews

E (Miscellanea)

► **Presidente de mesa: MARÍA VICTORIA MATEO GARCÍA**

Hora: 9.00-9.30	Aula: 9	IRURTZUN Ritual Languages as Natural Conlangs
Hora: 9:30-10:00	Aula: 9	PARISSE The choreography of dining and interacting in family dinners
Hora: 10:00-10:30	Aula: 9	PIRES GONÇALVES, VIGIDAL DE PAULA & SILVA GUIMARAES Tensions in the language of psychological theories and systems in the process of building an indigenous psychology: The case of the Indigenous Support Network.
Hora: 10:30-11:00	Aula: 9	BAGCHI & GHOSH Visual Perception Verbs in Bangla: A Cognitive Semantic Study

BOOK OF ABSTRACTS

PLENARY SPEAKERS

Kubooa: Towards an Understanding of Hunger Sensations and Cognitions

Rukmini Bhaya Nair
Indian Institute of Technology Delhi

In Knut Hamsun's Nobel Prize-winning novel, starkly titled *Hunger* (1900), the central character feels compelled to invent a whole new word – *kubooa* - to describe his experience of hunger. I ask in this talk why the resources of language are so strained when it comes to the description of qualia sensations in general and the feeling of hunger in particular. It is easy enough, for instance, for people to identify the color 'red' through a simple act of deixis; if asked to describe the same color in words, however, they almost always fall back on metaphor or metonymic exemplification. In its first part 'Language', my presentation focuses on the linguistic, and especially the metaphoric, correlates of the sensation of hunger in two languages (Hindi and English). The second part, 'Culture', considers the implications of hunger used as a political and moral tool on the Indian subcontinent (for example, in the Gandhian protest tool of 'hunger strikes'). It also examines the underlying socioeconomic reasons as to why the most recent Global Hunger Index (2021) places India at an abysmal 101 in a list of 116 countries, finding that endemic hunger is actually growing in India despite adequate food reserves. In the final section on 'Mind', I return to the question I raised initially about the difficulties of identifying, verbalizing and studying this most commonly embodied of sensations, deeply embedded in our evolutionary history and felt by the entire species from infancy on throughout a lifetime. I report experimental studies in which participants in Hindi and English qualitatively describe the feeling of hunger under different sets of conditions and propose the concept of 'epistemic hunger' as the cognitive counterpart of sensory hunger.

Narrative as body. Embodied simulation and its relationship with fiction.

Vittorio Gallese
University of Parma

When navigating the parallel world of fictional narrative, we basically rely on the same brain-body resources shaped by our relation to mundane reality, since both realms are characterized by similar social practices and performative acts. Cognitive narratology reveals that readers make sense of complex narratives by relying on very few textual or discourse cues. These cues, which fiction creatively reconfigures, are the expression of social habits and social practices that readers recognize because they literally constitute the fabric of readers' lives. Fiction, however, broadens and enhances our capacity for emotional attachment, even to transgressive characters whom we would be reluctant to approach or bond with in real life. Fiction mobilizes our capacities for empathic co-feeling with others, a co-feeling that registers within our own bodies by means of embodied simulation. Our engagement with fictional characters is cognitively – and bodily – premediated by our life engagement, which provides the basic framing to navigate the world of fiction. On the other hand, fiction premediates life experience, as our engagement and identification with fictional characters and situations provide clues and perspectives that can affect how we cope with life's challenges.

Much more than sense perception

Iraide Ibarretxe-Antuñano
University of Zaragoza

The senses are our principal channels to gather information about the physical world; they tell us about flavours, shapes, textures, and other perceptual characteristics of the world around us. However, the senses are much more than that; they also provide us with the necessary information to talk about concepts and experiences that cannot be physically apprehended; they tell us about preferences (music tastes), thoughts (visionary ideas), and feelings (touching words), i.a.

This talk focuses on the versatile and ubiquitous nature of sense perception and its relationship with language and culture. More precisely, I will talk about the polysemy of sense perception words from four complementary cross-cultural perspectives: its scope (how many meanings?), its motivation (why these meanings?), its multimodal encoding (which lexicalisation resources? ideophones? gestures?), and its applications in the 'real' world (what are they used for? advertising?).

Icons of symbols – sign theory and the sources of perspectivization in discourse

Arie Verhagen

Leiden University Centre for Linguistics

One major innovation in sign theory introduced by C.S. Peirce (cf. Peirce 2020) was the concept of an “interpretant” – the effect produced in someone’s mind by a sign, without which it would not be a sign. It effectively made sign theory a part of (in modern terms) cognitive science. While Peirce developed several versions of theories about the relationships between signifiers, their objects (what they stand for), and interpretants, the idea that a sign consists in an irreducible set of relationships between these three phenomena, has been stable. While the element “interpretant” was conceived by Peirce as mental, internal to a human subject, the elements “object” and “signifier” were considered to be part of external reality. The difference between the sign types Index, Icon, and Symbol was analyzed in terms of different relationships between objects and signifiers, viz. contingency, resemblance, and (habitual) interpretability, respectively.

Keller’s (1998) version of sign theory also treats signs as involving a triadic relationship, but only one of the three elements, the signifier, is external. For Keller, a sign is an observable phenomenon that people use to infer something unobservable (cf. Peirce’s interpretant) on the basis of certain cognitive resources. Thus, his typology of signs is somewhat different (though not completely) from Peirce’s, as being based on different methods of interpreting signs. Keller distinguishes Symptom, Icon, and Symbol, as based on the use of causal (world) knowledge, associative capacities, and knowledge of rules (cultural conventions), respectively.

In this talk, I will argue that Keller’s (more) pragmatic approach constitutes a considerable advance in sign theory, especially with some further refinements. Not only is it simpler and more compatible with (cognitive) linguistic insights, it naturally incorporates the idea that multiple methods of interpretation can be operative in the use of a sign. This provides a basis for incorporating a theory of language change into the general theory of signs (Keller’s own research program), but in fact also for incorporating theories of perspective taking in discourse (“polyphony”, “speech/thought representation) into this theory. The latter point will be elaborated in some detail in the second half of this talk (based on Clark 2016; cf. Verhagen 2021, lecture 9).

References

- Clark, Herbert H. (2016). Depicting as a method of communication. *Psychological Review* 123: 324–347.
- Keller, Rudi (1998). *A Theory of Linguistic Signs*. Oxford, etc.: Oxford University Press.
- Peirce, Charles S. (2020). *Selected Writings on Semiotics 1894-1912*. Edited by Francesco Bellucci. Berlin/New York: De Gruyter Mouton.
- Verhagen, Arie (2021). *Ten Lectures on Cognitive Evolutionary Linguistics*. Boston/Leiden: Brill.

Communications

Sobre el simbolismo sonoro sinestésico y convencional en adolescentes hablantes bilingües del español y el inglés del Montessori British School de Bogotá siguiendo los registros escritos de las encuestas virtuales

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Palabras clave: población adolescente bilingüe español-inglés, simbolismo sonoro sinestésico, simbolismo sonoro convencional, encuestas virtuales de percepción y producción.

El simbolismo sonoro analiza las conexiones de similitud y regularidad que tienen los sonidos con propiedades sonoras, visibles, etc., que se perciben de los referentes. Ibarretxe-Antuñano (2006) destaca los fenómenos acústicos en los que se involucran las vocales, consonantes y propiedades suprasegmentales para enfatizar algún referente físico como el tamaño, grosor, la longitud, etc. Diferentes autores (Hinton 1994, Chan 1996, Shinohara & Kawahara, 2010) destacan la coexistencia de lo icónico (en tanto la presencia de nexos sobre parecidos que se identifican entre la expresión y lo denotado o connotado por el referente) con lo simbólico (en cuanto expone hábitos de uso compartidos por grupos humanos) dentro de la representación lingüística. Las observaciones que se ejecutan frente al simbolismo sonoro sinestésico (i.e. que relaciona el dominio de experiencia sonora con aspectos visuales o táctiles de los referentes) y convencional (i.e. que vincula características sonoras con apreciaciones connotativas y abstractas que transitan entre lo fonológico y lo morfológico, con variación entre el conocimiento de una lengua frente a otras) en adolescentes hablantes de español e inglés del Montessori British School de Bogotá. El análisis fue realizado por medio de encuestas virtuales de producción escrita y pruebas de valoración con la escala Likert aplicadas a 124 adolescentes entre hombres y mujeres de los grados noveno, décimo y undécimo. Los resultados se analizaron estadísticamente a través del test exacto de Fisher mediante la plataforma de R en línea (Howson, 2021) para las pruebas de producción, y el test T de Student en Excel para las pruebas de percepción para evaluar posibles diferencias significativas ($p < 0.05$) en curso, sexo y lengua de las encuestas. En cuanto a los resultados, se pudo destacar que, respecto al simbolismo sonoro sinestésico, no se hallaron significativas diferencias en las variables sociales del estudio (curso y sexo), así como tampoco a las lenguas de la encuesta (español e inglés). Respecto del simbolismo sonoro convencional, los adolescentes usan el fonestema “ch” en lugar de “sl” para los registros de la prueba de producción en inglés, en particular, la referencia a objetos o situaciones desagradables, demostrando cierta influencia del conocimiento de la primera lengua en el reconocimiento de fonestemas para la segunda.

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“Strawberry Fields forever” and Almeria: Untangling a metonymical-metaphorical web of embodied representations

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Key words: Multimodality and embodiment; meaning and mind, metaphor and metonymy, arts and cognition

Grounded in the general cognitive postulate that “Meaningful form comes from the nature of our bodies and the patterns of interaction we have with the environment (...)” (Johnson 2007), the present paper aims at untangling the web of figurative representations triggered by the song title “Strawberry Fields forever” by J. Lennon. Our corpus encompasses several artworks ranging from the song lyrics to J. Lennon’s urban statuary to a memorial dedicated to him in Central Park-New York. Since, according to Johnson (2017): “all thought is embodied”, it is no wonder that “The processes of embodied meaning in the arts are the very same ones that make linguistic meaning possible” (Johnson 2007). As it happens, J. Lennon has composed the song “Strawberry Fields forever”, in Almeria, which is immortalized in a statue of him in the city center composing this very same song in his guitar (Almeida & Geirinhas 2021). However, the meaning of the title of this song lyrics goes well beyond the metonymic representation PLACE FOR PRODUCT. It certainly involves the identification of the reference to “strawberry fields forever” that, due to the presence of the adverb “forever” in the co-text, cannot refer to fields where strawberries are cultivated and cropped, when considerer ripe. In fact, this song title builds on recollections from J. Lennon’s child memories of an orphanage named “Strawberry Fields” that was situated next to J. Lennon’s aunt’s house in Liverpool. Moreover, this metonymical conceptualization of his childhood’s play experiences with institutionalized children from the orphanage, which is identified as the key- factor in meaning construction, constitutes the source domain of the (probably) intended metaphorical meaning in the lyrics, STRAWBERRY FIELDS FOR EVER IS LENNON’S TIMELESS ARTISTIC LEGACY. No wonder that this metaphorical mapping stemming from the long-term impact of his interaction with the institutionalized children in his child recollections was chosen after his death by his wife Yoko Ono to name the green alley of Lennon’s memorial in Central Park-New York, which was erected to celebrate his timeless artistic legacy.

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Culture or language? That's the question in the attribution of causal responsibility in Spanish

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Languages differ in the way they encode information about causal relations and actions (Bohnemeyer et al. 2010; Sanders & Sweetser 2009; Wolff et al. 2009). Some studies argue that the linguistic resources available in each language influence the way causality is cognitively processed by their speakers (Fausey & Boroditsky 2011; Filipović 2013; Bender & Beller 2017). For others, on the other hand, those cognitive differences may be due to differences between Western and Eastern societies (Choi et al. 1999; Hofstede 1980). The former exhibits an individualist way of thinking and an objectivist approach to causality, the latter is characterised by a collectivist way of thinking and explains causality by means of magical elements such as fate, personal predisposition, and luck.

This talk explores the possible correlation between society type and causal attribution in the way speakers conceptualise causality in Spanish. In order to tackle this research question on the relation between language, mind, and culture, three psycholinguistic tasks were run to obtain data from 32 native speakers of European Spanish (Spanish of Aragon variety): (i) an adaptation of Singelis' (1994) psychological questionnaire for social in(ter)dependency, (ii) a non-verbal categorization task for the attribution of causal responsibility, and (iii) a multimodal description task for causal events, and. Tasks (ii) and (iii) were elicited with a set of 24 causal videoclips from the CAL project (NSF BCS-1535846 & BCS-1644657).

Results show that Spanish participants' questionnaire answers for Task (i) correspond to a Western society, that is, answers reveal an individualist perspective. Results from Tasks (ii) and (iii), on the other hand, show that Spanish speakers both categorise and linguistically describe causal events based on the degree of intentionality in these events. These results seem to be closer to Eastern societies' preferences instead, since intentionality is a psychological concept more related to Eastern cultures (Choi et al. 1999; Ikegami 1991). Thus, results seem to indicate that there is no correlation between society type and causal categorisation.

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The depiction of the global and national impacts of climate change in international discourse: Are we in the “same boat”?

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Keywords: in the same boat, proverb, environment, cultures, climate justice

The paper proposes to investigate the implications of the proverbial phrase “to be in the same boat” in international discourse about climate change. The study exposes the endorsed or disputed uses of the proverbial phrase (see exploitations of the proverb in the Brexit context in Silaški and Durovic, 2019). The study focuses on its exploitation by different discourse producers sharing different stances on the mitigation of climate change. The corpus composed for the present research gathers various texts and speeches produced (or translated) in English, which originate in different countries. This corpus illustrates how the proverb (following the definition provided in Sperber and Wilson, 1995) can be exploited to fit different cultural traditions and different environmental concerns. The aim of the paper is thus twofold: on the one hand, it aims at identifying the different viewpoints on climate change promoted by the use of the proverbial phrase in international discourse (e.g., United Nations, international political meetings, international climate activists). On the other hand, it will highlight the aspects of the proverb which may not correspond to the (local) reality of climate change. Inadequate uses of the proverbial expression may then give rise to argumentative exploitations, through the use of semantically related metaphorical expressions (e.g., “prepare the lifeboat”). With reliance on cognitive metaphor theories, and on metaphor scenarios in particular (Musolff, 2019), the occurrences discussed in this paper demonstrate how the metaphorical image of the EARTH AS A CONTAINER (Deese, 2009) has been challenged through the depiction of the EARTH AS A BOAT. Indeed, the source concept BOAT comprises particular characteristics which can cause division among discourse producers; to the extent that climate change debates may only revolve around the use and misuse of the proverbial phrase. The paper will demonstrate that the proverbial phrase “to be in the same boat” involves precarious implications in environmental discourse taking place in international settings.

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Categorías conceptuales compartidas de los estudiantes andaluces: Una aproximación léxico-cognitiva

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Palabras clave: centralidad léxica, percepciones sociales compartidas, jóvenes andaluces, redes asociativas, lingüística cognitiva

El léxico de las variedades lingüísticas almacena, estructura y da forma a las opiniones, percepciones y categorías sociales compartidas. Las redes léxicas son una vía privilegiada para acceder a redes conceptuales y a sistemas valorativos de las sociedades. La investigación del léxico virtual estructurado en redes temáticas permite acceder a la ideología de muestras comunitarias. Procedimientos de acceso a nodos léxicos seleccionados en función de los objetivos del Proyecto *Observación del Pulso Social en Andalucía a través del Análisis Léxico (PULSO Andaluz)* —basados en técnicas de obtención de datos extraídas y adaptadas tanto de las investigaciones sobre disponibilidad léxica (Ávila Muñoz y Villena Ponsoda (eds.) 2010) como de los estudios sobre variación léxica en la comunidad de habla (Villena Ponsoda, Ávila Muñoz y von Essen 2018)—garantizan la construcción de bases de datos prometedoras.

El Proyecto *PULSO Andaluz* pretende conocer la percepción que la sociedad andaluza tiene de determinados aspectos sensibles de la realidad. A través de ese conocimiento se puede evaluar el grado de (des)información que pudiera afectar a la postura comunitaria ante acontecimientos relacionados con movimientos migratorios, feministas o políticos, o con asuntos relacionados con la violencia de género, el cambio climático y la educación sexual, entre otros. Entre los principales objetivos del Proyecto PULSO destaca el de observar la percepción colectiva de los escolares andaluces desde los últimos cursos de ESO hasta los últimos años de enseñanza universitaria. Acceder a la percepción social de asuntos tan trascendentales no es tarea sencilla, ni teórica ni metodológicamente. Sin embargo, existen estrategias de acceso a informaciones compartidas que ayudan a tener un conocimiento preciso de los procesos cognitivos que sirven para construir prototipos sociales colectivos. La metodología de acceso a redes léxicas y semánticas nos permite, a partir del estudio individual, construir modelos perceptivos colectivos que pueden llegar a funcionar, incluso, como escalas de tolerancia, inclusión y aceptación. Se espera incluir entre las conclusiones del proyecto propuestas de actuación destinadas a cubrir posibles lagunas que puedan manifestar tanto el sistema educativo como el administrativo para contribuir a transformar la sociedad y mejorar las condiciones vitales de determinados colectivos socialmente vulnerables.

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Visual Perception Verbs in Bangla: A Cognitive Semantic Study

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Keywords: Visual perception, Compound verbs, Bangla, Categorization, Prototypical sense

This paper utilizes Viberg’s typology to categorize visual perception verbs in Bangla. According to Viberg, there is a basic paradigm comprising “three types of situations – experiences, activities, and phenomenon-oriented descriptions – in five sensory domains” (as cited in Wnuk, 2016, p. 12) which include visual perception, auditory perception, olfactory perception, gustatory perception, and haptic perception. While the experiencer-based verbs are divided into activities and experiences with Experiencer as the Subject, phenomenon-based verbs emphasize on what is perceived. That is, the phenomenon is construed as the Subject and “an optional spatial adjunct that indicates the location of a potential Experiencer, which is not explicitly referred to.” (Viberg, 2019, p. 18) In this regard, a few examples are mentioned below to illustrate the categorization of visual perception verbs in Bangla:

1.

/o lok-ʈa-ke æk muhurt-er d̪ʒonno dekʰ-l-o/
3.SG.DIST man-DEF-ACC one moment-GEN for see-PST-3
‘S/he looked at the man for a moment.’

2.

/o lok-ʈa-r dik-e æk muhurt-er d̪ʒonno ʈaki-e dekʰ-l-o/
3.SG.DIST man-DEF- direction- one moment- for look- see-PST-3
 GEN LOC GEN CVB
‘S/he looked at the man for a moment.’

3.

/am-i ʈiʈi-ʈe lekʰ-a ʈhikana-ʈa ʈaraʈari dekʰ-e ni-l-am/
1.SG-NOM letter-LOC write-COMPL address-DEF quickly see-CVB take-PST-1
‘I took a quick look at the address mentioned in the letter.’

4.

/am-i fomæ pe-le lekʰ-a-ʈa dekʰ-e rakʰ-b-o/
1.SG-NOM time get-COND write-up-DEF see-CVB keep-FUT-1
‘If I get time, I will take a look at the write-up’

5.

/am-i ʈom- d̪ʒonno æpekʰa kor-ʈe kor-ʈe puro ʈʃhobi-ʈa-i dekʰ-e pʰe-ll-am/
 ar
1.SG- 2.SG- for wait do- do- entire movie- see-CVB throw-
NOM GEN IPFV. IPFV. DEF- PST-1
/ʈum-i ki d̪ʒɔŋgol-e kono bagʰ dekʰ-te pe-l-e/
2.SG-NOM. O forest-LOC any tiger see-IPFV.PTCP get-PST-2
‘While waiting for you, I ended up watching the entire movie.
‘Did you see any tiger in the forest?’

6.

7.

/lok-ʈa-ke bʰɔd̪ro dekʰ-ʈe lag-l-o/

man-DEF-ACC gentle **see-IPFV.PTCP** **feel-PST-3**
'The man seemed gentle.'

Here, examples (1), (2), (3) and (4) are categorized under activity, examples (5) and (6) belong to the category of experience, and example (7) belongs to the category of phenomenon. It is noteworthy that in Bangla the choice of the vector verb in a complex predicate construction determines the nature of the category. Therefore, this paper has two research objectives: (a) to categorize the visual perception verbs in Bangla using Viberg's typology, (b) to analyze how the prototypical senses (Evans & Green, 2006) of the vectors used in the compound verb constructions have an effect on the emerging senses of the compound verbs.

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“Love’s sweet voice is calling”: A figurative account of taste-sound Intrafield expressions

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Keywords: linguistic synaesthesia, intrafield metaphors, taste, sound, crossmodal associations

The usage of lexical items pertaining to a sensory modality to describe another is traditionally referred to as linguistic synaesthesia (e.g., Strik Lievers 2017), and within cognitive linguistics they are analysed as cases of metaphorical transfer (e.g., Cacciari 2008). Recently, the definition of “Intrafield metaphors” is preferred (Speed et al. 2019), after both the metaphoric (Rakova 2003) and the synaesthetic nature of these expressions was questioned (Winter 2019a, b). From a physiological perspective, taste and smell, for instance, are highly integrated in the single continuum of flavour (Spence 2015); sound and touch display similar integration rates (Guest et al. 2002), thus advocating for a literal account of expressions involving these two modalities. Bagli (2021) finds that Intrafield occurrences of 'sweet' may describe sounds (e.g., sweet voice) following a pattern of transfer that is not motivated by physiology. For these occurrences, the author suggests a figurative account based on mechanisms that motivate the polysemy of gustatory adjectives even in other syntagmatic contexts, such as LOVE IS SWEET, SWEET STANDS FOR PLEASURE. Furthermore, he posits the metaphor HARMONY IS SWEET, in keeping with crossmodal associations (e.g., Spence and Gallace 2011). The present paper focuses on occurrences of Intrafield transfer between TASTE and SOUND, retrieved through a corpus analysis of gustatory adjectives in combination with auditory nouns. The results of the corpus analysis highlight an asymmetry in the usage of gustatory lexical items to describe sounds (e.g., sweet is more commonly used than bitter). Moreover, the semantic mechanisms operating on these adjective-noun pairings are identified and discussed. The results of the research show that while Intrafield metaphors may not be cases of “linguistic synaesthesia”, they may still be successfully analysed as cases of metaphorical transfer.

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Expressive variation: A comparative perspective on lexis and praxis

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Keywords: semantic typology, verbs of perception, corpus linguistics, communicative competence

A central question in the comparative study of word meaning is that of colexification (François 2008): which lexical boundaries between (sets of) concepts occur frequently and consistently across languages. A lesser studied question is whether those concepts are expressed at the same rate, in the same way, and for the same purposes across languages. I will call this type of crosslinguistic variation ‘expressive variation’. In this talk I will argue that the existence of expressive crosslinguistic variation is theoretically motivated and expected, as well as empirically prevalent and patterned.

Expressive crosslinguistic variation is motivated by similar (but community-internal) concerns in variationist sociolinguistics (e.g., Terkourafi 2011), and develops the comparative program of Hymes (1961, 1972) by proposing to understand expressive variation as an effect of word meaning’s inextricable connection to a background of (local, cultural) communicative competence or ‘practices’ (cf. Hanks 1996). This connection is motivated by the invited inferences of a word’s meaning. Expressive variation, then, emerges phylogenetically due to the local recruitment of these inferential patterns for interpersonal and textual purposes, leading to language-specific, purpose-driven practices of formulation. In turn, we can expect such patterns of expressive variation to bias lexical selection, and thus function as a ‘natural cause’ (cf. Enfield 2014) of the make-up of lexical systems, thus (partially) explaining crosslinguistic patterns of colexification.

Having situated expressive variation, the remainder of this talk will demonstrate its prevalence and patterning in a corpus of spoken narratives in 16 typologically distinct languages from the Endangered Languages Archive. We consider a case study of verbs of visual perception (translation equivalents of English ‘see’, ‘look’, ‘watch’). Using quantitative corpus-based methodologies, we find that the formulation of visual perception events is conditioned differently across languages, with the temporal situatedness of the event (tense/aspect) as well as the nature of the perceiving (referential status, person) and perceived entities (animacy) as dimensions on which we observe expressive variation. Hand in hand with those ideational dimensions go varying interpersonal and textual goals served by the formulation, such as narrative development (events of seeing leading to a narrative turn) and the backgrounded presentation of epistemic access to states of affairs (having seen something means having epistemic access to it). I will conclude by discussing the tentative connections between patterns of expressive variation and colexification.

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Aproximación cognitiva a los gestos emblemáticos

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Palabras clave: gestos emblemáticos, emblemas, comunicación multimodal, prototipos, esquemas

Nuestros conceptos e ideas se conforman por la experiencia de nuestros cuerpos y del mundo que nos rodea (Johnson 1987; Valenzuela Manzanares et al. 2012). Los gestos emblemáticos o emblemas son movimientos que expresan pensamiento (Matsumoto & Hawang 2013) y en ellos se pueden observar las relaciones que existen entre la concepción del mundo y la realidad lingüística. La comprensión de la lengua implica la generación de imágenes visuales (Zwaan et al. 2002) y, en el caso de estos gestos, no solo se procesan como imágenes mentales, sino que son signos observables y comunicativos.

Bajo esta perspectiva cognitiva, se argumentará que los emblemas forman una categoría multimodal de la lengua donde la mediación entre concepto e imagen se da explícitamente, siendo imágenes visuales compartidas por una comunidad cuyo significado ha sido almacenado en la memoria colectiva a partir de una experiencia común. Seguidamente y partiendo de los trabajos de Payrató (2003) y Payrató y Clemente (2020), se considerarán complementariamente la teoría de los prototipos y la teoría de los esquemas (Kleiber 1995; Taylor 2004) para conceptualizar, por un lado, las agrupaciones de realizaciones gestuales de un mismo emblema en torno a un modelo ejemplar y, por otro lado, los rasgos articulatorios compartidos que configuran una entidad abstracta que reúne las diferentes realizaciones que no suponen un cambio de significado en cada emblema.

Así, en relación con lo anterior y a partir de estudios desarrollados en fonología cognitiva (Mompeán & Mompeán 2012), propondremos el concepto de *alomorfo emblemático*: los hablantes categorizan los movimientos que perciben como miembros de la misma unidad si comparten las propiedades kinésicas con los elementos ya registrados. Por último y basándonos en el concepto de criba fonológica (Trubetzkoy 1973), denominaremos *criba emblemática* al proceso donde un hablante no nativo aplica un filtro perceptivo gestual involuntario mediante modelos cognitivo-culturales a la hora de interpretar y categorizar los rasgos que configuran los emblemas extranjeros buscando los rasgos comunes con el repertorio gestual de la lengua materna.

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Detecting socio-cultural change through linguistic choices: The case of the *Advice for the Cure of the Plague* by the Royal College of Physicians of London (1636 vs 1665 editions)

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Keywords: culture and communication, diachronic change, deontic modality, authority and power, 17th century England

This paper aims to show how the socio-cultural changes affecting a text producer's authority and power can be reflected in discourse, or, broadly speaking, how social and cultural information can be derived from pragma-linguistic choices. This is done by focusing on two editions of a seventeenth-century prescriptive text for the cure and prevention of the plague, one published in England before the Civil Wars (1642-1651) and the other after the Restoration at the outbreak of the Great Plague (1665). The text in question is the authoritative *Advice* of the Royal College of Physicians of London written 'by the Kings Maiesties special command', which not only provides 'natural' recipes for medicines but also gives advice on political remedies against the infection.

The 1665 edition of the *Advice* is by no means a mere reprint of the 1636 edition (as argued instead by Slack (1985)), but diverges significantly from that one in the way of giving directions (Searle 1985), in the choice of deontic modals (Palmer 2001) and in terms of personal involvement, which, it is here argued, can be ascribed to the cultural and political controversies that had undermined the College's authority and power (Cook 1987) by the time the later edition was drawn up.

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A comparative analysis of the cognitive simulation of the audience's falling in love experience in *Outlander* between Diana Gabaldon's novel (Book 1) and the British-American TV drama series (Season 1)

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Keywords: fiction narratives, filmic narratives, embodied cognition, embodied minds, *Outlander*

Cognitivism has become the perfect companion to the study of fictional narratives (both in literary and filmic materials), as it offers new theories about how information is processed, perceived, and then simulated by the minds of the readers and viewers (Branigan, 1992; Currie, 1995; Buckland, 2000; Fludernik, 2003; Goldman, 2013, among many others).

Fiction entails an unreal piece of information that we, as viewers and readers, receive, perceive and enjoy. One can only ask, then, how it is possible that such an unreal thing may have a powerful effect on the audience (Gallese & Guerra, 183). The answer may reside in cognitive neuroscience and embodiment, and their application to narrative studies.

Based on this cognitive theoretical trend, the present study analyses how the experience of falling in love is represented in *Outlander* and compares the conceptualization of the experience of falling in love and its differences and similarities between the novel and the TV series, claiming that abstract meaning is highly represented in fictional narratives by means of conceptual metaphors thanks to embodied principles (Coëgnarts and Kravanja, 3).

First, several scenes from the *Outlander* TV series (Season 1) and several extracts from the novel (Book 1) are taken as the materials for analysis. Second, the search for the metaphorical representation of the experience of falling in love is made using two alike methods: the Metaphor Identification Procedure (MIP, the Pragglejaz Group, 2007) for the written pieces, and the Filmic Metaphor Identification Procedure (FILMIP, Bort-Mir, 2019) for the filmic scenes. Finally, we discuss how embodied simulation, cognitive theory, and narrative theory collaborate and interact in order to affect the receivers' understanding of the fictional events.

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Code-Switching, Emotion, and the Body in Spanish and English in Mexico and the United States

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Keywords : code-switching, bilingualism, embodied emotion, conceptual metaphor

This paper aims to explore the effects of code-switching between English and Spanish (as well as the role of Spanglish) between Mexico and the United States. In effect, due to the migratory flow between the two countries, and the fluidity of the borders in zones such as San Diego and Tijuana, the English spoken in border zones and elsewhere in the US by Hispanophone (Chicano) communities is blended with Spanish, and code-switching takes place on a regular and consistent basis. This is conversely the case in the Spanish spoken in certain regions of Mexico (Tijuana, Mexico City...), due to migratory flows and relations with the US, as well as tourism. The results will be derived from a mix of media (press, television series, film).

I propose to take a cognitive approach to the code-switching that goes on between the languages, specifically focusing on sensory and emotional experience. In what contexts specifically does the code-switching take place? What is the role of the body, and thus, how to fixed expressions, and thus conceptual metaphor and metonymy, shift or remain static? The body, seen as inherently political (Geroulanos & Meyers 2018) and the emotions will be approached as essentially linked (Damasio 2000).

The approach will be multiple, focusing on lexicon, grammar, and syntax. The role and integration of “errors” will be explored as well, along with accent. The place of conceptual metaphor and metonymy, be analyzed in depth, as will grammatical constructions that permit the expression of these expressions. Lexical elements will also be studied: are there specific lexical elements (terms, codified expressions) used in the migratory context, and are they translatable? How is vocabulary (in both the mother tongue and the second language) modified within the migratory context, or upon arrival in the new country? What are the effects on the language overall?

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Multimodalidad y enantiosemia: Significados pragmático-emocionales de la construcción expresiva *f*

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Palabras clave: Léxico, semántica, enantiosemia, emoción, construcción expresiva.

Las construcciones expresivas (interjecciones, onomatopeyas y sonidos inarticulados) pueden transmitir un significado pragmático-emocional prototípico, periférico o, incluso, presentar significaciones totalmente opuestas que pueden pasar desapercibidas en el acto comunicativo (Wharton 2003, Williamson 2007). Por ende, estas construcciones son potencialmente enantiosémicas, esto es, unidades que presentan significados antónimos en una misma unidad léxica. La enantiosemia presenta límites difusos entre las relaciones de sentido conocidas como la antonimia, la polisemia o la homonimia, pero no llega a encuadrarse en ninguna totalmente (Karaman 2008, Klégr 2013). Por este motivo, podría catalogarse como una relación independiente como propone Mirtojiev (2010, como se citó en Odilov 2016).

Con el objetivo de arrojar luz a la relación de sentido de la enantiosemia, se lleva cabo el estudio desde una perspectiva multimodal de la construcción expresiva *f*, compuesta por la sucesión de su grafía (*fff*), en la novela gráfica *Yo, loco* (2018) siguiendo el método de análisis de las interacciones multimodales de Cohn (2016). De este modo, se pretende demostrar que la parte visual y, por ende, los elementos que la conforman, a saber: los gestos corporales y las expresiones faciales se convierten en ítems imprescindibles que ayudan al contexto y al conocimiento compartido entre los interlocutores a dilucidar el significado de la construcción.

Se analizan desde un enfoque multimodal los usos enantiosémicos de la construcción expresiva *f* en su forma mimetizada —imitación de su realización fonética oral— (por ejemplo, *fff*). Así, a través de la imagen se examinan minuciosamente los rasgos paralingüísticos, pragmáticos y semánticos, que permiten desambiguar su significación pragmático-emocional y su naturaleza enantiosémica.

En este contexto multimodal en el que el plano verbal no es oral sino escrito, se produce una adaptación de las construcciones expresivas para reflejar el patrón entonativo de la oralidad. Teniendo en cuenta como modos: la imagen estática (visual) y el lenguaje escrito (verbal), se podría afirmar que aparece el fenómeno de la enantiosemia, ya que, aunque el factor visual, el contexto y el conocimiento compartido entre los hablantes permiten desambiguar el significado, la construcción mimetizada puede presentar la misma forma y transmitir significados totalmente opuestos, refiriéndose a emociones opuestas tales como ‘alivio’ y ‘queja’. Por tanto, se manifiesta el matiz enantiosémico para ambas formas de la construcción expresiva.

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The forgotten view of the origin of language in Herder

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Keywords: Language; Mind; Herder; Sociobiology.

Abstract: The question about the origin of language marked modernity with approaches that still echo in contemporary thinkers. This is the case with Herder's *Treatise on the Origin of Language*. The question with which Herder opens the essay is significant and expresses well the fundamental problem that marked the philosophical intentions of the 18th century, namely: "Were human beings, left to their natural abilities, able to invent language for themselves?"

Forgetting for the moment the implicit reference to god that continued to mark historically the philosophical narratives, it is important to focus the question on the appearance of language. In this sense, the philosopher's essay is not limited to putting hypotheses about the emergence of language, or rather, about the founding characteristics of language, but it consolidates it in the anthropological, sociological and even biological horizon from which it allows the understanding of human nature and condition. The enunciation of the four natural laws and the narrative of justification that the philosopher elaborates reveals a strong potential to understand the phenomenon of language and human mind.

This essay seeks, first, to explain Herder's theses; second, based on this explanation, see in what sense his approach allows us to understand the phenomenon of the origin and formation of language; and finally, to understand the scope of his work with regard to language and mind, that is, to seek to determine its legacy to contemporary philosophy, namely with regard to the understanding of the human mind. Regarding the latter, it is important to mention two essential points to understand the importance of Herder's thought for the understanding of the human mind: the mention of reflection as an inner thought and hearing as a fundamental characteristic for the development of language. It is about all these questions that this essay seeks to address.

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Lexical representation of emotions in tourism discourse

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Keywords: lexicon, emotions, cognition, tourism.

According to the Institute of Statistics and Cartography of Andalusia (IECA, 2019), tourism is a key sector for the Andalusian economy, as it contributes 13% of the regional GDP and 14% in terms of employment. In order to foster this region as a tourist destination, tourism discourse is used to inform and persuade tourists (Malenkina & Ivanov, 2018). However, the resources used by tourists to search for information on destinations have changed enormously in recent years with the development of information and communication technologies (ICT). Nowadays, websites are one of the main sources of information for tourists, providing information about the destination, projecting a positive image and attracting tourists (Malenkina & Ivanov, 2018). Consequently, websites have largely replaced traditional means of communication as they cannot provide audiovisual resources and updated information (Soto-Amela, 2017). The language found in these websites plays a key persuasive role, as it evokes pleasurable and unique emotions and encourages tourists to experience through senses and cognition (Soto-Almela, 2017). Perception is thus used to persuade potential visitors, recreating a pleasant experience and an attractive travel scenario.

Cognitive Linguistics starts from the premise that language is a capacity integrated in general cognition (Ibarretxe-Antuñano, & Valenzuela, 2012: 16) and argues that there is a link that connects linguistic structures, knowledge, thought and communication through experiential models that are created from sensory and motor activity (Cuenca & Hilferty, 1999), that is, it provides us with a disciplinary framework that can interrelate linguistic, knowledge and sensory structures. Based on a sample of active tourism companies in Andalusia, the aim of this work is to analyze, from a cognitive perspective, different sections of their web pages. Thus, the way in which emotions and feelings are linked to the language of tourism to attract potential visitors will be analyzed. The main objective is to carry out a corpus-based analysis to determine whether there is a link between the most frequently used lexicon of active tourism websites and emotions.

We mainly focus on Andalusian active tourism companies that have been granted with the “Andalucía segura” (safe Andalusia) certification. To screen the sample, only those fulfilling the following criteria were included:

- Only companies with a functional website (i.e. a website with working links and content) were selected.
- Companies that do not offer their content in Spanish (not excluding those multilingual sites that offer content in several languages, including Spanish) were excluded.

After screening the sample, a total of 147 companies were selected. So as to have an insight of the language used by active tourism companies in their websites, the URLs of the following sections were extracted:

- Home page. The main entry point to the website, usually providing an overview of the company and the services it offers.
- About us/about the company. Section that usually describes the company and its values and/or its staff members.
- Activities/services. Section describing the activities and services that the company offers to its customers.

- Surroundings/environment. Section describing the natural environment in which the company carries out its active tourism activities.

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The vertical axis in Traditional aş-Şāni‘ Arabic: Language, cognition, and culture

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Keywords: Spatial representations, vertical axis, vertical frames of reference, traditional aş-Şāni‘ Arabic, language-to-cognition correlation

This study addresses linguistic and cognitive representations of static spatial relations along the vertical axis in Traditional aş-Şāni‘ Arabic (TAA) and the cultural constraints that rule them. TAA is a Bedouin Arabic dialect spoken in Israel’s Negev Desert by aş-Şāni‘ tribal elders over age seventy, who preserve the language and culture of the period prior to contact with modern, foreign models. Given Figure (F), the entity to be located, and Ground (G), the entity in relation to which F is located, FG vertical relations can depend on G’s up–down asymmetry (intrinsic) or not (absolute) (Levinson 2003). I hypothesized that TAA linguistic and cognitive representations of FG vertical relations are ruled by culture-specific constraints concerning G’s inherent partition and FG interactions’ functional properties, similarly to what Cerqueglini & Henkin (2018) report for Negev Bedouin horizontal representations. Twelve informants (six men/women) were tested individually on language and cognition. Linguistic stimuli consisted of four series of twenty arrays each, with FG of four types: (1) real, manipulable, traditional entities (cup/coffee pot/knife/coffee beans/tray/cushion/carpet/mattress); (2) real, manipulable, non-traditional entities (telephone/chair/shoe/sheet/pencil/key/computer); (3) pictures of non-manipulable, traditional entities (man/camel/dog/tree/mountain/bird/snake); and (4) pictures of non-manipulable, non-traditional entities (dinosaur/cow/train/multi-story building/ladder/stairs/trellis). In (1) and (2), I arranged the arrays in front of informants. In (3) and (4), arrays appeared on a vertical computer screen. Each series contained: a. entities with prevailing/salient up–down asymmetry (tree/trellis/horse) and others without (pillow/sheet); b. up–down-asymmetrical G-entities in prototypical (vertical G-tree), non-prototypical (horizontal G-tree) and inverted (G-tree upside down) positions; and c. functional (pillow/mattress) and non-functional (cup/dog) FG up–down combinations. Informants answered the question *wīn F min G?* ‘where is F in relation to G?’ for each array. Linguistic results show that TAA speakers attribute intrinsic up–down asymmetry only to culturally salient entities (F-knife close to G-tree’s roots is ‘under’ G-tree, even if G-tree is inverted). When FG mutual location is functional (bird-on-tree) simple prepositions are used (‘*ala*’ ‘on,’ *fōg* ‘above,’ *taht* ‘under’). Otherwise (knife-under-dog), the prepositional head *min* ‘from’ is added. *Min*-compounds also apply with G-entities in non-prototypical positions (vertical G-mattress). Each cognitive task was performed on ten arrays. In the memory task, informants viewed an array on the computer screen and chose the same one from among three options shown on a screen in a different room two minutes later. In the recall task, informants viewed a real FG array and rearranged the same FG array two minutes later in a different room. Cognitively, TAA speakers attribute intrinsic up–down asymmetry to culturally salient entities, yet tend to forget/ignore it in relation to modern, culturally non-salient objects. Culturally salient arrays (man-on-horse) are remembered and reconstructed more quickly and precisely than non-salient ones, in which the

on/above opposition is often neglected. Vertical representations in language and cognition are ruled by culture-specific parameters shared within the TAA speakers' community.

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Exploring cultural conceptualizations in EFL textbooks

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Keywords: Cultural conceptualizations, EFL textbooks, Vocabulary, Cultural schemas, Cultural categories

In intercultural encounters, speakers' cultural conceptualizations are activated and negotiated. Therefore, they must rely on their cultural schemata to process and judge the information they perceive as different (Sharifian 2003). In this regard, EFL learners need to expand their own cultural conceptualizations to be able to successfully communicate in cross-cultural interactions. The instruction of vocabulary with cultural connotations may play a relevant role in this since it will provide students with a tool to interpret new realities (Porto & Byram 2002). The analysis of cultural conceptualizations embedded in the vocabulary input of EFL textbooks may shed light on how these materials may contribute to the creation and development of cultural conceptualizations. Although numerous studies have been published on the role of intercultural competence in EFL materials (Wu 2010, Canga Alonso & Cifone Ponte 2015, Amerian & Tajabadi 2020), to the best of our knowledge, nothing has been published in linguistic circles regarding the construction of cultural schemas and categories through vocabulary input in EFL textbooks. This study employs Cultural Linguistics, more specifically Sharifian's (2003, 2017) concepts of cultural conceptualizations: schemas and categories, to describe how EFL textbooks for Spanish EFL learners may create and shape learners' cultural conceptualizations through their vocabulary input.

This study examines the vocabulary content of reading comprehension activities in three of the most used 4th of ESO textbooks in La Rioja to determine whether: (i) cultural conceptualizations are activated by the vocabulary input of EFL textbooks, (ii) schemas and categories are further developed with the inclusion of subschemas and instances respectively. The results indicate that (i) cultural schemas and categories are evidenced through the vocabulary input of EFL materials, being categories the most common form of cultural conceptualizations; (ii) the cultural meaning of schemas and categories (i.e., target, source or international) is boosted by the inclusion of subschemas and instances respectively and it provides them with their cultural focus (i.e., target, source and international), (iii) most words refer to the target culture what evidences EFL textbooks may be creating new cultural conceptualizations in EFL learners' mind so they will be able to process new information and avoid misunderstandings when in contact with the target-language society.

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Towards a Vygotskian Autotelic Artificial Intelligence: The Internalization of Cognitive Tools from Rich Socio-Cultural Worlds

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Keywords: artificial intelligence, open-ended learning, intrinsic motivations, language, reinforcement learning.

In the quest for lifelong learning artificial agents evolving in open-ended worlds, recent developmental approaches in AI recommend the design of *autotelic agents*—agents that are intrinsically motivated to learn new skills by generating and pursuing their own goals. Despite recent progress, these methods still show serious limitations about the diversity of targeted goals, as well as their resulting exploration, generalization and skill composition abilities.

Modern AI approaches—and deep reinforcement learning methods in particular—might be missing an essential piece of the puzzle: *socio-cultural situatedness*. Building on the seminal work of Vygotsky in the 1920s-30s, developmental psychologists, linguists and philosophers have reached the conclusion that rich socio-cultural environments constructed by humans for humans are essential to their cognitive development. Among other social processes, the use of language seems particularly important. Its communicative functions let us learn from others and, according to Bruner, build shared narratives that structure our cognition. Its cognitive functions, on the other hand, support some of our highest cognitive functions: analogical reasoning, abstraction, or imagination.

This perspective paper advocates for a *Vygotskian* approach to AI and focuses on the use of language as a cognitive tool by artificial agents. Vygotskian autotelic agents must be embedded into rich socio-cultural worlds; they must learn to internalize cultural narratives and linguistic social interactions into *psychological tools* supporting higher cognitive functions: e.g. to structure their continuous experience, form abstract representations, imagine creative goals, plan towards them, or simulate future possibilities. This work discusses how culture and sociality can be internalized to support cognitive tools in artificial agents. We will propose a reinterpretation of recent works under that lens and finally sketch future research perspectives.

Multimodality in Teaching English as a Second Language in Spanish Higher Education Institutions: *Ted-Ed Lessons* and *Coursera* Vs *Blackboard Collaborate*.

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Keywords: Multimodality, second language learning, Ted-Ed lessons, Coursera, Blackboard Collaborate.

Currently and after the pandemic context suffered in the last two years, the need to reorient pedagogies and contents in our university is acute. Hence, researchers are considering the promotion of multimodality, within the context of educommunication. The educommunicator has the challenge of creating more interactive activities, where the contents are multimedia to help develop skills, competencies, and values in line with today's digital society. According to Narváez and Castellanos (2018), educommunication promotes the importance of other signs that are not only linguistic; for instance, paralinguistic, emotional, affective, psychological, or those generated by the environment. In this way, students develop other competencies related to the aforementioned elements which, according to these authors, are linked to "how it is said" and "what is not said". This helps learners to be able to develop paralinguistic competencies, reversing the classical educational process related to 'what is said. Therefore, the teaching of English as a second language must be adapted to these circumstances by being opened up to a multimodal language that includes platforms or Apps, as well as the creation of podcasts, multimedia videos, voice messages, text messages, blogs, websites, etc. or more ambitious projects such as Twiterature or literary blogs. The range of digital possibilities is nowadays very wide, with the Blackboard Collaborate platform standing out in the Spanish university context as the most widely used for the development of educommunication. Likewise, this paper intends to innovate in a multimodal English class by comparing the aforementioned platform with Coursera and Ted-ed Lessons. This last one is not specifically designed for university use, but it could be perfectly suitable for this level of education. Hence, it would be necessary to address a PNI analysis of Coursera and Ted-Ed Lessons and then establish some differences with respect to Blackboard Collaborate. It would also be useful to ponder other MOOC platforms that are now being widely used in Higher Education institutions like Coursera. This is necessary due to the fact that it has been supported by noteworthy universities like Yale University, University of London or enterprises like Google, IBM, Meta. So, it is another important option to be addressed in this paper. Finally, it is important to stress the need for innovation in ESL education. This is mainly because technologies have been changing very quickly and English language teachers need to pay attention to their professional development as part of educommunication and the promotion of the multimodal language.

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Hands, fingers and toes: Embodied numerical systems in Awetý and Kamaiurá

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Keywords: Language, Culture, Number, Time, Cognition.

This presentation will focus on an ongoing project looking at TIME and NUMBER. Counting, measuring and quantifying the world are human practices that have attracted much scientific interest across disciplines. Our focus in this presentation is number in the closely related languages of the Kamaiurá and Awetý communities of the Xingu National Park, Brazil. Our aim is to describe these communities' cultural and linguistic number systems. Kamaiurá and Awetý languages employ quantifying terms that are similar to, but not exactly equivalent to, numbers in English or Portuguese. Like most Amazonian languages (Silva Sinha et al., 2017, 2018), these languages have a finite number of quantifying terms. We show that (as is true for many cultures) the hands, feet, fingers and toes are fundamental for the number systems of Awetý and Kamaiurá. For example, the word for *one* is 'hand'. Body parts in this system are used to measure as well as to quantify. The notion of "completion" is part of the conceptualisation of quantification. This does not mean that 'counting' is absent from cultural practices in these communities; on the contrary, there is even a Kamaiurá word for it, *paparawaw*. This presentation will show how these cultural and language practices of reckoning and quantifying are used in everyday life.

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Literacy-related effects on individual mental grammars. A nonce-word study of Spanish verbal morphology

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Keywords: Individual differences, Literacy, Metalinguistic awareness, Grammatical production, Spanish

It is widely accepted that the mode in which a given language is used (spoken, signed) affects its grammatical structure. Numerous studies also show that writing, a relatively recent cultural invention, affects grammar. There is a clear difference in the grammar of languages with and without a written code (Pascual, 2014; Dąbrowska, 2015), and in the most common grammatical structures of the spoken and written modes of language use. It is also well-known that literacy affects linguistic awareness as well as vocabulary and phonology (Dąbrowska, 2020). What remains largely unexplored is how literacy affects the mental grammars of individual native speakers (but see Dąbrowska et al. in press).

In this talk, we present a study on grammatical production in relation to literacy level by adult native speakers of Peninsular Spanish, testing three groups of healthy female participants from Seville with different levels of print exposure (semi-literates, late-literates and high-literates). We examined these speakers' productivity with past tense verbal inflections (the preterite vs. imperfect tense), since the verbal inflections paradigm is difficult even for adults (Schnitzer 1996; Brovotto 2002). We presented participants with 24 nonce verbs from the first and second conjugation, in three person/number combinations and two aspects, and invited them to use these in a different form. The task was made socio-culturally friendly. Accuracy in nonce-verb production was analysed by means of a generalised linear mixed-effects model on trial-by-trial data with a logistic linking function.

As predicted, the high-literates consistently provided an appropriate form more often than the late-literates, who in turn were better than the semi-literate participants. Crucially, group interacted with person, number and conjugation, such that the between group differences were larger for the less frequent cells in the paradigm, indicating that literacy-related differences were not merely a consequence of the high-literacy group being more engaged or more test-wise.

This further evidences that considerable individual differences exist in native speakers' linguistic knowledge (Dąbrowska, 2015) and, counter to common belief in linguistics, they suggest that writing is far more than an artificial add-on. While literacy cannot be regarded as a prerequisite for the acquisition of morphological rules for obvious reasons, our data clearly show that learning to read does help to consolidate the system. We take this to reinforce the 'training wheels hypothesis' (Dąbrowska 2020), which states that the availability of written representation eases working memory load and increases metalinguistic awareness, both of which facilitate the abstraction of grammatical patterns.

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"Our bodies, our selves": Linguistic and discursive analysis of interoception and proprioception in birthing stories

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Key words: perception, proprioception, interoception, cognitive discourse analysis, birth stories

This paper focuses on first person expressions of interoception and proprioception (Holley 2015, Ceunen et al. 2016) which have received comparatively little attention despite informing such key concepts as embodiment or communication grounding, or language abstraction (Beukeboom & de Jong 2008), all crucial to cognitive linguistics and Cognitive Discourse Analysis (Tenbrink 2020). It raises two main questions:

1) a linguistic question: can we build a linguistic typology of intero- and proprioception mimicking that of exteroception?

2) a discursive question: why should we attempt to verbalize what is strictly subjective and inaccessible to co-speakers, when it is not taboo?

Building on previous work (verb *feel*, references to *contractions* in birthing stories), I extend my analysis to “inner perception” and bodily self-awareness. The first challenge was establishing the data. To avoid *ad hoc* categories I based my coding grid on insights from philosophy (e.g. de Vignemont 2014) and psychology (e.g. Kimmel 2013).

I gathered a corpus of digital non medical birthing stories, in line with Digital Discourse Analysis (Paveau 2017). Embodied experience is prominently featured in the event and its relation, referencing verbalizations of interoceptive phenomena (pain, temperature, bowel movements) and proprioception. Stories were collected in French (FR, CAN) and English (US, UK, AUS) to take into account possible social and cultural aspects. Intero- and proprioceptive descriptions were then annotated for type and characteristics, and for semantic and discursive features (phraseology, metaphor, grammatical categories and relations, agency and subjectivity).

The study suggests:

- that sensory experience can be classified on a continuum from inner sensation to outer sensation, challenging a clear-cut distinction, where touch is pivotal; interoceptive phenomena are linked with emotional states and proprioceptive descriptions border on action or motion descriptions. This could challenge cognitive, interactional or cultural categorizations of sensations and perceptions and prove particularly interesting within the larger scientific context of a renewed interest for the science of consciousness (Seth 2013)
- that most occurrences express a change in homeostasis, signaling underlying schematic representations of embodiment. Intero- and proprioceptive change-of-states are crucially associated to the expression of contrast and inform the evasive perception of time.

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Metáfora y marcos culturales cognitivos en el discurso político de los medios de comunicación

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Palabras clave: metáfora conceptual, marco cultural, modelo cognitivo, ideología, discurso político

Se ha afirmado que la lengua constituye un instrumento primordial para la interacción social, habilitadora de esas formas distintivas de organización que llamamos culturas (Lucy 2004). Son, por otra parte, los marcos —esquematisaciones e idealizaciones de la experiencia (Fillmore 1985)— que le ofrece una cultura en particular los que determinan la conceptualización que hace el individuo de la realidad (Kövecses 2006). Forman parte esencial de esos marcos de naturaleza cognitiva y cultural las ideologías, que sustentan los intereses de los grupos y organizan cognitivamente las actitudes y los conocimientos compartidos por sus integrantes (Van Dijk 2008). Estos sistemas de creencias controlan todas las prácticas sociales grupales, incluidas las discursivas (Van Dijk 2008), y constituyen un mecanismo de cohesión que ancla el discurso a un ámbito experiencial concreto y a un marco temporal determinado (Hawkins 2000; Botha 2001).

Es, precisamente, nuestro propósito señalar el modo en que la ideología puede hacerse presente en el texto político generado por los medios de comunicación, enormemente influyentes en la percepción que tienen sus receptores de la realidad. Se inscribe, por tanto, este trabajo en la corriente de análisis que se ocupa, entre otras cosas, de los patrones ideológicos que rigen la conceptualización y la producción de textos. Por ello, ha precisado el sustento de un marco teórico procedente del análisis crítico del discurso y de la lingüística cognitiva.

Uno de los instrumentos más frecuentemente empleado en el discurso político para anclar ideológicamente un texto es la metáfora conceptual. Así, a partir de un análisis —metodológicamente basado en Steen (2007) y el grupo Pragglejazz (2007)— de una serie de metáforas intertextuales (Zinken 2003) halladas en un corpus de artículos de opinión publicados en diversos medios de comunicación demostraremos cómo sus autores, apoyándose en marcos colectivos de percepción, evalúan ideológicamente el discurso dominante haciendo uso de dominios o modelos cognitivos idealizados que integran determinados sistemas de conocimiento (Langaker 2014).

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Phenomenal Concepts for A Posteriori Physicalists

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Keywords: A posteriori physicalism, phenomenal concepts, phenomenal concept strategy, Fregeanism, direct reference

A posteriori physicalism is the view that phenomenal states and properties are identical to physical ones, but that phenomenal-physical identities are not *a priori* derivable from the total set of physical truths. Taking this position allows a posteriori physicalists to appeal to the nature of phenomenal knowledge, and in particular, features of phenomenal concepts, in response to arguments against physicalism that infer an ontological gap between phenomenal properties and physical ones from the apparent epistemic gap between our knowledge of facts about phenomenal states and our knowledge of facts about physical states. This paper outlines the theoretical options available to a posteriori physicalists who wish to employ this kind of phenomenal concept strategy. I argue that if phenomenal concepts do not reveal the essentially physical natures of their referents and concepts are constituents of thoughts that have Fregean contents, then phenomenal concepts must have a structure compatible with their having descriptive contents that do not characterize all of the essential aspects of the properties to which they refer.

Semantics, cognition and metaphonymy in Yanesha medicinal phytonyms

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Keywords: Phytonyms, Semantics, Cognitive Linguistics, Metaphonymy, Nomination

Yanesha is a Peruvian Amazonian language that has been studied from different linguistic components; namely, grammatical (Duff-Tripp 2008), ethnolinguistic (Daigneault 2009, Valadeau 2010, 2012), and from a sociolinguistic point of view (Falcón 2018). However, semantically, there is a lack of studies at this component level. Within the framework of cognitive linguistics (Lakoff 1987, Langacker 1987, Ruiz de Mendoza & Díez Velasco 2002, Ruiz de Mendoza Ibáñez & Otal 2002, González-García, Peña-Cervel & Pérez-Hernández 2013, among others), this work proposes a first study through the semantic analysis of its medicinal phytonyms. The purpose of this work is to answer a set of questions: what are the cognitive mechanisms that allow the assignment of forms to botanical entities? What kind of relationships are established between these mechanisms in the nomination process? What mechanisms are the most frequent? From the data collected through an elicitation process and a consultation process of an ethnobotanical text of the Yanesha language (Bourdy, Valadeau & Albán 2008), we report two patterns of conceptual interaction. These involve a metaphorical process and a metonymic chain (metaphonymy). These patterns allow us to account for the ethnobotanical knowledge of the speaker through the motivated and conceptual nature of the names of their medicinal plants in this Amazonian language.

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The world through the vegetable prism – A comparative study of English, Polish, and French

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Keywords: Cognitive Grammar, culture, figurative language, language comparison, semantic extension

A language is a reflection of the manner in which the given society conceptualises the world. Such conceptualisations can be very complex, as they embody the chunks of knowledge that come from numerous sources: from human experience of the world, the culture that people live in, etc. (e.g. Taylor & MacLaury 1995; Dirven & Verspoor 2004; Gibbs 2005). As a result, conceptualisations can also be analysed from several perspectives. The one that we have selected for the presentation is an analysis of figurative senses of vegetable words that come from three different European languages: English, Polish, and French.

In the study, our goal is to determine the elements of human experience from non-vegetable domains that are structured by our knowledge concerning vegetables. After establishing a set of vegetables named in the three languages, a close analysis of their extended senses is conducted. This encompasses an examination of the domains evoked by the figurative senses of the vegetable words, their comparison across the three languages, and checking whether there are any similarities among the figurative senses.

This approach is based on Cognitive Grammar (Langacker 2000, 2008, 2015, 2017, etc.) and one of its main assumptions – that each sense provides access to “an open-ended body of knowledge pertaining to a certain type of entity” (Langacker 2008: 39) or, more technically, invokes “a set of cognitive domains as the basis for its meaning” (ibid.: 44). These domains constitute complex matrices of different ranges and degrees of activation. What plays a special role for the analysis is semantic extension (e.g. Langacker 2000: 12-13), which Langacker (2000) sees as a relationship between two structures: the standard and the target. What is crucial in it is that “whereas the target is the actual object of description, it is mentally accessed via the source, which offers a structural analogy (perceived or imposed) for its apprehension” (Langacker 2015: 136). This means that an analysis of an extended sense entails also an examination of the standard of extension and the knowledge that pertains to it.

The object of analysis is the conventionalised senses and expressions that have been found in general, collocation, and idiom dictionaries in the three languages. The study allows us to determine, among others, the vegetable words that possess extended senses, the domains evoked by specific vegetables (e.g. the domain of sensory experience, cultural associations), and to indicate a very interesting dimension – the axiological value encoded in specific vegetables, all of which will constitute the basis of comparison of the three languages.

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Analyzing metaphorical extensions of cooking terms: A frame-based approach

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Keywords: Frame, Domain, Cultural variation, Metaphor, Corpus-linguistic approach

Culture plays a pivotal role in metaphorical conceptualization (Kövecses 2005, 2020, Ibarretxe-Antuñano 2013, Lakoff 1993, Mussolf 2016, Littlemore 2019, Mischler 2013, Ogarkova & Soriano 2014, Yu 2015). In this regard, cross-linguistic studies of metaphor may yield revealing insights into the particular patterns of conceptualization of each culture.

The aim of this study is to provide a detailed cross-linguistic investigation of culinary metaphors in English and Spanish by identifying the main metaphorical extensions of cooking actions in the target languages. Hence, the research questions tackled in the study are: (1) What is the scope of metaphors evoked by the culinary terms in each language? (2) Do the target frames identified share their main meaning foci? (3) Do those metaphors bear the same cultural relevance in both languages?

The data were drawn from COCA (Corpus of Contemporary American English) and Corpus del Español: Web/Dialects. The metaphors were identified and analyzed following a frame-based approach (Esbrí-Blasco 2020). The core frame elements (Fillmore 1982) involved in the conceptual projections between frames were examined.

The findings of this study suggest that English and Spanish do share part of the target frames activated by cooking actions, but with a difference degree of entrenchment. Alternative metaphors were also identified, as in certain cases the experiential focus was directed towards divergent core frame elements in each language. Moreover, even when the same frame elements were evoked, each language projected them onto different target frames.

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Ecological vocabulary in Kayan and the biocultural evolution of language

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Keywords: Language ecology, language evolution, sensory experience, Austronesian, Borneo.

How does human ecology shape the mental categorical distinctions, employed in various languages for efficient communication? Specific languages, through the practice of attending to the most salient information in a given environment, are shaped by that environment, in terms of their ability to more efficiently create and transmit deeply encoded packages of information (Magga 2006, Nash 2016, Nash & Mühlhäusler 2014, Regier 2016). Large label variegation in domains of semantic categories evolve to facilitate efficient communication by solidifying the categorical distinctions themselves, predicated, in part, on the communicative needs of the speech community (cf. Lupyan et al. 2007). These categorical mechanisms arise from iterative learning interactions through both sensory engagement with the environmental features and communicative engagement with tight-knit community networks describing those features. This study documents the case of lexical adaptation to the physical environment among Kayan speakers of Borneo.

Knowledge related to riverine life and rice agriculture are indispensable to survival (and, ultimately reproductive success) in such a complex biome. The principles of biocultural evolution that are reflected in the lexicon of Kayan reveal how language–environment–culture interactions contribute to the fitness value of human’s particular communication system. River and rice terminology are analyzed, based on the physical and temporal conditions, influencing food, transportation, and other community needs. This study found over 200 terms for river and rice and their behaviors. These basic stems, derivations, compounds, and associated terminology are examined. In addition to gaining crucial knowledge about the environment of Borneo, this study is of significance to researchers in the fields of cognitive science, historical linguistics, psycholinguistics, and evolutionary linguistics. How these mechanisms may contribute to language diversification is also explored.

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Mindshaping and Depression: An evolutionary perspective

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Keywords: Depression, Evolution, Mindshaping, Metacognition, Mindshaping

In the last decades, a new wave in psychiatry have approached mental disorders from an evolutionary perspective to explore their origins and causes and generating new testable hypotheses. A substantially debated theme in evolutionary psychiatry is the origin of depression (Allen & Badcock 2006, Hagen 2011). The two main approaches account for depression either in terms of biological adaptations or a mismatch between certain adaptations and environmental factors that make depressive symptoms maladaptive. Those views however have been the target of criticism by philosophers like Varga (2011, 2016) and Faucher (2016) who argue that they exhibit important theoretical and empirical limitations. For instance, they seem to fail to address the specific social or contextual factors that produce depression or accommodate certain empirical findings.

In this paper, I present a new evolutionary approach to depression and aim to show how it may deal with Varga's and Faucher's main arguments. The proposal departs from the *mindshaping view* in social cognition (Zawidzki 2013), according to which human coordination ability rests on an array of mechanisms that shape our minds and behaviors in such a way that they conform to social norms, cultural patterns, and other socio-normative structures. These evolutionary mechanisms homogenize the behavior of members of the same social niche by making their behaviors and cognition more alike and facilitating cooperation between them by behaving in accordance with the expectations of the social niche. One implication of mindshaping theory is that metacognition must play an important role in shaping our own minds to be legitimate members of our communities. Shaping our own mental states, transforming our psychological profile, and regulating our own behavior in a flexible way must have been a fundamental tool for enhancing our cooperation and coordination and thus our biological success (Zawidzki 2016; Fernández Castro & Martínez-Manrique 2021).

From this framework, I argue that depression is linked to the recent emergence in our evolutionary history of these metacognitive skills that are linked to our social behavior. These abilities, aimed at regulating our patterns of behavior, emotions, and thoughts according to social standards, can be maladaptive when combined with overwhelming and highly stressful affective responses. In this context, our regulatory capacities are not only unable to regulate emotional responses but may even exacerbate and systemize the emotional episode, further degrading the individual's mental health. After presenting the view, I argue how the proposal can deal with the arguments presented by Varga and Faucher.

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“Breathe Into Your Back Body”: Sensory Experience and Communication in Yoga

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Keywords: yoga, phenomenology, body image/schema, cross-modal communication,

Many contemporary philosophical approaches to sense experience continue to be shaped by atomistic assumptions going back to 17th and 18th century modern philosophy. Informed by corpuscular and mechanistic conceptions of perception, the Early Moderns and especially the Empiricists broke down sense experience to “sense impressions” or sense data out of which our ideas of ordinary objects were constructed. Among other things, this basic view, according to which each of us only has immediate access to their own sense perceptions and thoughts gave rise to the problem of other minds. As I have argued elsewhere, dominant contemporary accounts of social cognition and perception have continued to be framed individualistically in terms of first- or third-person perspectives focusing on observation rather intersubjectively in terms of a second-person perspective focusing on interaction.

In this presentation, using yoga as a case study, I apply a phenomenological analysis (cf. Morley 2001 and 2008) to show that yoga in today’s predominant instructional setting involves “altercentric” participation (Bråten, 1998) and cuts across first-, second-, and third-person approaches. I will focus particularly on the first-person perspective of the practitioner and on ways in which their sensory experience is affected by communication. Specifically, an instructor’s cueing facilitates a practitioner’s proprioception and hence their sense experience. The instructor directs the practitioner’s attention and awareness to their breath and to different parts of the body and invites them to control breath and body in particular ways (to extend, deepen, lengthen, broaden, round, raise, etc.). The practitioner is encouraged not only to place their limbs in certain kinds of positions but also to feel and to explore what it is like to be in those positions. Thus, in the course of following the instructions, the practitioner’s sensory awareness of their body is transformed and ways of inhabiting their body become available to them that were not available previously. This can be at least partially analyzed in terms of the distinction between body image and body schema (Gallagher 2005).

Instructors vary in terms of the kinds of cues they use depending not only on their personal inclination and expertise, but also on the level of the class. Moreover, they use cues drawn from anatomy and physiology as well as from a wide range of other discourses, often metaphorically; theirs is a blended discourse. Finally, instructors adjust their cueing in response to how their words “land” on their students, in other words, depending on how students’ bodies move in response to what they say. Yoga instruction—especially on Zoom—thus involves multi- or cross-modal communication in the sense that one interlocutor, the instructor, gives verbal cues and the other interlocutor, the student, replies non-verbally with movements, often quite subtle ones, to which the instructor in turn replies verbally. This dynamic thus transcends the dichotomy between internal and external experience and supports direct perception accounts of understanding others’ mental states (Lavelle 2012).

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Pensar para hablar en alemán como lengua extranjera: Implicaciones didácticas de la adposición *entlang* y de la expresión de cruce de fronteras

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Palabras clave: alemán como lengua extranjera, pensar para hablar, eventos de movimiento, adposición *entlang*, cruce de fronteras.

Uno de los retos de la didáctica de las lenguas extranjeras es integrar en su enseñanza tanto los procesos cognitivos subyacentes a las lenguas como las rutinas lingüísticas asociadas a ellas. La tipología de los patrones de lexicalización de Talmy (2000) muestra cómo los hablantes de las lenguas de marco satélite y verbal eligen diferentes componentes semánticos cuando describen un evento de movimiento, haciendo uso de los recursos lingüísticos que ofrece su lengua y que son utilizados con frecuencia por sus hablantes. La presente contribución analiza las diferencias tipológicas entre el español y el alemán en la expresión de dos tipos de eventos de movimiento. El primer tipo se refiere a eventos de movimiento en los que una Base extendida linealmente en el espacio es recorrida por una Figura. El segundo tipo se refiere a una Base delimitada espacialmente en la que entra y sale una Figura. Estudios previos (Carroll et al. 2012, Liste Lamas 2016) señalan que los hablantes de las lenguas de marco verbal y satélite se basan en diferentes elementos de un evento de movimiento, como p. ej. el contorno de la Base o la orientación de la Figura respecto al punto meta cuando codifican la trayectoria de la Figura.

Teniendo en cuenta la variación intertipológica y el estilo retórico del español y del alemán, se realiza un estudio lingüístico con aprendices españoles de alemán como lengua extranjera avanzados para determinar si han adquirido el estilo retórico del alemán y qué influencia ejerce el sistema lingüístico del español en su adquisición. Los resultados indican una influencia croslingüística del estilo retórico de la L1 en la interlengua de los aprendices españoles. Asimismo, se presenta una didactización para el aula de alemán como lengua extranjera con el objetivo de que los alumnos adquieran los patrones del pensar para hablar característicos del alemán.

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Extensive use of militaristic and alarming language during the COVID-19 era by the media can negatively impact public health

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Keywords: language, metaphors, mind, media, public health

Militaristic metaphors and alarming language have been extensively used by the media for the description of epidemics and pandemics including SARS-CoV-2 (Chiang & Duann, 2007, Larson et al., 2005, Varma, 2020). Earlier evidence supports that the use of such language contributes to the spread of fear among the public (Aslam et al., 2020). In this study, we examined how exposure to texts containing alarming and militaristic language affects people's notions regarding SARS-CoV-2. Two online surveys were created: one containing alarming and militaristic terminology for the description of the pandemic (e.g., *deadly disease, battled COVID-19, threat*) and one containing more neutral terminology (e.g., *novel illness, confronted COVID-19, challenge*). One hundred and two participants from different countries and diverse educational backgrounds completed one out of two surveys, which were administered online through the Facebook platform. First, they were asked to read the introductory passage and then note their agreement with 4 statements on a 1-7 Likert-point scale. The questions were related to the end of the pandemic, vaccine effectiveness, and the consequences of COVID-19 on economies and mental health. We used ordinal regression models in R for a probabilistic interpretation of the results. The results demonstrated that individuals who were exposed to texts with alarming and militaristic language expressed more pessimistic notions regarding COVID-19 in comparison to those who were exposed to a more neutral language. Specifically, individuals who read the alarming/militaristic passage more disagreed that the pandemic will end soon and more agreed that there will be devastating consequences for economies and people's mental health due to the pandemic compared to those who read the neutral passage. The individuals' notions regarding the effectiveness of the vaccines were similar (high percentages of agreement) probably because of the early evidence regarding their positive effect in preventing serious illness. It is concluded that language can shape the way we perceive real-world situations. Extensive exposure to alarming and militaristic language may lead to an increase in people's pessimism about the pandemic. Thus, the media should avoid the extensive use of such terminology for the description of the pandemic, as this can negatively affect public health.

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LOVE is WATER, LOVE is SKY: Conceptual Metaphor analysis of love in Bangla

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Keywords: Love metaphors, Perceptual Senses, Bangla, Conceptualization, Conceptual Metaphor Theory.

This paper is an attempt to analyze the metaphors for love in Bangla using Conceptual Metaphor Theory (Lakoff & Johnson, 1980). The embodied cognition theory assumes that all abstract concepts are conceptualized using some perceptual and physical experiences. However, even the universal abstract concepts like love are also conceptualized quite diversely in different cultures as well as in different time periods within one language (Kövecses, 2000; 2005; 2006; Yang, 2008; Thu & Hòà, 2016; Roca & Coll-Florit, 2021).

In this work, we identified some popular love metaphors such as SEA/RIVER/TIDE/RAIN¹, A SAILING BOAT², CONTAINER OF LIQUID³ along with BONDAGE⁴ and POSSESSION⁵ from the phrases, idioms, expressions of love in day-to-day language and the literature such as poetry and songs. The overwhelming predominance of LOVE AS WATERBODY along with heart as a RIVER/SEA indicates that conceptualization of this feeling is associated with the experience of water in Bengal where different water bodies are part of one's daily life. Another conceptual metaphor for love, as well as heart, is SKY⁶. These nature metaphors foreground the depth and the vastness of love and the lover's heart. They also lead to the metaphor LOVE IS FREEDOM in contrast to the metaphor LOVE IS BONDAGE as in the other two metaphors of POSSESSION and BONDAGE.

We also found that all kinds of perceptual senses are associated with the feeling of love with a predominance of auditory musical experiences. This study is relevant to understanding how a universal concept is expressed by the cultural and physical experiences of the perceiver.

1. *premer* *đzoar*
love-GEN tide
'the tide of love'
preme *habuđubu* *k^haoa*
love-LOC sink-and-rise eat-INF
'to struggle with fidgetiness in love'
buker *b^heđtor* *mriđto nođi*
chest-GEN inside.LOC dead river
'a dead river in the heart' (lost love)
sraboner *đ^harar* *mđđo*
monsoon-GEN torrents-GEN like
'(Let love fall) like the torrents of monsoon rain'
2. *đomar* *amar* *nouko baa*
2.SG-GEN 1.SG-GEN boat sail-INF
'the sailing of boats by you and me'
3. *preme* *pađa*
love-LOC fall-INF
'to fall in love'
prem *đplaniđe* *đ^haka*
love bottom-LOC reach-INF
'the love reaching the bottom (almost finished)'
4. *b^halobafae/šompərke* *đđđano*

love-LOC/relation-LOC entangle-INF

‘to entangle in love or a relation’

5. *tumi dʒe amar*

2.SG that 1.SG-GEN

‘You are mine’

6. *tui dʒe amar ækla akaf*

2.SG that 1.SG-GEN only sky

‘You are my sole sky’

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The constructive role of linguistic and conceptual metaphors and visual diagrams in cosmology and cosmography formation

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Keywords: Cosmologies, Cosmographies, Linguistic and Conceptual Metaphors, Diagrams, Darwin.

Cosmologies are worldviews on the nature of matter, space and time, and these are depicted into diagrams called cosmographies. Cosmologies and cosmographies enable communal living in human societies where they underlie philosophical, religious, and scientific thought and practice (Gontier 2018a). By thinking through the consequences of niche construction theory (Lewontin 1970, 2000; Gilbert 2001), we here understand cosmologies as community-constructed cognitive niches, and cosmographies as extended and materialized forms of these communal constructs. Communal constructs, we demonstrate, are guided and transmitted by metaphorical language and diagrammatic thinking, and both enable conceptual blending that in turn fuels understanding as well as the extension and alteration of cosmological ideas (Lakoff and Johnson 1980, 1999; Fauconnier & Turner 2002; Corballis 2019). To make our argument, we first look into the nature of niche construction. Afterwards, we review the major transitions that have occurred in how Western cosmologies conceptualize and depict time (Gontier 2011, 2016, 2018b). Subsequently, we hone in on one particular transition in time thinking, namely the one that goes from natural history thinking to evolutionary time thinking. Darwin has played a crucial role in this transition, and we therefore present a computer-assisted lexical analysis of Darwin's descriptions of the passage of time in nature over all six editions of his book *On the Origin of Species* (1859, 1860, 1861, 1866, 1869, 1872). We end by providing further prospects for research.

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A Message in A Bottle: Sensory Experience and Rhetoric in Wine Reviews

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Keywords: metaphor, simile, hyperbole, rhetoric, wine criticism

Before the COVID-19 pandemic started, the global wine market was reportedly worth \$64 billion in 2018. Paralyzed by so much choice, many consumers turn to reviews by critics for advice when deciding what wines to purchase (Di Vita et al. 2019). For consumers staring at sealed bottles on store shelves, it is often necessary to rely on wine critics' descriptions before making up their minds about which wine to buy. Yet writing wine descriptions challenges writers to describe, in words, their physical, multisensory experiences from the wine tasting process. In such multisensory descriptions – akin to messages in bottles – the mind and body truly meet since writers need to describe verbally for readers sensations that they have experienced physically during the wine tasting process. While the wine lexicon is incredibly rich (Wagner 1979), there have been attempts to standardize it so that readers of wine reviews can more easily understand them. This might seem to stifle the creativity of writers, yet wine critics nevertheless use rich figurative descriptions. Perhaps this is unsurprising given how vital to everyday life figurative language is (Lakoff & Johnson 1980). Recently, some scholars have studied the role scalar cognition plays in structuring wine descriptions (Silverstein 2016), while others have analyzed what words like 'complexity' mean in such descriptions (Spence & Wang 2018). Even so, this specific genre of multisensory writing has rarely been studied through the lens of cognitive linguistics. In this presentation, therefore, we briefly present the results of our analysis of a corpus of wine notes from Robert Parker. Parker is arguably the most famous wine critic in the English-speaking world, and his books are translated into many other languages. Because his impact on the industry is important, his descriptions of wine merit close linguistic analysis. In line with Silverstein (2016), one thing we find is that the scalar reasoning behind figures like metaphor and hyperbole is widespread in this specific genre of multisensory writing. What is more, figurative descriptors are interesting signs of linguistic creativity. These descriptors play a very important role in this genre, especially when critical notes are quite brief. Another thing we find is that the descriptions also aim to justify the score given to a wine. In other words, a critic like Parker will try to rhetorically persuade readers to accept his verdict on a wine. This has real world consequences, of course, as a high-priced wine with a negative review, for instance, may see sales drop. In the context of France, which we also mention very briefly, self-censorship occurs as well when wine makers refrain from having their wines reviewed out of fear of getting unfavorable reviews. Given the fact that sensory experience and communication is the theme of the LCM 9 Conference, we believe our results may interest conference attendees in Spain.

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Corn and Corn Pollen in a Traditional Navajo Ceremony: Metaphors and Language Learning

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Keywords: corn, corn pollen, k'é, hózhó, Navajo

Capelin (2009) remarks that “the Diné (‘The People’) live in a culture of metaphors” (p. 2). Native Languages of the Americas (2015) states that “[c]orn, also known as maize, is the most important food crop of the Americas, cultivated by hundreds of different tribes” (para. 1) and corn is one of the *Three Sisters*, a term used for the habit of Native American farmers to traditionally cultivate corn, bean, and squash together. Many Native American tribes view corn as sacred. Corn is viewed as sacred by the Navajo because they believe that they were created by corn (Todacheene, 2015). Corn pollen is also utilized as an offering to the gods (Native Languages of the Americas, 2015, para. 2), is used in all ceremonies and is viewed as nourishing life (Capelin, 2009).

As an instructor at a college in the American Southwest near the Navajo Reservation, in this paper, I analyzed the roles of corn and corn pollen in a traditional Navajo ceremony, entitled Kinaaldá, and how they are associated with metaphors and language learning based on informal observations from conversations with one of my Navajo students. The results suggest that corn plays an important role in the ceremony as the ritual cake made of corn, alkaan, symbolizes life and growth (Capelin, 2009, p. 31) and corn pollen which is also utilized in the ceremony, symbolizes life. The ceremony prepares and empowers the girl into womanhood in order to help her maintain k'é and achieve hózhó and become acknowledged as a woman in the society (Roseby, 2000). Through the ceremony, the girl continues to learn or relearns her first language or learns the language as a second language (Corntassel & Hardbarger, 2019).

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On the use of Covid-19-related terms in Twitter in Spanish and in English during the strict lockdown periods of February to April 2020: A sociolinguistic comparative analysis based on computational lexical tools.

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Keywords: COVID-19, twitter, corpus linguistics, sentiment analysis, text mining

Studies of language and digital media understand communication in digital environments as locally situated and socio-culturally and historically shaped (Squires, 2016). In this sense, one of the most popular sources for extracting a corpus of natural language automatically has been the platform called Twitter. According to *Similarweb*, in November 2020 Twitter had been the fourth most visited website, based on total global website traffic. According to Bollen et al. (2021: 8) a tweet is a small cluster of information about current affairs, but also a “microscopic, temporally authentic instantiation of sentiment”. Therefore, tweets are not only interesting instances of natural text, but also powerful pieces of information about the historical present and the general mood of society.

One of the biggest socio-political concerns worldwide at the moment of this research was the development of the COVID-19 pandemic. According to polling data published by the IPSOS website (2020), *coronavirus* was the most worrying topic among the population during 2020, over unemployment, poverty, or corruption. Spain, Great Britain and United States were in the top 10 of most worried countries about the topic, followed by other Spanish-speaking countries such as Mexico or Peru.

In this line, the aim of this work was to compare the use of the terms *coronavirus*, *maskarilla/mask*, *confinamiento/lockdown*, extracted from tweets in Spanish and in English, regarding the variables frequency of use, co-occurrence and context in which they appeared. Thus, the terms were studied for each language according to their employment by twitter users in two different cities: Madrid and London, during the months of the strict lockdown periods of February, March and April 2020, when the pandemic was at its highest point of sanitary risk worldwide and the whole world was overwhelmed by this unexpected situation. In this way, the compilation and analysis of a corpus of tweets posted by users regarding this worrying topic, and its subsequent computational statistical analysis, was carried out. The results of the comparative analysis between Spanish and English tweets show that while English tweets were more focused on news about current health issues, Spanish users tweeted more about freedom restrictions and the political management of the pandemic.

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Beyond time and space: Emergent meanings in spatiotemporal metaphors

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Keywords: time, space, metaphor, motion verbs, emergent meanings

There is extensive evidence that humans use spatial concepts to think and speak about TIME (see, among others, Clark 1973, Lakoff and Johnson 1980, Traugott 1978, Gentner, Imai & Boroditsky 2002, Evans 2004 2013, Moore 2014).

Correlations between aspects of motion and temporal meanings have been extensively investigated, mainly through qualitative analysis of figurative language and through psycholinguistic experiments. But we know very little about how meanings that are not available from our knowledge of motion or time are constructed. Such meanings, moreover, seem to constitute the real motivation for most temporal utterances, which are primarily intended to express attitudes and emotions about temporality, rather than abstract meanings without further ado. This study examines the creativity and variety of spatiotemporal expressions ("The days limp slowly in this place"; "Finals week creeps up on us"), analyzing how these phrases are systematically used to express complex meanings that go beyond the mere spatialization of time by means of an experimental design.

After conducting a large-scale, corpus-based observational study, drawing on authentic language data, we found that the expression of subjectivity is emerging as a function shared by most of these utterances. To further investigate this issue, we designed an experimental study that, controlling the multiple variables that have emerged from our previous corpus-based work, validates our hypotheses about the meanings that spatial concepts acquire when they are used to talk about time. In this study we developed a lexical decision task in which participants were primed with several temporal expressions. In each of them, time was spatialized by using a verb indicating manner of motion ("The minutes usually drag by in this class", "Time is limping along this week"). After this, they had to identify emotion words ("exciting", "lively", "boring", "monotonous", etc.) that were congruent or incongruent with the emergent meaning found in the temporal sentences. Results show that the main meaning provided by manner of motion verbs when used in a temporal domain is related to the expression of our subjective perception of the passing of time.

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Ritual Languages as Natural Conlangs

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Keywords: typology, ritual languages, conlangs, alternate languages, language evolution

Over the last decades intensive research has been done on language evolution and change, uncovering some of the biases that humans act upon when acquiring their languages. Experimental work in this area is generally done with the use of conlangs and the iterated learning paradigm (Kirby, 2017; Raviv et al., 2019). I propose a characterization of ritual languages as ‘natural conlangs’, comparable to the ‘laboratory conlangs’. I present the Ritual Language DataBase (RLDB), which provides a typology of such languages around the world. A comparative analysis of the RLDB uncovers patterns and the significant role of users, functions, and alternate languages when shaping the grammatical structure of ritual languages.

I designed the RLDB, which at the moment comprises data from 242 linguistic practices related to supernatural rituals across the world. It systematically documents 46 features of each ritual linguistic use (function; user, use of an alternate language...). The variables show different degrees of association. These are summarized in Figs. 1 (for [-Alternate language] practices) and 2 (for [+Alternate language] practices). Numbers report the uncertainty coefficient (Theil’s U), a measure of conditional entropy between variables.

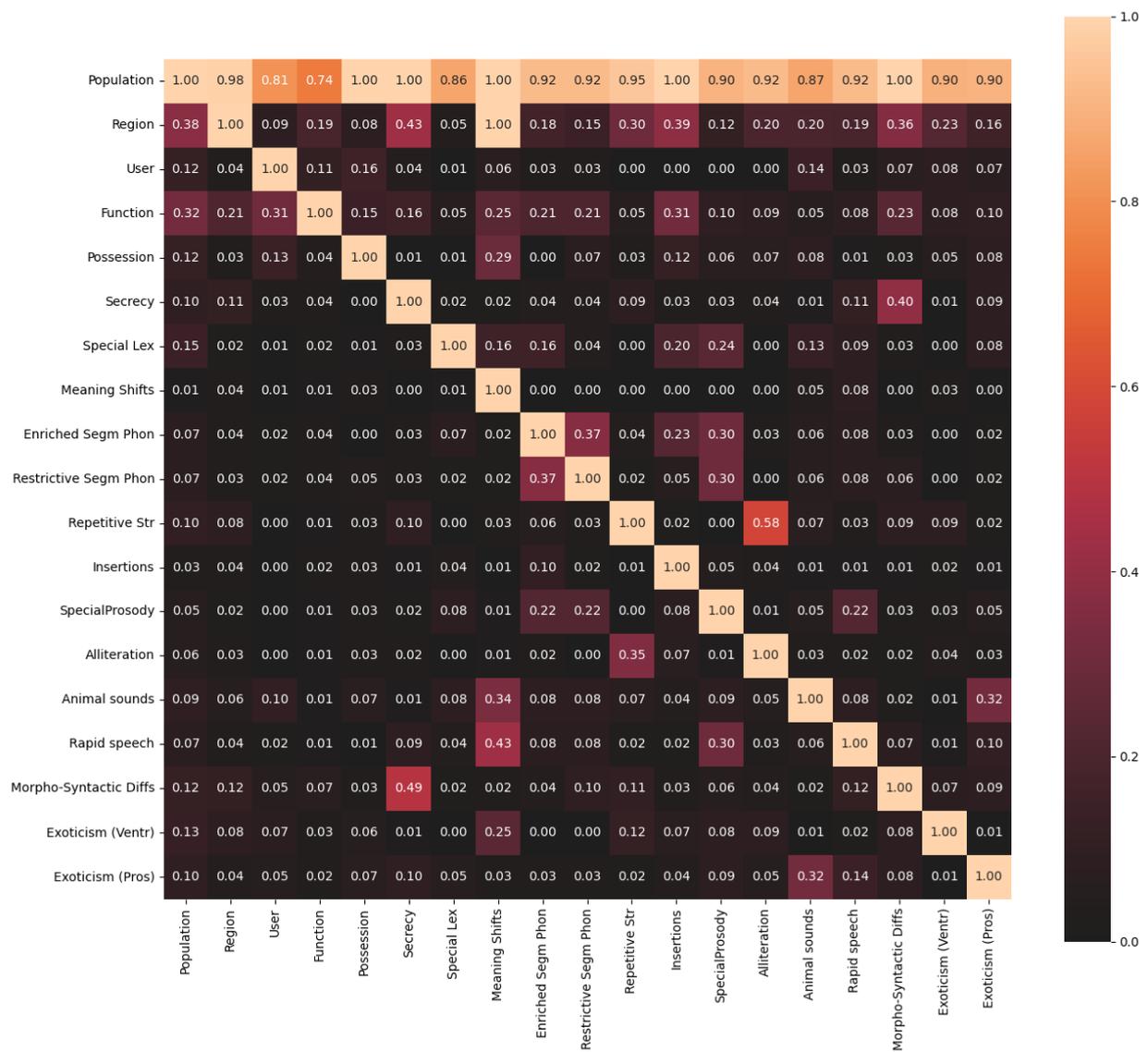


Figure 1: Heatmap of the association between features in the RLDB for ritual practices that do not involve an alternate language.

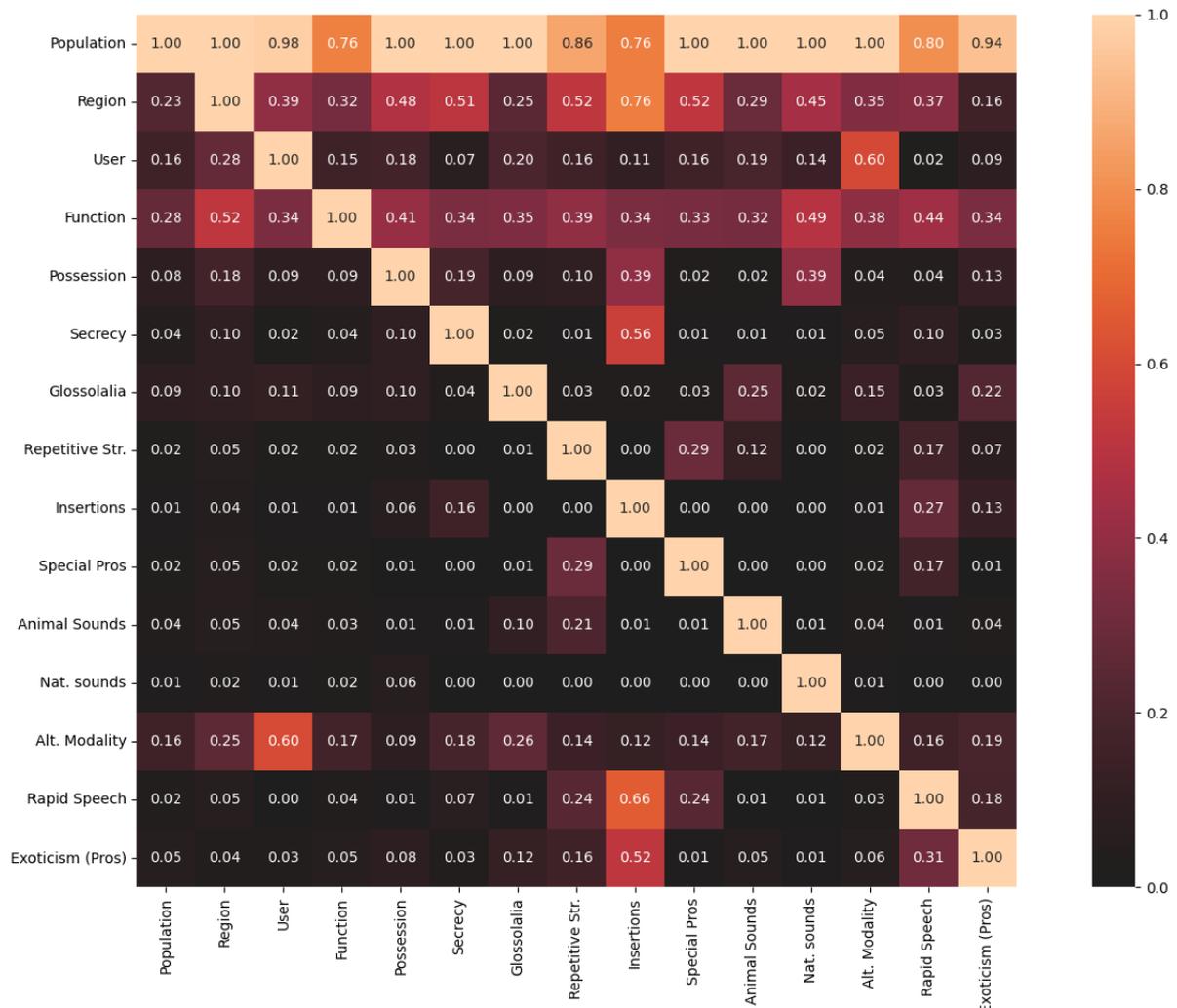


Figure 2: Heatmap of the association between features in the RLDB for ritual practices that do involve an alternate language.

The data show that the linguistic features of ritual languages are not distributed at random but tend to cluster in patterned ways, which suggests the effect of universal biases. This is a remarkable fact, given the fragmentary and uneven evidence reported in the ethnographical and linguistic records.

From this, a hierarchy of ritual languages can be established as a tension between the search for Strangeness (the more the language employed departs from the normal human ‘norm’, the most plausible the magical powers of the user look to the community) and Learnability (the more systematic and predictable a language is, the easiest its replication by a next generation):

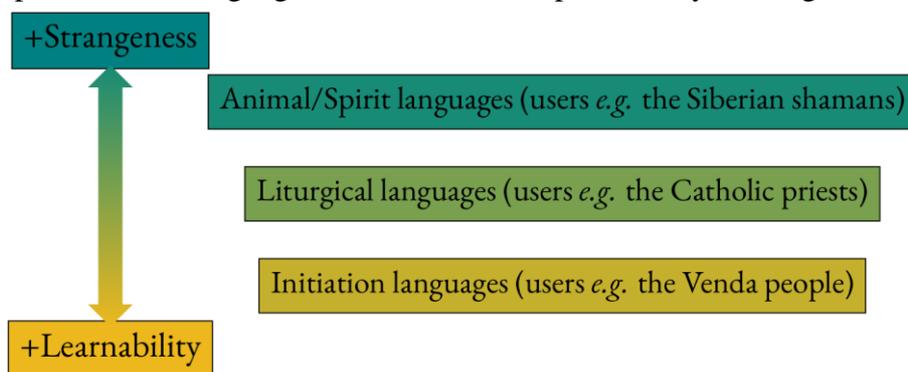


Figure 3: Hierarchy of ritual languages.

On one extreme of the hierarchy we would have the shamanic practices, archetypically represented by the Siberian shamans and their idiosyncratic speech which constitutes a ‘theatre of strangeness’ (Eliade, 1951). They do not show clear patterns of grammaticalization (but are full of extreme renderings with high pitch, falsettos, ventriloquism, animal sounds...), and the particularities of linguistic practice typically die with the shaman. At the other extreme, we would have community-based practices which alter the local language with special lexicons derived via transformation rules (e.g. the antonymic patterns in Tenda ritual languages (Ferry, 1981)). In a middle point are the liturgical languages employed by designated individuals of established religious societies –priests, etc.– (Latin...) which require explicit teaching. As a matter of fact, ritual languages show again that ‘larger communities create more systematic languages’ (Raviv et al., 2019).

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Song, Meaning-Making in a Dialog

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Key words: Cognitive Semantics, Musical Semantics, Mental Representations, Song Perception, Song Interpretation

Language and music are human universals involving perceptually discrete elements organized in hierarchically structured sequences (Jentschke et al., 2005). Given its similarity with language, music has in the past decades attracted scholars from cognitive linguistics and neurolinguistics. There is copious evidence for the intricate relationship of syntax processing in language and music, yet a considerable lack of studies focusing on semantic processing (Koelsch, 2006). Linguistic semantics seems to be more challenging to address experimentally and that is why it can strongly benefit from the research on music since overlapping brain areas for the processing of both musical and language meaning (Steinbeis & Koelsch, 2008), as well as common conceptual networks have been suggested (Schön et al., 2010). This paper therefore attempts to add to the knowledge of semantic processing by bridging evidence from cognitive sciences and neurolinguistics on one hand, and pragmatics and musicology on the other hand. It is being investigated whether language and music compete for processing resources during the perception and interpretation of songs. A song, stimulus combining both speech and music, represents possibly the most natural setting to compare music and language. The use of such ecological stimuli seems necessary to uncover the true nature of brain's processing of meaning in both domains (Fitch, 2015), yet only few studies have been focusing on the cognitive processes underlying sense-making of song. This paper endeavors to show that song perception is analogous to act of communication in which the perceiver/listener actively participates in meaning creating. At the same time, by setting his poems to music, the author tries to convey richer meaning and enhance his message addressed to the listener. Musical accompaniment provides additional contextual information to the one contained in the lyrics, and has to be interpreted just like the context of a dialog. Thus, song interpretation succeeds thanks to the joint efforts of the author and the listener who both participate in the meaning-making. By linking several theories, such as the Relevance Theory (Wilson & Sperber, 2008) or the Foregrounding Hypothesis (Schotanus, 2020) among others, this paper attempts to highlight the means by which music modulates the meaning of lyrics and the active role of the perceiver in its interpretation. This participatory nature of song perception being further corroborated by the automatic engagement of Theory-of-Mind and social cognition networks in the brain during music listening (Koelsch, 2011). This paper argues that arts in general and the study of music and its interaction with words in particular can provide an encompassing account of mental representations and the mechanisms by which humans allocate meaning to their surroundings and advance our understanding of the nature of meaning in general (Fitch & Gingras, 2011).

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Fictive motion revisited: The case of *going un-V-en* and *going without NP*

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Keywords: Cognitive Linguistics, construction grammar, conceptual metaphor, image schemas, fictive motion

Following up on earlier Cognitive Linguistic (Radden 1996, Schönefeld 2012) and typological studies (Bourdin 2003), the present paper reopens the discussion on the conceptual motivation and *constructionalization* (see Traugott & Trousdale 2013) of two types of English fictive motion constructions involving *evaluative modality* (Bourdin 2003) and *caritive* semantics (see Haspelmath 2009), as illustrated by the following examples:

- (1) The garbage *went uncollected* for weeks. (Radden 1996: 449)
- (2) The crime *went without an arrest* until the test for DNA was finally carried out. (Bourdin 2003: 105)

Unlike previous empirical studies, which focused on the *go un-*participle and other *V un-*participle constructions (Schönefeld 2012, 2013, 2015), the present study will use corpus data to examine and compare the distribution and productivity of the *go un-*participle and *go without NP* construction, representing kindred *pseudo-copular* constructions (Schönefeld 2012). Based on corpus data, the paper will revisit the different lines of argumentation concerning the role of *image schemas* (Lakoff and Johnson 1980) in the formation of *go un-*participle constructions, as well as additionally explore the conceptual motivation of the *go without NP* construction.

Special attention will be paid to the verb *go*'s ability to profile both the SOURCE and PATH subpart of the SOURCE-PATH-GOAL schema (Lakoff and Johnson 1980), i.e. to its ability to code *itive* (deictic) (Bourdin 2003: 16) and *ambulative* (non-deictic) (Bourdin 2003: 117) motion events. Previous accounts of the conceptual motivation behind the *go un-*participle construction will be contrasted in terms of their appeals to the DIVERSION SCHEMA (Radden 1996: 437) and the UNDIRECTED MOTION SCHEMA (Bourdin 2003: 115, Schönefeld 2012: 16). In light of the new data obtained for its kindred *go without NP* construction, the paper will also discuss whether it is necessary to assume that *depictive* (Schönefeld 2012) *go un-*participle constructions, i.e. those involving literal motion (e.g. *go unaccompanied* ~ *walk unaccompanied*), initiated the constructionalization of their *attributive* (Schönefeld 2012), i.e. metaphorical counterparts.

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Touching the table as an interactional resource: Haptic feedback in the midst of French students' conversations

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Keywords : embodied interaction, touch, haptic feedback, French interactions

This paper presents the progression of visible actions—haptic interactions with a table surface—in the course of conversational exchanges between French university students. During social interaction, interactants may wish to mobilize a number of audible and visible communicative resources, such as the voice (lengthening, intonational patterns), the face (gaze direction, facial expressions) or the body (manual gestures, body orientation). In addition, various forms of touch—self-touch, touching another, or haptic interaction with objects—can also be interactionally relevant.. Following Streeck (1996, 2009), Streeck et al. (2011) and Goodwin (2003), we regard the structure of embodied interaction as deeply embedded within its surrounding physical environment, where interactants configure space for each other and project their attention to specific objects surrounding them. A mutual relationship hence occurs between the physical space, the body, and the ongoing interaction, which are all intricately related (Williams et al., 2005). The present study focuses on specific instances of object interaction within a classroom environment, where students visibly interact with the table next to where they are seated. The video data is taken from the DisReg Corpus (Kosmala, 2020) which includes semi-guided conversations between French university students who were video recorded in a classroom. Analyses show that students would often make shifts in their posture and lean against the table. Students would also tap their fingers or draw circles on the table surface when making a recall in their verbal interaction. The table, through being touched and providing haptic feedback for the speaker, becomes a mediator between the students' bodies and the ongoing unfolding of embodied interaction. Students further show a tendency to talk about specific topics revolving around university (the content of their classes, the books they have been reading etc.) while interacting with the table, perhaps as a form of reenactment or embodiment.

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Alimentación y malestar en el léxico disponible del gallego

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Palabras clave: Disponibilidad léxica, cambio lingüístico, sociolingüística, léxico alimentario, gallego

La metodología de encuesta que usan los estudios de léxico disponible permite obtener, mediante pruebas de asociación léxica, grandes volúmenes de datos asociados a variables sociolingüísticas. Esto posibilita explotarlos en aplicaciones diversas. Una de las posibilidades de esta línea de investigación, que apenas ha sido explorada, es la de estudiar cambios en la lengua. Son pioneros en este ámbito los trabajos de Orlando Alba sobre el español de República Dominicana (2013, 2014).

Basándonos en los trabajos de Alba, para esta investigación tomamos como punto de partida la metodología del *Léxico disponible do galego* (López Meirama & Álvarez de la Granja, 2014) y la replicamos para obtener datos en gallego de 485 informantes y construir una muestra comparable. Entre la realización de las encuestas para los dos proyectos hay una diferencia de doce años.

Tomando como punto de partida el léxico del ámbito semántico alimentario, el objetivo de este trabajo es analizar, cuantitativa y cualitativamente, qué variables sociales están asociadas con la aparición de formas léxicas relacionadas con el malestar en las encuestas y en cuál de las dos muestras son más frecuentes estas formas.

Los resultados del análisis indican que los términos relacionados con el malestar son más frecuentes en la muestra de 2020-2021. Además, estas formas léxicas parecen tener relación con algunas de las preocupaciones en torno a la alimentación recogidas en trabajos del ámbito de los estudios alimentarios (Contreras Hernández & Gracia Amaiz, 2005; Pilcher, 2012). Aunque son múltiples los factores que pueden influir en que una unidad léxica aparezca en los cuestionarios de los informantes (Hernández Muñoz, 2006), existen investigaciones recientes que ponen en relación resultados de pruebas de disponibilidad léxica con su contexto social (Ávila Muñoz et al., 2020).

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Mind the manner: Exploring Dutch, French and English non-verbal conceptualization of static locative events

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Keywords: spatial language, cognitive linguistics, linguistic relativity, conceptualisation, eye-tracking

Cognitive linguistics has recently witnessed a renewed attention to the cross-linguistic differences in the encoding of space (Ibarretxe-Antuñano, 2017) and recent psycholinguistics experiments have revealed their repercussions on conceptualisation (Soroli et al., 2019 for an overview). Our study focuses on *static* locative events (e.g., the vase on the table) which French, English and Dutch verbalize remarkably differently. French speakers usually say that ‘the vase *is* on the table’ (*le vase est sur la table*) using the neutral locative marker *être* ‘be’ whereas Dutch speakers most habitually specify the orientation of the object via a Cardinal Posture Verb (Lemmens, 2005), i.e., ‘the vase stands on the table’ (*de vaas staat op de tafel*). The English language rather shows an in-between position on the linguistic continuum for the expression of locative orientation: it uses *be* as its habitual locative marker but still reveals some ‘dormant predisposition’ to the use of CPVs as locative markers (Lesuisse & Lemmens, 2018; Newman & Rice, 2006). If orientation is linguistically more salient in Dutch than in English, and in turn, more in English than in French, one can then wonder if this statement holds for non-verbal conceptualisation? The present study addresses the impact of these linguistic preferences on memorisation via a non-verbal recognition task with verbal interference (viz., to block verbalisation) on native speakers of French, English and Dutch (N=60, N=65, N=62 respectively). The participants are asked to memorise a series of locative events and then take a recognition quiz. In some of these locative events, the orientation of the object has been modified between the memorisation and the recognition phases (e.g., a bottle standing then lying). If language has an influence on non-verbal thinking, the Dutch participants and to a lesser extent the English participants should be better at noticing such orientational changes than the French participants who have not paid attention to the orientational nuances in the first place. Our study also relies on eye-tracking as a window on the mind and the participants’ eye-movements in the memorisation phase are recorded. Results confirm the influence of language on non-verbal memorisation and show a higher ability in Dutch (and to some extent in English) to discriminate orientational changes in the recognition phase, the Dutch and the English speakers pay more attention to the orientation of the objects. This is also confirmed by the analysis of eye-movements which shows different explorations of the locative events with the Dutch participants (and to some extent English participants) revealing more orientational scanpaths than the French participants.

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Teaching the Spanish marker ‘se’: Gesture-enriched content and conceptual processing in online learning.

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Keywords: Cognitive grammar, learning preferences, gesture, Online learning, Spanish L2.

This proposal tackles one of the most challenging, yet most frequent, aspects of the Spanish grammar: the marker ‘se’. Online learning has increased in popularity in recent years- especially after COVID-19. For this reason, this project has developed an online course of L2 Spanish students to teach the Spanish marker ‘se’ from a cognitive standpoint, following Maldonado’s framework (2019). The course is to be completed in two phases: phase one includes three uses (reciprocal actions as in *Juan y Pedro se saludan*, self-care actions as in *Lucía se lava las manos cuando llega a casa*, and emotional change as in *Ana se ha enfadado conmigo*), and phase two another three (benefactive actions as in *Laura se ha bebido una botella de agua*, location change as in *Miguel se ha subido a la mesa*, and change in state or body posture as in *Irene se despierta*).

The objective of the first phase is to analyze the most effective way to present online content to language students, to maximize their learning benefits and engagement. For that, we have designed three different modalities for each unit: audio, audio/video and textual. This proposal, however, will focus more on the second phase, which seeks (1) to identify whether gesture- enriched online content benefits conceptual processing and learning, and (2) to evaluate how individual cognitive and language learning differences affect the uptake of online gesture-enriched content. Half of the participants are presented with a three-unit course based on videos in which the teacher uses gestures to illustrate the different functions of ‘se’. The rest of the participants follow the same course but through videos that do not include gesture.

Participants are L2 Spanish students in Hong Kong and Spain. Before starting the course, they are asked to confirm their Spanish proficiency level and take a test about ‘se’, which is repeated after the course. Moreover, students are asked to complete exercises related to the content of the units, answer questions related to the format of the content and their engagement with it, and talk with the researchers to explain the various functions of ‘se’. These tasks are done before and after doing the course.

We expect to find that gesture-enriched content is beneficial to long-term learning, allowing for a better conceptualization of the Foreign Language (FL). Successful conceptualization means that FL learners can extrapolate the knowledge acquired in one context to solve other problems. If gestures are confirmed to aid conceptualization (and not just recall) it would suggest that online explanations ought to

include a human figure, providing a clear framework to online content developers. We also suspect that the gesture-enriched content might not be equally beneficial to all, based on individual differences.

We believe this study to be unique within the FL field due to its quasi-experimental nature based on a real learning context. The project is currently in progress and being tested with real students.

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Name signs in Peruvian Sign Language¹: Construction, metonymy, and typology

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Keywords: Peruvian Sign Language, name sign, metonymy

Just like other signed languages (Meadow 1977, Supalla 1990, 1992, Mindess 1990, Dubuisson & Desrosiers 1994, Day & Sutton-Spence 2010, among others), name signs in Peruvian Sign Language (LSP) are motivated by a variety of aspects, such as people's salient characteristics, their activities, the orthography of their names, etc. In relation to the signed language used by Peruvian Deaf community, except for an introductory work on the types of anthroponyms (Cuti 2018), there are no more studies that address personal name signs. From a more elaborated theoretical perspective, there are no proposals that account for the cognitive processes that underlie these names; namely, the metonymic processes. In this scenario, it is unknown what conceptual metonymies operate in the creation of name signs in LSP, what is the most recurrent metonymic pattern, and how these processes are organized as part of a systematic and ordered typology. To answer these questions, on the one hand, we rely on the theoretical principles of Cognitive Linguistics (Lakoff 1987, Langacker 1987, 2008). On the other hand, in relation to the data, these have been obtained by signs collected through an elicitation process and signs reported in a previous exploratory work (Cuti 2018). The results define the metonymies involved in the LSP anthroponymic system (e. g., ACTION FOR PERSON, WRITTEN NAME FOR PERSON, among others), the most frequent metonymic patterns (statistically) and the way in which metonymies are ordered throughout this anthroponymic system (e.g., based on criteria of specificity, staticity and dynamism that were used for analyzing concrete nouns in LSP (Malca Belén & Domínguez Chenguayen [in press])).

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¹ By convention, names of signed languages are written in capital letters, for example, American Sign Language, British Sign Language, Catalan Sign Language, New Zealand Sign Language, Spanish Sign Language, and so on.

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Event-based time in archaic Chinese scripts

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Keywords: Chinese script, event, time, sequence, scenario, cognitive archaeology

Event-based time has been defined as consisting of time intervals and time landmarks indexed to events in the natural environment and social world, and is contrasted with metric time based upon symbolic cognitive artefacts (calendars and clocks) (Sinha and Gärdenfors 2014; Silva Sinha 2019). Not all cultures and languages employ metric time, but it has been hypothesized that all cultures and languages employ event-based time (Silva Sinha 2022). Both event-based and metric time are conceptualizations of regularities in sequential time (S-time). A significant question is how metric time concepts evolved from event-based time concepts. In this presentation, we document and analyze time-related lexemes in archaic Chinese scripts of the late 2nd millennium BCE, advancing a new account integrating and synthesizing historical grammatological and cognitive linguistic theory and methodology. Based on evaluating the coding system of the scripts and etymological tracing, we identified and collected 18 ideographic characters with corresponding sentences. The analysis of the formation of characters and their usage in texts shows that (1) these characters are related to visualization of static scenarios which are snapshotted from a sequence of motion events, especially solar movement; (2) up-down composition, based on the vertical axis of solar movement is the most common structural principle, followed by structures containing only one component. We believe that the up-down structure as a spatial cognitive schema reflects a sequential (axial) construal of event process or dynamicity in nature in conceptualizing time concepts. This schema continues to motivate many temporal nominals in modern Mandarin Chinese. Therefore, we claim that the mapping between event and time is based on the event sequence representation, and this mapping is facilitated by the situated and schematized event scenarios. We conclude with a general discussion of events and time, as well as the role of writing in articulating sequential time concepts.

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Exploring intersemiotic convergence in online newspapers: A cognitive multimodal approach

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Keywords: Language-Image relations, Schematisation, Metaphor, Viewpoint, Critical Discourse Studies.

Cognitive Linguistics has seen a multimodal turn in recent years, falling largely in two strands. One strand has focused on the role of gesture and its relation to language and conceptualisation where several dimensions of construal postulated in Cognitive Linguistics have been shown to also receive potential expression in gesture (Cienki 2013). The second strand has focused on more textual forms of analysis employing Forceville's (2008) model of multimodal metaphor, while recent research has explored expressions of viewpoint across different modes and multimodal genres (Vandelanotte & Dancygier 2017). This paper contributes to theoretical and methodological developments in multimodal approaches within Cognitive Linguistics with a focus on Language-Image relations. This paper advocates a cognitive linguistic approach to Critical Discourse Studies (CL-CDS) and analyses online newspapers multimodal phenomena (Hart 2015) of the 2015-16 Refugee 'Crisis' in language and images, in order to assess the interactions between these modalities in terms of intersemiotic convergence (Hart & Mármol Queraltó 2021).

This paper focuses on several dimensions of event-construal (Langacker 2008) across language and images, and the central claim is that the ideological purport of newspapers in the process of forcing a specific perspective toward the event can serve to create alternative, ideology-vested, realities, both in language and image (Hart 2015). Analysis of enactors of schematisation, metaphor and viewpoint can potentially be applied across modalities (Dancygier & Vandelanotte 2017; Hart 2017a), and such approach is illustrated in the analysis of Spanish news reports. The analysis and discussion are centred around the affordances of such an approach in the analysis of online news reports in Spanish with a special interest in emerging incongruous relations across language and images and their potential cognitive effects. The analysis shows that a cognitive-linguistic approach to L-I relations with a focus on intersemiotic convergence not only allows researchers to account for potential cross-modal conceptual realizations, but also shows the possibilities of such an approach to enable discussions around possible cognitive effects of incongruous L-I relations in several conceptual dimensions.

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Storyworld possible selves and hybrid mental reference in narrative discourse: The subjectification function of evidential *seem*

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Keywords: narrative engagement, storyworld possible selves, construal, subjectification, “seem”

In this study I approach narrative engagement as a cognitive phenomenon which involves the intersubjective cognitive coordination (Verhagen 2005, 2019) of fictional and real minds, within the theoretical framework of storyworld possible selves (Martínez 2014, 2018). Storyworld possible selves, or “imagins of the self in storyworlds” (Martínez 2014: 119), are formally conceived as emergent structures resulting from the conceptual integration (Fauconnier and Turner 2002) of two input spaces: the mental representation that readers build for the narrator or character that focalizes a narrative, and the mental representation that readers entertain of themselves, or self-concept. The self-concept underpinnings and blending structure of storyworld possible selves allow the scientific study of both culturally predictable and completely idiosyncratic reader responses (Martínez & Herman 2020), and afford enhanced opportunities for the exploration of phenomena such as feelings of self-relevance (Kuzmikova & Bálint 2019) and self-transformation (Miall & Kuiken 2002) in engaged readers.

In fact, narrative discourse contains a variety of linguistic expressions of hybrid mental reference - doubly-deictic *you*, senserless mental processes, indefinite pronominal reference, linguistic politeness - whose disambiguation requires a storyworld possible self construct, which they objectify and subjectify (Langacker 2008) in narrative construal operations (Martínez 2018). After introducing the concept of storyworld possible selves (SPSs), I explore the SPS subjectification function of evidential *seem* without an explicit inferencing entity in a data sample of contemporary fictional prose in English. This function seems to be connected to the mixed semantics of *seem* (Usonienė & Sinkunienė 2013) as both an inferential evidential and as a verb of cognition, which allows but does not require the explicit mention of a sensing/inferencing agent. Within SPS theory I argue that, when *seem* occurs without an explicit semantic SENSER, a grammatical slot is created which invites readers to share the inferencing and sensing activity of the narrative perspectivizer through an emergent SPS blend.

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On Light Nouns: A cognitive and cultural analysis in English and Italian

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Keywords: Lightness, Light Nouns, Contrastive analysis, Conceptual Metaphor Theory, Corpus analysis

The term *lightness* was first coined by Jespersen in relation to English verbal constructions formed by “an insignificant verb, to which the marks of person and tense are attached, before the really important idea” (Jespersen, 1942: 117-118). Therefore, lightness was first detected as a property of general predicates when found in combination with an event deverbal noun (Kiefer & Gross, 1995; Kiefer, 1998), as in the case of *to make a call*, *to give a talk*, *to take a walk*, *to have a row*. More recently, the idea of Lightness has been dealt with in a much broader perspective, including ‘Light Verb Extensions’ like *to cultivate an illusion* or *to nourish resentment* (Mastrofini, 2019; 2021), and ‘Light Nouns’ such as *a burst of laughter* or *a fit of crying* (Simone and Masini, 2008; 2014), thus suggesting a gradient of Lightness which does not occur only at a verbal level.

This study proposes a thorough account of Light Nouns in English and Italian, in a cognitive and cultural perspective, using a corpus-based approach. I retrieved several types of Light Nouns on *Sketch Engine*, in the corpora *English Web 2020 (enTenTen20)* for English, and *Italian Web 2020 (itTenTen20)* for Italian. The examples will be discussed according to a double perspective: the aspectual dimension (following Bertinetto *et al.*, 1995) of the Light Noun constructions, and the metaphorical shift (explained through the application of the Conceptual Metaphor Theory – Lakoff and Johnson, 1980; Kövecses, 2002, among others), which motivates their combination. The results show how Light Noun constructions may be successfully analysed as instantiations of underlying conceptual metaphors, which are realized by different patterns in the two languages under analysis, thus highlighting relevant cultural differences.

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The effects of working memory on digital L2 writing

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Keywords: embodied cognition, cognitive individual differences, working memory, L2 writing, computer-based L2 writing

Both the processes and outcomes of L2 writing are contingent on cognitive traits (Kormos 2012). Cognition represents a combination of multiple resources, which include mind, body and their relations with the environment (Atkinson 2011). Working memory (WM) constitutes an influential construct in neuroscience (Chai et al. 2018), cognitive and educational psychology (Gathercole & Alloway 2008) and second language acquisition (SLA) (Grañena et al. 2016). However, although the role of WM is well-justified theoretically (Hayes, 2012) and has been proven empirically in L1 writing (Vanderberg & Swanson 2007), the effects of WM in L2 writing are less clear (Papi et al. 2022). Our study adds to previous work in its attempt to explore the effects of WM on computer-mediated L2 writing performance. To achieve our goal, 24 advanced Spanish EFL learners in an English Studies degree program were invited to complete the “Fire Chief” task (Gilbert 2007) digitally. Participants also completed the Oxford Placement Test, and they took a working memory test (N-back test; Jaeggi et al. 2010). L2 written production was assessed in terms of the CAF measures, and a regression analysis was performed to explore the contribution of WM to the CAF of the digitally-produced L2 texts. Preliminary results provide evidence of the predicted connection between L2 writers’ WM and their written performance. We shall interpret our findings from the perspective of what our study adds to previous cognitive individual differences (IDs) studies in computer-based L2 writing (as compared to pen-and-paper writing), as well as in light of embodied cognition theories (Atkinson 2011), which posit that language learning is largely contingent on the way we interact with time and space and engage our body in language production.

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Interacciones triádicas tempranas durante el primer año de vida: Análisis descriptivo de sus componentes musicales.

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Keywords: Interacciones triádicas tempranas, Dinámicas musicales, Mediación del adulto, Materialidad, Desarrollo temprano

El primer año de vida resulta fundamental en el desarrollo temprano. En este período, los bebés adquieren capacidades como la autonomía motriz o habilidades de interacción y comunicación. Algunos autores clásicos ya destacaron la relevancia de los adultos (Vygotski, 1984/1996) y los objetos (Rodríguez y Moro, 1999) en las interacciones tempranas. Antes de que el bebé desarrolle intencionalidad comunicativa, las interacciones triádicas tempranas (adulto-objeto-bebé) parten de la intención del adulto, por ejemplo, al presentar y ofrecer al bebé objetos con los que interactuar. Los objetos se convierten así en instrumentos fundamentales dentro de estos intercambios comunicativos, a través de los cuales el adulto promueve el desarrollo de referencias compartidas con el bebé. Podríamos decir, por tanto, que los adultos juegan un papel esencial al convertirse en facilitadores de los intercambios sociales de los bebés con los demás y con el mundo en situaciones cotidianas (Moreno-Núñez et al., 2017).

En los últimos años, la investigación en psicología del desarrollo se ha interesado asimismo por los componentes musicales de la interacción, demostrando que actúan como un medio de comunicación universal que contribuye a dar forma a nuestras experiencias con el mundo y con los otros. Por ejemplo, los estudios llevados a cabo desde la *teoría de la musicalidad comunicativa* (Malloch y Trevarthen, 2009) ponen en evidencia que los componentes musicales son esenciales desde los primeros meses de vida: adultos y bebés interactúan a través de signos musicalmente organizados, favoreciendo la comunicación y co-regulación psicológicas. Sin embargo, la mayoría de los estudios desarrollados desde esta perspectiva se han centrado en describir la organización musical de interacciones puramente diádicas (adulto-bebé), mientras que su papel en las interacciones triádicas tempranas se encuentra aún poco explorado.

Proponemos dos estudios de diseño mixto (cualitativo-cuantitativo) dirigidos a analizar los componentes musicales de las interacciones triádicas tempranas a lo largo del primer año de vida. La recogida de datos se realiza en contextos ecológicos (el hogar y la escuela infantil) mediante grabaciones en vídeo de observaciones no participantes. Las secuencias de interacción se analizan microgenéticamente, codificando las conductas (por ejemplo, el ritmo en las acciones, las variaciones en la entonación de vocalizaciones o el establecimiento de sincronía entre adulto y bebé) mediante el software ELAN.

Si bien los resultados son aún preliminares, éstos podrían contribuir significativamente a la comprensión de diversos procesos del desarrollo cognitivo y comunicativo temprano,

así como a la mejora de los procesos de crianza y acciones pedagógicas en el primer año de vida.

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Gestualidad y estructuración rítmica en Francés L2: Enfoque verbo-tonal

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Palabras clave: prosodia, ritmo, gestualidad, método verbo-tonal, francés lengua extranjera

La adquisición de la prosodia en L2 es crucial en tareas de comprensión oral (Cutler 2012). Sin embargo, en el contexto de enseñanza-aprendizaje de lenguas extranjeras, la corrección fonética queda marginada al ámbito de las unidades fonemáticas. No obstante, el Método Verbo-Tonal incide en la importancia de la prosodia y de la corporalidad. Según Guberina (2008), “el ritmo y la entonación del habla evolucionan genéticamente del movimiento, tanto interno como externo”. En otras palabras, la gestualidad inherente al habla (a diferencia de aquellos gestos semióticos) está íntimamente relacionada con los movimientos rítmico-entonativos del habla.

Partiendo de esta premisa, la hipótesis de esta investigación sostiene que, a través de la macromotricidad (gestos pedagógicos), será posible incidir en la percepción, y por ende, en la micromotricidad de los órganos de fonación para una mejor producción sonora. Nos centraremos en la estructuración rítmica y la producción del acento en francés L2 por parte de hispanohablantes. El francés y el español se diferencian por la posición, el dominio y la función del acento primario (acento oxítono fijo que afecta al grupo rítmico en francés mientras que en español, el acento léxico es libre).

El corpus elegido fue extraído de una obra teatral (Grumberg 2013). Los participantes fueron un locutor nativo de francés y cuatro aprendientes hispanohablantes de francés. El estudio se estructuró en dos fases con una clara diferenciación respecto a la presentación del input (visual/lectura; fónico/escucha; gestual). La Fase I consistió en la grabación de los participantes en lectura y escucha global del fragmento. Tras haber diagnosticado las desviaciones prosódicas respecto al modelo, la Fase II consistió en la grabación de las producciones con la propuesta gestual facilitadora. El parámetro acústico analizado fue la duración silábica. Se evaluó el acento principal (AP), el acento secundario (AS) y los clíticos.

Los resultados demuestran que para el AP, el gesto pedagógico fue eficaz para atenuar la latencia del ritmo trocaico propio del español. Se logró contrarrestar la incidencia de la criba prosódica de la lengua materna erosionando la duración de la sílaba pretónica y por consiguiente el acento espurio o bien alargando la tónica. Sin embargo, el gesto fue menos determinante para el AS ya que presenta extrema variabilidad. En el caso de los clíticos, los aprendientes fueron capaces de “desacentuarlos” gracias al gesto pedagógico.

La interpretación de los resultados en clave verbo-tonalista muestra un claro desequilibrio tensional en la estructuración rítmica. El gesto pedagógico contribuye a operar en los polos acentuales y a trabajar sobre la sensibilización de las diferencias máximas (AP y clíticos).

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Longitudinal analysis of musicality in early triadic interactions

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Keywords: early triadic interactions, musicality, early development

This work includes a descriptive-comparative study of longitudinal design on musicality in the first triadic interactions in a natural context. With 'musicality' we refer to the presence of musical components in the interaction through the voice, or with actions that generate sounds using objects. In recent decades, different studies have highlighted the importance of music and certain musical parameters in early interaction, its cultural value in early ages, as well as its impact on cognitive, psychomotor, emotional and social development. Various experimental works have yielded promising results on the effect and presence of these components in the first interactions. However, there is a lack of greater emphasis on research in natural contexts, based on everyday interactions that could be especially informative to understand in detail how musicality is embedded in early developmental processes. For this reason, it is proposed to analyze the course of development followed by some musical components, such as rhythm or melody, in the home context, based on natural and spontaneous interactions between the adult (mother) and her baby. Home recordings of two babies and their mothers were used to analyze the ontogenetic development of musical parameters present in their interaction at 2, 5, 8 and 11 months of age. To facilitate interaction, only a small maraca was offered to the adults. For the microgenetic analysis, both observation categories and musical components were selected, among which rhythm, melody and its melodic contours, and the synchrony between adult and baby. This analysis was focused on intrasubject and intersubject, with the aim of observing these parameters in each of the participating dyads, as well as observing if there is an organization of their development. To do this, we proceeded to the qualitative coding of behaviors of the audiovisual data using the ELAN software, later exported to SPSS for the analysis of frequencies of the categories, and the MuseScore software for the qualitative and frequency analysis of the selected musical components. Results show that musical components are present in the adult's proposals from the first months of life, in which rhythm stands out as an important mediator, in addition to having musical parameters progressively in the action and response of the baby. Other musical components analyzed have shown that the interventions of the mothers did not exceed the 6th interval, mostly using major keys and simple rhythms with combinations of phrasing variations. Moreover, the variations of the phrasing in articulation and dynamics seem to be independent of the verbal content that they accompany or not. These components form a multimodal conglomerate that slightly varies over the months. In addition, as the baby's actions increase, they modulate the adult's proposals in terms of actions, rhythms, melodies and intonations.

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The Architecture of Information Structure: Nesting propositions, degrees of focus, and iconicity in multimodal expressions

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Keywords: Information Structure, Propositions, Focus, Iconicity, Multimodality

In this presentation, I show the results of a corpus analysis of the structure and conceptual organization of propositions, as uttered in Colombian Spanish. Due to the temporal nature of speech, communication between speaker and hearer seems to flow one proposition at a time, each one carrying a central (focal) informative piece. However, linearity in temporal utterance does not necessarily correspond to linearity in the mental representation of propositions. If propositions reflect cognitive processing and conceptualization of the world, they will likely exhibit conceptual and structural complexity.

To test this hypothesis, I analyzed the structure of propositions from 10 hours of conversations in Colombian Spanish. Based on the parameters of Dik (1997) and Lambrecht (1994), I identified Presupposed, Asserted, and Focal elements in each proposition. I coded the data based on lexical, morphosyntactic (Bybee et al. 1994, Comrie 1976, 1985, Corbett 2000, Croft 2001, 2012, Langacker 1997), prosodic (Ladd 2008, Pierrehumbert et al. 1990), and gestural (Hasselmer & Winter 2018, Hirrel 2018, Hirrel & Wilcox 2018, Occhino 2017, Wilcox & Occhino 2016) clues. Also, following Chafe (1994) and Langacker (2001), I look at how the elements of the propositions were distributed in intonation units.

The analysis revealed varying degrees of conceptual and structural complexity, both within and across propositions. First, a whole proposition may occur inside one Intonation Unit, or its elements may spread across several Intonation Units. This distribution reflects levels of activation, accessibility, and density of information. Second, some propositions expressed more than a single focus element. Third, some have nested sub-propositions, functioning as either presuppositions or assertions. Fourth, macro propositions express causal, force dynamic, and logical relations among a series of propositions.

Finally, focal position favors iconic, multimodal expressions of different lengths. These results show that speakers organize the elements in the universe of discourse according to the conceptual weight and informative *value* they carry. In other words, the structure of information emerges from the conceptualization of the world. Besides, the organization reveals different degrees of conceptual (sequences, levels, and iconicity of elements in focus) and structural (nested propositions) complexity.

The data reveals that peaks in information structure align with morphosyntactic and phonological peaks. This alignment, along with the nesting of propositions, indicates the fractal nature of the architecture of language (R. Langacker 2008, p. 483).

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A transportation effect of sensory human trafficking storytelling

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Key words: human trafficking, media, survival storytelling, empirical study, sensory language

This highly VUCA world experiences extreme pressure of social disturbances, facing the increasingly devious challenges and situations. Human trafficking (HT) is not an exception, being one of the hottest problems for decades, growing in the context of concurrent issues: migration, military threats, cybersecurity and hybrid wars. A great number of people are lured into a collective behavioral pattern through media and personal links. International organisations are seeking the best methods to counteract HT by raising global awareness and providing aid to HT victims. Survival storytelling is a technique used in antitrafficking website content. Told from victim's account, the narratives may help get audiences transported (Green & Fitzgerald 2017, Escalas 2007) into a mediated world of HT and make them step into the victims' shoes, which is achieved due to a system of image-bearing language means (Paliichuk 2018). With sensory HT storytelling, antitrafficking organisations may increase the pro-social response and ensure warning effects.

This research is a linguistic and empirical study of sensory effects of HT survival media stories on the audiences. The interest lies in establishing dependencies: 1) between sensory language and the degree of emotional response; and 2) between sensory language and transportation effect. Theoretically, the research is done in the framework of narrative and cognitive stylistics. Methodologically, the stylistic and narrative analyses are enhanced with an empirical enquiry. The social value embraces raising HT awareness among the youth, who are a vulnerable category of society, in academic setting through a series of activities on reading, listening, and watching HT-related media content.

The design of the study includes a range of procedures: 1) theory review; 2) the stylistic and narrative analysis of 35 media stories content of survival stories selected from *The Exodus Road* (2022) anti-trafficking campaign website; 3) a survey of 40 humanity students, BGKU, Kyiv, Ukraine, who give answers before and after being exposed to media content; 4) data processing with SPSS software (the Paired Samples Test/Independent Samples T-test is applied to measure the differences in perceptions before and after reading survival stories and the differences in perceptions between narrative and informative texts). The preliminary observations and findings show that: 1) the texts contain sensory verbal means representing visual, kinesthetic, and acoustic imagery; 2) respondents report their feelings *as if being trapped in slavery* when reading the narratives; they feel sad and depressed, and they find the survival stories realistic. The significant results can be used for development of antitrafficking linguistic toolkit for augmenting the preventive potential of social campaigns.

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Effects of discursive presentational variables on the comprehension of scientific texts

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Keywords: science, understanding, non-discursive, presentational, science communication

Recently, there has been interest in the effect that presentational (i.e., non-content-related) characteristics of media has on science communication and the role that it plays on understanding (de Regt & Dieks, 2005, Gheorghiu et al., 2017, Smith et al., 2011). However, the persuasive role of scientific texts and the importance that the presentation of the results has on understanding is at odds with several recommendations made by manuals of style in diverse disciplines (e.g., American Psychological Association, 2020, Day & Gastel, 2011).

The aim of this study was to determine whether discursive presentational elements have an effect on the comprehension of science abstract in a non-expert sample. The participants were 330 university undergraduates (age: $M = 21.12$, $SD = 3.19$; 179 women) who completed a survey. The study was generated from two abstracts of articles belonging to the natural sciences and two others belonging to the social sciences from a well-known journal. Abstracts in the same area were selected to have the same baseline on the variables modified and were experimentally changed following the same guidelines: grammatical person and addition/deletion of statistical data.

The analysis of the survey data was carried out using a generalized linear model, controlling for non-independence of the observations linked to the abstracts read by each participant. The results suggest that the experimental manipulations modified the perception of comprehension of the abstract. More specifically, the absence of statistical data in natural sciences' abstracts raised the perceived understanding of the text. In the social sciences, the presence of statistical data improved the perception of understanding reported by participants ($R = 0.428$, $DE = 0.132$, 95%, $p = 0.001$, $CI [0.169, 0.687]$). A differential effect on measures of comprehension was detected. The gap could point out individual differences between levels of expertise and skills that could lead to greater depth of processing in some readers. Overall, the results of the study point out to the importance of discursive presentational elements in scientific texts to frame the understanding of non-experts.

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The choreography of dining and interacting in family dinners

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Keywords: language interaction, multimodality, gesture, sign language, dining

When we analyze human interactions, not only is the large variety of semiotic resources often disregarded, but environments, objects or activities whose affordances have a multitude of impacts on communication are rarely taken into account. In order to capture the full complexity of language use, approaches are needed in which all semiotic resources can be analyzed as they are deployed in their natural habitat (Mondada, 2016).

Family dinners grounded in commensality are a collective ritual that plays a key role in family members' cultural heritage (Ochs & Kremer-Sadlik, 2013). Those shared moments of everyday life present a perfect opportunity to study language practices in the framework of multiactivity (Haddington et al. 2014).

In this study, we focus on the finely-tuned coordination and in situ organization of the joint activities of conversing and dining that fully engage the same body components (eyes, head, mouth, hands, arms). Our aim is to capture the multiple deployments of the embodied behaviors of dinner participants, and children's progressive socialization to multiactivity. We show how family members collaboratively manage the accomplishments of multiple streams of activity and coordinate their temporal organizations through the embodied performances of dining and interacting (Goodwin, 1984). The families we have video-recorded consist of two adults and two to three children. We recorded dinners in middle-class families speaking French or signing in French sign language living in Paris with children between 3 and 12 years old.

The range of behaviors are usually categorized as being either verbal, gestural or actional. Manipulative actions are separated from communicative gestures. Our detailed coding demonstrates that when we use an integrative approach and include the artifacts that are present and handled, we need to question those categories. Food and utensils are fully integrated in the situated script that is deployed. We show how manipulative actions can be communicative as are the offering of food and wine, but also use of napkins, cutlery, glasses. They are constraints that could be different for speaking and signing family members - using the mouth to eat and speak is problematic and it is not easy to cut meat or pour water and be an active addressee of a signer; but there also are possible multiactivities one learns to combine - chewing can be synchronous with actively listening and gazing at the speaker or signer. Family members deploy a multitude of skillful multimodal variations in the collective coordination of bodies, activities and artifacts.

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Keywords: EFL pre-service teachers, technology use in language learning, digital literacy, qualitative research, teacher education

The COVID-19 pandemic has been an unprecedented and unexpected occasion all around the world since 2020. There were numerous country-wide closures that affected approximately a hundred million learners at the time of February 2021. This caused a significant paradigm shift in educational mode, i.e., face-to-face learning environments to online/virtual learning environments. As a result, this qualitative study explored pre-service teachers' perceptions of English language education and the role of schools and teachers in the post COVID-19 era. Fifteen EFL pre-service teachers joined the interviews, and 36 argumentative essays on the topic of English language education were collected in this study. Thematic analysis was used to analyze the interview data and written products. The findings revealed that the pre-service teachers deeply considered technology use as essential, and the future English language classes should be reframed in the post COVID-19 pandemic. Furthermore, developing digital literacy seems to be the key to EFL teaching and learning. Some suggestions of classroom technology integration are also discussed in this study.

The meaning of ideophones in Korean newspaper headlines

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Keywords: ideophones, newspaper headlines, language use, sound symbolism, metaphor

This study investigates the semantic features of Korean ideophones in newspaper headlines. A recent study by Park (2022) found that Korean ideophones used in headlines have been overwhelmingly employed to describe metaphorical meanings rather than depicting sound and manner. However, the earlier study adopted a quantitative approach, so the study has not treated each ideophone's meanings in detail.

This study, therefore, is set up with two research questions to explore the semantic features of ideophones in newspaper headlines: Is there a relationship between sound symbolism and ideophones' meanings in the events? What kinds of events are ideophones frequently used to represent?

I analyzed 44 ideophones and 4,798 sentences based on data from Park (2022). In the data, 42 words are two-syllable (e.g., *kkwul.kkek* 'gulp'), which are the form that is most frequently used in newspapers, and two words are full reduplication form (e.g., *eng.kum-eng.kum* 'crawl crawl'). The data is categorized into three groups to examine the relationship between the ideophonic vowel harmony and the meanings of ideophones describing the events: (a) harmonic, (b) disharmonic, and (c) others. Group (a) is further divided into the words that included only dark vowels and words that included only light vowels.

The current study found that (i) there is a strong relationship between the language-specific sound symbolic system—dark/light vowels and the meanings of ideophones in the events; (ii) ideophones in headlines are much more used in the events related to economic issues; (iii) ideophones which show vowel alternation go through different semantic extension routes, each of which is tied to specific events.

Pragmatically, ideophones have restrictions across languages (Kilian-Hatz 2001; Ibarretxe-Antuñano 2009). However, the findings of this study show that some Korean ideophones have been highly conventionalized and have obtained status as a quasi-prosaic word to be used in formal language register. Although the current study is based on a limited number of ideophones, the findings contribute to our understanding of the semantic extension of ideophones and emphasize investigating the use of ideophones in everyday life in various language registers. Finally, the present study has strengthened the findings of Park (2019), which found that Korean ideophones are lexically deeply integrated into the language.

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La interdisciplinariedad de la metáfora conceptual: Hacia una afirmación de la relación entre lenguaje y cognición

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Palabras clave: lingüística cognitiva, lenguaje, cognición, metáfora conceptual, terminografía.

El término metáfora conceptual, ampliamente citado en numerosos libros y artículos científicos, se convierte en un objeto de estudio atrayente por su capacidad de creación del lenguaje. Sin embargo, esta unidad terminológica presenta, por un lado, la problemática relación entre lenguaje, pensamiento y cultura mientras que, por otro, presenta ciertos escollos en relación con sus tipos, ya que numerosos tipos de metáfora son hipónimos de la metáfora conceptual, pero muy pocos autores hablan sobre esta relación conceptual. Esta investigación suscita dos cuestiones: (1) el estudio de las distintas visiones acerca de la relación entre los conceptos de lenguaje, pensamiento y cultura y (2) el análisis de la metáfora conceptual. Para resolver estas preguntas, se realiza un análisis teórico-práctico, abordando, en primer lugar, la problemática de las distintas visiones acerca de la relación entre lenguaje, pensamiento y cultura con el objetivo de intentar afirmar esta relación tan controvertida. Seguidamente, se estudia la metáfora conceptual, resaltando su interdisciplinariedad. En este aspecto, según el campo de conocimiento que se estudie, se pueden encontrar distintos usos de metáfora conceptual, siendo esta utilizada normalmente como eufemismo, como recurso estilístico o como forma de categorizar, aunque también puede concebirse como una figura creadora de teorías y leyes científicas. Asimismo, se realiza, en esta sección, un análisis terminográfico con el modelo de ficha terminológica de Casas Gómez (2006, 2020a, 2020b), estudiando 35 usos de la unidad terminológica *metáfora conceptual*, como *metáfora psicológica*, *metáfora animal* o *metáfora eufémica*, entre muchas otras. En esta línea, esta comunicación se inserta en varios proyectos del Instituto de Lingüística Aplicada de la Universidad de Cádiz, como en el I+D+i de excelencia “Comunicación especializada y terminografía: usos terminológicos relacionados con los contenidos y perspectivas actuales de la semántica léxica”, en “Lingüística y nuevas tecnologías de la información: la creación de un repositorio electrónico de documentación lingüística” y en “Lingüística y Humanidades digitales: base de datos relacional de documentación lingüística”.

En conclusión, esta investigación pone de manifiesto, por una parte, la existencia de una relación entre lenguaje, pensamiento y realidad mediante una revisión teórica desde el punto de vista de la lingüística cognitiva, recalcando la idea de la existencia de una relación de interdependencia no determinista entre estos tres conceptos (Fernández Casas 2003). Por otra parte, se demuestra la envergadura de la metáfora conceptual en el lenguaje, añadiendo a la clasificación de Lakoff y Johnson (1980) nuevos tipos de metáfora conceptual.

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Estrategias léxicas para la construcción de la identidad ideológica en el discurso político español: El caso del sustantivo *gente*

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Keywords: discurso político, discurso parlamentario, estrategias léxicas, marcos cognitivos, ideología.

Con un enfoque pragmático y partiendo de conceptos surgidos en el ámbito de la lingüística cognitiva y del análisis crítico del discurso, analizamos una de las estrategias léxicas características de la comunicación política española para construir la identidad ideológica de las distintas fuerzas políticas y, consecuentemente, de la audiencia a la que se dirigen (Charaudeau 2021, Ilie 2015, Palonen 2007, Van Dijk 1997, 2004). Nos referimos particularmente al empleo de significantes vacíos o flotantes (Montero 2012, Gallardo Paúls 2014), sobre los que se aplican procesos de desemantización, que suponen la ampliación o supresión de determinados rasgos definitorios. Como resultado, estos significantes adquieren una acepción mediatizada por la ideología de quien los emplea y despliega, con su alcance semántico, el marco cognitivo pretendido.

Analizaremos esta estrategia mediante el uso que hacen del término *gente* los representantes de las diversas fuerzas políticas parlamentarias durante el primero de los dos debates sobre la investidura del candidato a la Presidencia del Gobierno que tuvieron lugar en la XII legislatura española. Veremos cómo, efectivamente, los diversos portavoces, a través del empleo de este vocablo *gente*, compiten para apropiarse de él en su propio beneficio mediante un diálogo polifónico con el que construyen la identidad ideológica de las respectivos fuerzas políticas a las que representan y, con ello, el perfil de la audiencia a la que se dirigen.

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Tensions in the language of psychological theories and systems in the process of building an indigenous psychology: The case of the Indigenous Support Network.

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Keywords: Indigenous Psychology, Semiotic-Cultural Constructivism; Dialogism.

The present study aims to contribute to the reflection about theories and psychological systems in the process of building an indigenous psychology at the University in Brazil (cf. Guimarães, 2020). We will focus on the tensions, from the languages that are expressed during the interethnic and intercultural interactions of the university extension service Indigenous Support Network. New understandings and concepts emerged from exchanges and mutual learning between indigenous people and academics. We seek to understand how psychological experience is transformed when these tensions occur. This process is described as joint sensitization of the body (physis)-spirit (psyché) or the name-spirit, approaching to English translation of the Mbya Guarani notion of *nhe'e* (cf. Benites, 2015), constituting new notions and concepts, perhaps beliefs, conceptual networks and theories. Refusing eclectic and dogmatic postures (cf. Vygotski, 1991; Figueiredo, 2013) in psychological articulation of knowledge, we will seek resources in the theoretical-methodological framework of semiotic-cultural constructivism in psychology (Simão, 2010) and indigenous psychology, to analyze public documents produced by the Indigenous Support Network. We seek to enable a greater understanding of the bilingual dialogue, which arises from interethnic encounters, to better cultivate, in the key of co-authorship, the relationship between psychologists and indigenous peoples, empowering new paths for attention and care practices in search of health and wellbeing, as reflected in the Mbya Guarani notion of *Teko porã*. The ethical concern in this research revolves around promoting the growth of a relationship of constructive alterity between the university and indigenous peoples, focusing on the perception of the other's difference in its entirety. This means not denying, in contact with the other, the experience of tension due to what seems unexpected, incomprehensible, unknown, displaced, etc., but enhancing awareness in oneself of the mutual acceptance and negotiation of this experience of tension: a growth that goes towards a favorable relationship to these traditions. We seek to research the construction of knowledge that has been cultivated in the contact between: I) the service Indigenous Support Network, which brings, at least initially, a baggage of cultural psychology, especially semiotic-cultural constructivism, Amerindian perspectivism on the notion of dialogic multiplication, a theoretical-methodological instrument that underlies the guidelines and practices of the service until today and of varied discourses by indigenous authors, which have had greater dissemination in the academy recently, according to the words of Ailton Krenak, Davi Kopenawa, Sandra Benites, among others and; II) The people participating in the projects, their voices, their cosmovisions, traditions, bodies and the rooted memory that remains accessible from the concreteness of this contact. We also reflect on the exercise of decentralizing psychological theories to welcome indigenous symbolic contributions, such as linguistic, literary, poetic, musical, medicinal, architectural, and others that cross and overlap academic disciplinary categories, mainly exotic to the Amerindian thought, especially regarding the notions of good living, mental health, psychological health, etc.

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Consonant deletions in child Greek

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Keywords: deletions, consonant-free-words, typical acquisition, phonology, child Greek

In this study, we investigate the realization of consonant-free words (henceforth, CFWs) by focusing on longitudinal data from two monolingual typically developing Greek-acquiring children (ages range: 1;10.18-2;08.30). CFWs are rare in the typically developing speech (Portuguese: Freitas 1996; Costa & Freitas 1998) and they have been documented in the early speech of hearing-impaired Hebrew-acquiring children using a cochlear implant device (Adi-Bensaid 2010; Adi-Bensaid & Bat-El 2004; Adi-Bensaid & Ben-David 2010; Adi-Bensaid & Tubul-Lavy 2009; Tobin et al. 2011), in children with Childhood Apraxia of Speech and in profoundly and severely hearing-impaired adults (Tobin et al. 2011). In this study, we show that CFWs are well-attested in typical child Greek and reflect means to prevent the realization of marked segments and structures.

Our longitudinal data demonstrate that CFWs occur for a long period during phonological acquisition and constitute a frequent emergent pattern. Monosyllabic, disyllabic and polysyllabic target forms are realized as monosyllabic (1) or disyllabic forms consisting of vowels only (2). Regarding the segmental content of the realized forms, the monosyllabic realizations consist of the stressed nucleus of the target form and the disyllabic productions consist of the stressed nucleus and the vowel of the preceding or the following syllable of the target form. As a result, onset and coda consonants are deleted. We argue that children resort consonant deletion, if the target onset and coda segments are marked with respect to MoA features. For instance, CONTINUANT (1b-c, e-f), LATERAL (e-f) and NASAL consonants (1a-b) do not surface in the children's forms. Also, in CFW monosyllabic realizations, children do not realize the target consonant clusters, namely the pattern of cluster deletion occurs (1d). Regarding the disyllabic realizations, the children continue avoiding marked segments (2b-g) and preventing the realization of the target cluster by employing the strategy of cluster deletion (2a-b, f)).

(1)	Target form	Child' Output	Gloss	Child	Age
<i>One-syllable words</i>					
a.	ne	e	Yes	LID.	2;00.06
b.	ðen	e	Not	SPI.	2;01.24
<i>Two-syllable words</i>					
c.	'e.va	e	proper name	LID.	2;00.06
d.	a.'fto	o	This	SPI.	2;03.08
e.	'a.les	a	Other	SPI.	2;08.30
<i>Three-syllable words</i>					
f.	'a.lo.yo	a	Horse	LID.	1;11.01

(2)	Target form	Child' Output	Gloss	Child	Age
<i>Two-syllable words</i>					
a.	kli.'ðja	i.'a	Key	LID.	1;11.08
b.	vi.'vli.o	'i.o	Book	LID.	2;00.06
c.	'ði.o	'i.o	Two	SPI.	2;03.16
d.	'o.çi	'o.i	No	LID.	2;06.01
e.	'i.ʎos	'i.o	Sun	SPI.	2;08.08
<i>Three-syllable words</i>					
f.	sci.'la.ci	i.'a	Dog	LID.	2;03.15
<i>Polysyllabic words</i>					
g.	le.o.fo.'ri.o	'i.o	Bus	SPI.	2;02.04

Taking the findings together, it appears that, in our longitudinal data, CFWs reflect a strategy, which is available for a long period within the intermediate phase of phonological acquisition. This strategy is employed by typically developing children for avoiding marked segments and marked structures, e.g., clusters, to surface. All in all, our study supports the hypothesis of Adi-Bensaid & Tubul-Lavy (2009) and Tobin et al. (2011) that CFWs may appear in typically developing children and are not restricted only in atypical populations.

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Linguistic descriptions and cultural models of olfaction in Umpila and English

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Keywords: Umpila, English, olfaction, sensory description, Cultural Model Theory

People describe olfactory phenomena in various ways. Some, like Umpila speakers (Pama-Nyungan, Cape York Peninsula, Australia), most commonly describe smells in terms of their pleasantness and other subjective evaluations (e.g., *kanti* ‘intense of sense’, *miintha* ‘good’, *kuntha* ‘strong’) referred to as ‘evaluative’ descriptors (Majid et al., 2018). Others, like English speakers, most commonly refer to real-world entities (e.g., *floral*, *woody*, *like pizza*) referred to as ‘source-based’ descriptors (Majid et al., 2018; Majid & Burenhult, 2014). However, the reasons why a language community might use one strategy over another is not yet clear. Drawing on Cultural Model Theory (see Bennardo & de Munck, 2013), this presentation elucidates why speakers of each language may rely on their preferred strategy in accordance with the different olfactory-related cultural practices and ideologies in the respective speaker communities. The findings draw on stimulus-based elicitations, ethnographic observations, and existing language descriptions. Umpila speakers have salient cultural models of Country (i.e., the conceptualisation of land/seas/skies as a being with which the Umpila people form a reciprocal relationship with interconnected rights and responsibilities) (Rose, 1996, p. 7) and Country recognises ‘locals’ from ‘strangers’ according to their smell (Langton, 2006, p. 274; Tamisari & Wallace, 2006, p. 392). Consequently, being recognised as a local or stranger can have good/bad effects on the person, aligning with the Umpila speakers’ preference towards using evaluative descriptors. In comparison, Important Western cultural models are realised through the histories of using smells to signify social class and through smells being treated as carriers of disease (known as ‘Miasma Theory’). These models feed into the modern deodorisation and perfuming practices of today. Such practices align with English speakers preferring to use conventionalised source-based descriptors with connoted evaluative force. This alignment is enabled by the consistent pairings of manufactured/mass-produced odours and labels. The connection between cultural models and linguistic behaviour allows us to further understand the relationship between not only olfactory but sensory culture and sensory language in the minds of speakers.

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Functional competition and complementation among multiple forms: The case of layered Korean terminatives

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Keywords: Subjectification, Specialization, Grammaticalization, Korean, Terminative

One of the intriguing aspects of language change is that it is not economy-driven, i.e., it does not favor a ‘one form - one meaning’ isomorphism but enrichment-driven. Language is indeed replete with synonyms, and yet (near-)synonymous forms arise despite the presence of the forms carrying a similar or identical function. This is particularly true with grammatical forms that emerge constantly resulting in multiple layers. However, these multiple forms, which, figuratively speaking, acutely compete for survival and primacy in the same function, may strike a peace deal among them through an elegant division of labor. This is well illustrated by Korean terminatives, i.e., those that mark the end-point of a movement, be it physical or imagined. The terminatives are partially listed with their meaning and their grammaticalization sources, in (1) and exemplified in (2):

- | | | | | | | |
|-----|----|---|------------------------|---|----------------------|------------------------|
| (1) | a. | <i>-kkaci</i> | ‘to, till, also, even’ | < | <i>kas</i> | n. ‘boundary, edge’ |
| | b. | <i>-mace</i> | ‘even’ | < | <i>mac-</i> | v. ‘come into contact’ |
| | c. | <i>-cocha</i> | ‘even, NPI’ | < | <i>coch-</i> | v. ‘follow, chase’ |
| (2) | a. | <i>cikcang-ul</i> | <i>ilh-ko</i> | | <i>kenkang-kkaci</i> | <i>ilh-ess-ta</i> |
| | | work-ACC | lose-and | | health-even | lose-PAST-DECL |
| | | ‘(I) lost job and also/even lost health.’ | | | | |
| | b. | <i>macimak</i> | <i>huymang-mace</i> | | <i>salaci-ess-ta</i> | |
| | | last | hope-even | | disappear-PST-DECL | |
| | | ‘Even (my) last hope vanished.’ | | | | |
| | c. | <i>swucwung-ey</i> | <i>10-tale-cocha</i> | | <i>eps-ta</i> | |
| | | possession-at | 10-dollar-even | | not.exist-DECL | |
| | | ‘(I) don’t have even 10 dollars with me.’ | | | | |

The English meaning labels in (1) gloss over an enormous amount of subtleties. They all encode, albeit at varying degrees, subjective stance of the speaker that the addition of a new item marked by a terminative marker involves an element of surprise (‘mirative’, DeLancey 1997), e.g., unexpected loss of health, the last hope, etc. This is due to the projection of scalarity to the trajectory, whereby the end-point is construed as the extreme. Further, the argument marked by the terminative *-mace* (in (1b)) strongly implies that it is the very last in the pool of candidates, thus counter-expectation. The terminative *-cocha* (in (1c)) is similar but is specialized as a negative polarity item (cf. ‘not have’).

An indepth investigation brings forth a number of significant observations, including (i) the grammaticalization of the terminatives involves a semasiological change that can be characterized as ‘subjectification’ (Traugott 1982); (ii) the terminatives vary in terms of the degree of mirativity; (iii) the grammaticalization of the function is motivated

by the conceptual extension based on the image/event schemas associated with the source lexeme; and (iv) the contemporary functions form a network with adjacent concepts such as additive, dative, directional, etc.

Drawing upon historical and contemporary corpora, this paper analyzes the diachronic interactions of linguistic forms and dynamic reorganization of linguistic paradigms in the light of grammaticalization principles and mechanisms, as well as the synchronic functional distribution in the modern times.

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Seeing with Color: Insights from Psychophysics

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Keywords: color vision, function, psychophysics, constancy, induction

Most contemporary philosophy of color strives to be empirically-informed. A particularly fruitful way of doing empirically-informed philosophy of color is to start with the question of the function or “aim” of color vision, since this is a question that many empirical sciences directly or indirectly investigate. My goal here is to offer a systematic treatment of a particular type of empirical evidence: psychophysical evidence.

I start by differentiating between two competing conceptions of the normative function of color vision: (i) the function of color vision is to track and register stable chromatic properties of visual scenes (*Seeing Color*) and (ii) the function of color vision is to aid perception and action in a more general way (*Seeing with Color*). I then argue from the premise that the latter conception better accommodates and explains the available psychophysical evidence to the conclusion that this is the conception that genuinely empirically-informed philosophers of color should adopt.

Psychophysics of color is the study of how changes in stimulus properties affect subjects’ chromatic experiences. I focus on two kinds of systematic perceptual phenomena investigated by psychophysics: color constancy and color induction. ‘Color constancy’ refers to the perceived stability of the color of a target under different kinds of illuminants. Many proponents of *Seeing Color* take color constancy to reveal that the goal of the color visual system at the computational level is to solve for the surface spectral reflectances of visual objects (e.g., Hilbert 1992, Tye 2000). However, the fact that human color constancy is only approximate (see e.g., Foster 2011) has led other philosophers to argue that the data supports something closer to *Seeing with Color* instead (e.g., Thompson 1995, Chirimuuta 2015). In ‘color induction,’ on the other hand, a surround induces a shift in the perceived color of a target. Induction effects are systematic and widespread and show that color experiences do not neatly correspond to the physical characteristics of the target stimuli. This puts pressure on the idea that the function of color vision is to recover reflectances. In addition, color induction is often useful to the perceiver (e.g., if a ripe apple looks redder against green foliage, this makes it more conspicuous), which suggests that it might be related to the overall function of color vision. I argue that whereas *Seeing Color* can only accommodate constancy, *Seeing with Color* can accommodate and explain both color constancy and color induction.

I then consider three responses on behalf of *Seeing Color*: (i) that color induction effects are instances of simple color visual system failure, (ii) that color induction effects reflect computational shortcuts in reflectance recovery, and (iii) that *Seeing with Color* is at odds with common sense, and should therefore be rejected. I argue that (i) is empirically unmotivated, that (ii) is dangerously ad hoc, and that neither (i) nor (ii) can account for the apparent usefulness of color induction effects. The third response, I suggest, is simply not compatible with a genuinely empirically-informed approach.

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La multimodalidad de las perífrasis verbales españolas

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Keywords: multimodalidad, perífrasis verbales, gestos, gramática multimodal, lingüística interaccional.

El objetivo principal de este trabajo es mostrar los resultados de una investigación en curso sobre los gestos que acompañan a la producción de las perífrasis verbales españolas en la comunicación cara a cara. Para ello, abordamos el fenómeno desde la multimodalidad, según la cual los hablantes se comunican a través de *múltiples* recursos comunicativos, como son, al lado del lenguaje verbal, los gestos, la mirada, la posición del cuerpo, los movimientos de la cabeza, entre otros (Norris 2004). Asimismo, para observar el carácter corpóreo del lenguaje, tanto verbal como no verbal, nos basamos en los postulados de la lingüística cognitiva (Lakoff & Johnson 1980, Langacker 1987).

En este sentido, las preguntas de investigación que se pretenden responder son las siguientes: ¿Qué recursos comunicativos se asocian con las perífrasis verbales? ¿Estos recursos comunicativos tienen un fundamento experiencial? La hipótesis que se aspira a demostrar es que las perífrasis verbales españolas presentan una multimodalidad asociada, concretamente, suelen coaparecer de manera sistemática con la *gesticulación* (Kendon 2004, McNeill 1992): gestos cuya realización coincide temporalmente con sus homólogos verbales, y que, además, guardan un significado paralelo. Asimismo, se ha observado que estos gestos tienen con frecuencia un carácter metafórico (Cienki y Müller 2008): visualizan una cosa o una acción concreta para evocar una imagen más compleja. Por ejemplo, la perífrasis verbal *ir* + GER, en su sentido continuativo, viene acompañada con sistematicidad por un gesto compuesto por movimientos circulares que se realizan con las manos o los dedos a lo largo de la producción verbal de la perífrasis. El sentido continuo de la perífrasis se ve reflejado en el gesto gracias a la metáfora conceptual EL CÍRCULO ES CONTINUIDAD; el *círculo* no tiene un principio ni un final y, por lo tanto, funciona bien como un símbolo de la *continuidad*. Estos resultados son evidencias del fundamento experiencial del lenguaje y, también, implican un punto de partida de una base teórica para la *gramática multimodal*.

Desde el punto de vista metodológico, manejamos datos que proceden del *Corpus multimodal del español de Barcelona*, que contiene vídeos y audios de conversaciones espontáneas entre hablantes nativos y en español coloquial. Para el análisis se emplean los procedimientos propios de la lingüística interaccional (Imo & Lanwer 2019, Norris 2004). Con ello, se pretende llenar la laguna que existe en los estudios multimodales lingüísticos del español en interacción y, asimismo, avivar el debate sobre el carácter gramatical de los gestos (Keevallik 2018, Coupén-Kuhlen 2018).

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On time-perception according to Yogasūtra, Yogasūtrabhāṣya, and Buddhist Yogācāra momentariness doctrine

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Keywords: time perception, Yogasūtra, Yogasūtrabhāṣya, Yogācāra momentariness doctrine, non-conceptual experience of time

The present article deals with the Ancient Indian ideas about the nature of time perception (feeling change and the passage of time, discrete/continuous character of time perception, experience of time in different scales, causality, the mechanisms of building time from memory and anticipation, direct/conditioned character of time perception, time representation and conceptualizations, the yogic perception of time, transcendence of time) as presented in Yogasūtra, Yogasūtrabhāṣya, and Buddhist Yogācāra momentariness doctrine (Sen 1968, Kumar 1983, Klostermaier 1984, Prasad 1984, Rospatt 1995, 1998, 2004, Maas 2020, Burley 2007, Dessein 2007, 2011, Wujastyk 2018, Lopez 1992, Purser 2015, Ruseva 2015a,b, 2018, 2021a,b, 2022). Given that the studied material conveys the practical teachings for the enhancement of consciousness, and that the approaches of Patañjali, Vyāsa and the Buddhists are practical and psychological rather than theoretical ones, we will consider excerpts from the Sanskrit and Pāli treatises mainly in the light of contemporary psychology and cognitivistics.

The sense of time is based on many different mechanisms of perception and processing of information, as well as on different frames and schemes of conceptualization (James 1890, Efron 1963, Butterfield 1984, Kelly 2005, Eagleman 2008, Choi & School 2006, Dainton 2013, Phillips 2014, Bechlivanidis & all 2022). The views of Patañjali and Vyāsa on discreteness or continuity of time and of the sense of time, on whether the moment has a duration, on whether the sense of time is conceptual are similar to contemporary ideas of modern psychology and cognitivistics. However, there are also topics on which they differ – the possibility suggested by Patañjali and Vyāsa for knowing the future, as well as the distant past, based on a specific type of causal relationship, bring a different perspective (Yogasūtra, Yogasūtrabhāṣya 4.12).

Time is judged with the rise and maintenance of the self, time is created simultaneously (Zhou, at all 2014) with the becoming and with the creation of self (Brown 1996, 1999, 2000, 2008) and the sense of time can be decomposed on sensations on different scales: the ‘functional moment’ lasting a few mini seconds, the ‘experienced moment’ lasting up to 3 seconds, and the ‘mental presence’ lasting up to 100 seconds (Wittmann 2009, 2011, Dorato & Wittmann 2015, Kent & Wittmann 2021). This experience of time on different scales is reduced in the Yogācāra meditation to the integration of ‘functional moments’, so, further functions of consciousness such as time-creation, world-creation cease, and also the more time-consuming self-creation.

In the Yogācāra tradition, as well as in the Yogasūtra and Yogasūtrabhāṣya, existence and phenomena are dissected into a succession of discrete momentary entities of experience, *dharmas*. These entities succeed each other so fast that the process cannot be

discerned by ordinary perception (Rospatt 1998, Li 2016, Tola, Dragonetti 2004). According to Vasubandhu at the moment of perception there is only the so-called *nirvikalpaka*, or non-conceptual ‘momentary’ perception. Subsequently, in a longer time interval the so-called *savikalpaka* perception or reasoning by the mind is fulfilled without the presence of the already perceived object (Tola, Dragonetti 2004, Bronkhorst 2011).

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Aprendizaje experiencial de la lengua en contextos de desplazamiento

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Keywords: Lengua, Desplazamiento, Emociones, Sinestesia, Aprendizaje experiencial

El análisis de las emociones no ha sido un campo de estudio por parte de la antropología hasta mediados del siglo pasado a través de aproximaciones a la materia desde el estudio etnográfico y lingüístico de campo. Más allá de la mayor o menor universalidad del lenguaje que lo vehicula, se parte en este estudio del texto literario multisensorial como activador de emociones y evocaciones singulares, para potenciar las destrezas productivas de la lengua. Partimos del concepto de subjetividad acuñado por Michel Foucault (1966), para quien el discurso es generado por una voz a partir de sus ideas, su vida y sus experiencias y es, gracias a las marcas de experiencia que el texto escrito (en este caso, vivencias transitadas por el exilio) tiene la posibilidad de condensar líneas de fuerza que pueden ser reactivadas durante la lectura y, por ende, detonar procesos adquisitivos experienciales y significativos.

Basándonos en el interaccionismo simbólico de Blumer (1969), esta comunicación se posiciona bajo el paraguas de la teoría sociocultural-construccionista que da cabida a la idea de “la variabilidad cultural e histórica con un fuerte énfasis en las nociones de construcción social, cultural e, incluso, lingüística de las emociones” (Bourdin 2016). A partir de la lectura de textos autobiográficos de Francisco Ayala recogidos en su libro *De mis pasos en la tierra* (1996), donde el autor reflexiona sobre el viaje como metáfora de la vida humana y recupera experiencias que han trascendido hasta su presente, hemos recogido una serie de textos testimoniales producidos por personas desplazadas cuyo destino final en su itinerario migratorio ha sido España.

A corto plazo, nuestro objetivo es propiciar el afloramiento de todo el abanico de referentes singulares a los que puede remitir el texto, para identificar aquellas representaciones recurrentes que vinculan imaginarios a pesar de la distancia lingüística y cultural. A largo plazo, se trataría de reivindicar el potencial del acto rememorativo, a través de un texto multisensorial, como vía de un acercamiento lingüístico más significativo cuando se llega a espacios compartidos como el aula de formación de adultos. Esto es, un posicionamiento como docentes que respete los estilos de aprendizaje *kolbianos* (Kolb 2013), pero que rebese los muros del aula propiciando también la entrada de las palabras “embarazadas de mundo” freireanas (Streck et al., 2015). Abogamos, así, por un enfoque didáctico sensorial y profundamente experiencial (en el sentido más vital y menos experimental del término) que no ignore los pasos en la tierra de quienes viven en situación de desplazamiento.

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Textos emocionalmente multivalentes

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Palabras clave: interpretación textual, emociones, textos narrativos validados, semántica emocional, lingüística cognitiva

Existen dificultades metodológicas al momento de abordar experimentalmente la semántica emocional y la interpretación que el lector realiza cuando lee un texto, dentro de ellas cabe destacar la variabilidad de los sujetos en su historia de aprendizaje y sus asociaciones emocionales previas, que refiere a los procesos top-down y el segundo es la carga emocional del input grafémico (el texto en sí mismo) que refiere a los procesos bottom up (Marmolejo-Ramos & Jiménez-Heredia 2006, Vallejo 2002). Por lo anterior existe la necesidad de generar una herramienta que dé respuesta a estas dificultades por medio de textos narrativos que suplan tanto las demandas de validez ecológica como de la validez interna. Tales textos deben contar con las siguientes características: a) situaciones cercanas a la realidad; b) materiales lingüísticamente elaborados; c) lector como participante activo; d) textos narrativos emocionalmente validados; e) narraciones desconocidas para el lector; f) contenido proposicional multivalente (Schmidt 1987; Saldaña-Medina 2019).

Para dar respuesta a esta necesidad, se desarrollaron tres textos con diferentes características narrativas, dentro de las que se tuvieron en cuenta el tipo de narrador, los tiempos verbales usados y el tipo de términos usados (cognitivos o conductuales), adicional a esto, los textos se redactaron con términos lingüísticamente indeterminados, es decir, términos que no tienen una carga emocional clara. 353 participantes hispanohablantes funcionaron como lectores y evaluaron las variables de “emoción percibida”, “emoción sentida” e “interpretación” al momento de leer los tres textos. Se realizaron análisis estadísticos de dispersión con el objetivo de identificar su grado de multivalencia, es decir, la no posesión de una carga emocional polar única, que se podía evidenciar en la medida en que las respuestas variaran altamente entre individuos y que estuvieran distribuidos en todos los cuadrantes de la Cuadrícula del Afecto (Russell, et al. 1989). De igual forma se evaluó la neutralidad de cada texto por medio de la cercanía al centro de la Cuadrícula de todas las respuestas integradas en un solo indicador.

Los resultados mostraron que, de los tres textos, el tercero con características conductuales fue el más neutral por su cercanía a 0 tanto en promedios como en correlaciones. El segundo texto, que combinaba lenguaje conductual y cognitivo, tuvo mayores índices de multivalencia, expresados en una mayor varianza y porcentajes distribuidos más equitativamente en los cuadrantes de la cuadrícula.

Para finalizar, se explica el modo de uso de la hoja de respuestas y de los tres textos (con sus respectivas características) y se realiza una discusión sobre los usos potenciales de esta herramienta dentro de la investigación en campos tan amplios como la prosodia emocional o la cognición musical.

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Can't touch this - Figurative language and embodiment in warm and cold smells

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Keywords: sensory language, synesthetic metaphors, smell, embodiment, metonymy

Smells are volatile while temperature is not – something that does not seem to go together. However, language does not necessarily correspond to physical laws, but it does mirror human physical experience (Evans, 2019). For a long time, bisensory constructions such as *warm smell* were seen as synesthetic metaphors (Day, 1995; Takada, 2008; Ullmann, 1963), where sensory content from one sense is mapped onto another sense. Recently, this view has been challenged, claiming that such expressions are neither synesthetic nor metaphorical (Winter, 2019) but that sensory adjectives function multisensory and carry emotional rather than sensory content, adding affective meaning to the noun (Shibuya, Nozawa, & Kanamaru, 2007). All studies approached such constructions in a quantitative manner, which easily leads to generalizations that overlook smaller variation.

The study at hand claims that the basis for the two bisensory constructions *warm smell* and *cold smell* corresponds to neither proposition but lies in embodied (sensory) experiences that take place simultaneously and are thus described in one expression. The data has been drawn from the Corpus of Contemporary American English (COCA) (Davies, 2008-) and was analyzed qualitatively. I argue that the temperature perception depicted in the adjective is neither synesthetic nor multisensory but stems from a source that actually emits a temperature as well as a smell. Thus, the adjective simply functions as a modifier to a head noun that lies outside the immediate construction and is either mentioned after the noun *smell* in an *of X*-construction (hypallage) or is entirely outside the textual context (metonymy). For example, in *The cold smell of ice drifted across the frozen river*, a temperature and an olfactory perception occur together, but the adjective does not modify the noun *smell* but refers to the ice.

In conclusion, it can be said that these expressions are neither metaphorical nor synesthetic. However, these expressions are easily understandable and fulfil a specific function. This project, by qualitatively examining a combination that is easily overlooked in quantitative research, sheds new light on bisensory constructions and individual variation within them.

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Speech acts in the wake of love: Mind styles and dialogic interactions in Jane Austen

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Keywords: Cognitive Linguistics, Jane Austen, Mind Styles, Fictional Dialogues, Speech Acts

How does the analysis of speech acts help to identify the early stages of Mr Darcy's love? Austen's *Pride and Prejudice* ([1813] 2014) encloses vivid emotions communicated by and between characters in fictional dialogues that are worth exploring from a cognitive linguistics perspective. This relates to the short timeline of mind exploration in fiction (Semino & Culpeper 2002, Palmer 2004, Shen 2005) that targets the linguistic mechanisms pointing to thought-processing patterns in characters, labelled as *mind styles* (Fowler [1977] 2003).

By focusing on the characters' linguistic behaviour and style in context (Hoffman 2017), my paper remarks on speech acts in the inner-dialogic exchanges between Mr Darcy and Miss Elizabeth Bennet at Netherfield to identify important inferences about character, intention and emotion (Bernaerts 2010, Culpeper & McIntyre 2010). Being the illocutionary act the most closely associated with the term "speech act" (Levinson 2013: 236), I will analyse the illocutionary force of Mr Darcy's and Miss Elizabeth Bennet's quotes related to their disposition to inform the inception of central emotions, such as love and disappointment.

This interdisciplinary approach ultimately seeks to show how fictional dialogues can mirror our own communicative experiences (Landert 2017). They create a shared illusion of reality that brings us closer to the unfolding story, its relatable characters and the emotional patterns ascribable and adaptable to our own experience (Martínez 2018).

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Language in multimodal interaction – Context aware interpretation in verbal and visual modalities – A cognitive pragmatic approach

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Keywords: mentalization, irony, nonverbal modality, surface cue, context

Our experimental pragmatic study aims to explore the role of contextual cues such as prosody in children's understanding of irony and explain why prosodic patterns, functioning as surface cues in comprehension, facilitate non-compositional meaning construction at an early age.

We investigate preschoolers' linguistic performance with tasks testing the understanding of literal (semantic-) and pragmatic (context-based, intended) meaning. Our trials are based on simile, metaphor, three types of verbal humor-, irony, irony with surface cue and control tasks, and a nonverbal humor task). The linguistic tasks are viewed in relation to children's mentalization skills, that is, their ability to understand intentions and desires attributed to the self and others. This social-cognitive skill we see as crucial in the unfolding of pragmatic competence is tested with verbal and nonverbal False Belief Tests (Baron-Cohen – Leslie – Frith 1985) to see if mentalization ToM skills predict success in pragmatic skills.

Our results indicate that contextual cues in fact facilitate understanding, but the lack of context does not automatically ensure difficulty in interpretation, especially in nonverbal conditions. Irony, surprisingly, is processed with more success by preschoolers than metaphor or humor, due to its salient prosody and intonation patterns that serve as contextual surface cues in interpretation. In the case of metaphor, contextual constrains have a moderate facilitating effect, while in the case of irony contextual cues that target the mental state of the speaker specifically, have a significant facilitating effect in interpreting implicit meaning. When contextual cues make the implicit mental terms explicit, semantic processing suffices and no mentalization is required in utterances with implicit meaning.

Contextual effects thus may vary according to what they target, and the successful deciphering of implicit meaning is even more strikingly influenced by contextual cues than in literal language. Our findings confirm results in developmental research that surface cues help in the recognition of communicative intent and contribute to the successful resolution of the intended meaning at hand.

Multisensory conceptualizations of time in intercultural communication: A cognitive-interactional approach

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Keywords: intercultural communication, time, metaphorical conceptualizations, cognition, gesture

Lady Welby (1907) and later on, within the birth of conceptual metaphor theory, Lakoff and Johnson (1999) have shown that Western societies base their understanding of time on the MOVING TIME or MOVING OBSERVER metaphor, that is, time moves itself forward or it is man who travels through time. In contrast, studies in anthropological linguistics (Sinha & Mello 2022) show that indigenous cultures frequently conceptualize time as event-based intervals with metaphorical-metonymical source domains for referring to past and future such as the eyes or the heart. Moreover, these differences do not only become visible in speech but also in gestures that might map the past in front of the speaker and the future behind her for epistemological reasons what has raised questions about varying cultural attitudes toward time (Nuñez & Sweetser 2006; Gu, Zheng & Swerts 2019).

The presentation takes a look at intercultural encounters between people from two Western cultures which have nevertheless been shown to diverge regarding their concepts of time to a minor degree. According to these studies, people from Germany are likely to conceptualize time monochronically or sequentially as opposed to Brazilians who are rather described as organizing time in polychronic or synchronic ways (Hall & Hall 1990; Trompenaars 1993). Based on sequences of embodied talk-in-interaction taken from the ICMI corpus (www.letas.ufmg.br/icmi), I will analyze how Germans and Brazilians talk about their experiences regarding time in both countries. The results show how time, especially future, is made relevant in short excerpts of conversation in which the participants enact concepts such as commitment, projection, planning as opposed to improvisation, looseness, and flexibility. This contrast is incorporated and reflected on in multisensorial ways by verbal, prosodic, and corporal-gestural resources that are displayed simultaneously (Couper-Kuhlen & Selting 2018, McNeill 1992; Müller 2013).

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Culture bound differences in text interpretation of K. Ishiguro's "Family Supper" – A comparative cross-cultural survey research

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Keywords: text, interpretation, meaning, reader, culture, communication

The main objective of the article is to explore the impact of cultural background on literary text interpretation, taking a post-structuralist approach to sense-making practices in different cultures. From this perspective, the meaning of the text is not inherent as intended by the author; hence there cannot be one universally true meaning. Moreover, any text allows various interpretations since they (interpretations) are created by readers through the prism of their very different experience of reality. The given research proposes a correlation between the way people produce meaning in a text and their respective cultural belonging. The text chosen for interpretation was Kazuo Ishiguro's "A Family Supper" – a short story in which the narrative revolves around a core value – family. It exposes broken, strained relationships between adult children and parents. Though tension dominates the communication between the father and the son throughout the whole story, the reasons for it are not completely unequivocal for the reader. The study investigates how multiple interpretations of their communication in certain excerpts from the story can be determined by cultural differences in values, traditions, judgements. The theoretical and analytical background integrates Literature, Textual and Cultural studies. The data were collected by means of questionnaires distributed amongst a multinational sample of students of English Philology. Examination of the results were determined by the tenants of textual analysis.

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Conceptual metaphors in pedagogical meditation discourse

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Keywords: Meditation Discourse, Pedagogical Talks, Deliberate Metaphor, Metaphor Functions

Figurative language, particularly conceptual metaphor, is a powerful catalyst for intersubjective communication about inner events and first-person experiences in mindfulness or meditation instructional contexts. Several studies in meditation discourse have described space as a productive source domain in metaphorical language (Cf. Silvestre-López 2019, 2020). In this contribution, I explore the discourse manifestations of space a source used to characterise metaphorically representative topics (targets) in a corpus of introductory talks about meditation. Due to the pedagogical nature of the corpus, some communicative value was assumed to hold for at least some of the metaphors used by the speakers. The analysis is sensitive to the communicative dimension of metaphor use by distinguishing between non-deliberate and deliberate uses (Steen 2017; Reijnierse 2017) and by considering metaphor functions (Goatly 2011).

The corpus is analysed following a bottom-up qualitative. Metaphor identification is carried out using DMIP (Reijnierse et al. 2018), and with the help of the qualitative analysis software ATLAS.ti. Target and source domain coding was done with the help of dictionary information and the domains already identified in previous studies about meditation discourse (Silvestre-López & Navarro-Ferrando 2017; Silvestre-López 2020; Cf. Coll-Florit & Climent 2019).

Results reveal different degrees of source domain specification across non-deliberate and deliberate metaphor uses ranging from the vague notion of SPACIOUSNESS to richer scenarios (Musolff 2016) like the HOME, OCEAN, SKY or LANDSCAPE. The speakers were found to use these SDs consistently in their talks to help their audience reconceptualise the process of MEDITATION, the PRESENT MOMENT, as well as the MEDITATOR (some of the most frequent TDs in the corpus) form more “mindfully-oriented” points of view, hence allowing them to become aware and get rid of potential misconceptions.

The paper describes the process of analysis and illustrates with examples how each source domain is used to emphasise different aspects of the target domains, and how non-deliberate and deliberate uses combine in the speakers’ production to reach their own communicative intentions.

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Using metaphors to “observe” thoughts: Metaphorical language effects in meditation instructions

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Keywords: Conceptual Metaphor, Observing-thoughts Meditation, Meditation Instructions, Novel meditators, Effects

Figurative language, particularly conceptual metaphor (Lakoff 1993, Kövecses 2020), is a powerful facilitator of intersubjective communication about inner events and first-person experiences in mindfulness and meditation instructional contexts (Silvestre-López & Navarro-Ferrando 2017, Silvestre-López, Pinazo & Barrós-Loscertales 2021). Among the different types of conceptual metaphor realizations in discourse, deliberate uses of metaphor (Steen 2015, 2017) are a particularly productive kind in meditation discourse (Silvestre-López 2019, 2020). Based on the findings in the realm of discourse analysis in these studies, we decided to test whether using a particular set of conceptual metaphors in the language of guided meditation (GM) instructions could have distinctive effects on well-being and meta-thinking. Concretely, we hypothesized that novel deliberate metaphor use would help novice practitioners increase their meta-thinking activity and change their affective state during a short observing-thought GM session. To test this hypothesis, we conducted a study with 324 subjects in four experimental conditions, namely: a GM session with instructions exploiting novel deliberate metaphorical language, a GM based on conventional deliberate metaphorical language, a GM whose instructions do not deploy any of the previous metaphors, and a GM based on silent practice. Our results revealed that using novel deliberate metaphors in the instructions of an observing-thought guided meditation like the one followed in the study can foster meta-thinking activity and improve the affective state in inexperienced (novel) meditators. These findings suggest that the appropriate use of conceptual metaphor in GM instruction can be effective to induce particular states in novel practitioners and open new research pathways both in applied figurative language studies (in the field of linguistics) and in meditation research (in the field of psychology), with direct applications in mindfulness and meditation pedagogical contexts.

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The meanings of the metonymy ‘the west’: history, culture, politics

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Keywords: the west, metaphor, metonymy, modernity, time

“The west” in geopolitical discourse is not a geographical descriptor. It comprises (in western discourses) European and North American countries, and also Japan, Australia and New Zealand. It is not usually understood to include any other nations of the global South, wherever they may be located in the latitudinal hemispheres. Indigenous cultures of the Americas, for example, are frequently described as “non-western”. “The west” is a racialised concept: “the west” is implicitly (and sometimes explicitly) understood to be white. “The west” has also a religious meaning: from the Middle Ages onwards, Europe was identified with Christendom, despite the origins and early spread of Christianity in the Middle East and India.

The East-West, European *vs* Asiatic polarity, central to the western metaphoric-metonymic meaning complex of “the west”, is of great antiquity. The Ancient Greeks considered their Asiatic rivals to be civilised, but to lack the European love of liberty (although their Europe did not include most of what we now consider to be Europe, while it did include part of Asia Minor). This trope was central to the construction and continuity of “the west” through the centuries, from the ruminations of Hegel on China as the first, but static, civilisation; through Marx’s “Asiatic Mode of Production”; to Turner’s writings on the Frontier and American individualist democracy; and Wittfogel’s notion of “Oriental Despotism”.

“The west” has, in contemporary usage, a temporal as well as a spatial meaning, situated in the cultural model of “progress”. In the 20th century, “westernisation” was equivalent (in both “the west” and “the developing world”) to modernisation, technological advancement and industrialisation. The idea that there might be “non-western” modernities was for most 20th century western thinkers simply inconceivable.

In this presentation, we compare contemporary meanings of “west” (contrastively with “east”) in western and non-western cultures. The meanings of “west” in the two largest nations of Asia, China and India, are also embedded in ancient cultural models. We explore the history of conceptualizations of ‘west’ in European, Chinese and Vedic cultures. Our aim is both to unpack these cultural metonymic complexes, and to critically evaluate the role the signifier “the west” plays in contemporary political discourses. We identify both convergences (e.g. notions of decline and death, as in Spengler’s notion of the western “evening lands”) and divergences, including in ideological valency and perspectivization. We analyse our findings in terms of two key frames of reference: the motion of celestial bodies, and human activity as embedded and embodied in the natural world. Both these frames of reference are also central to the conceptualisation of time.

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Communicating risks of climate change through metaphors

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Keywords: climate change, metaphor, embodied cognition, critical discourse analysis, explanatory potential of metaphor

Similar to numerous intricate scientific concepts, climate change and the related processes are not available directly from our everyday experience as they are abstract, gradual or mostly invisible. Something that is distant and, therefore, unperilous to our bodies can hardly be treated as worth worrying about. Moreover, we are experiencing the environmental hypercognition, i.e. the absence of apt ideas about the environment, as the latter intrinsically overlaps with other areas, such as energy, food, health, trade, and security (Lakoff 2010). This makes it increasingly challenging for environmentalists, politicians and media to communicate the risks of climate change to general public as they lack frames to capture the current situation. In such pressing and delicate issues as climate change, the choice of words becomes the main concern for scientists.

In a continuing search for effective communication of climate change, the use of metaphor and analogy has been repeatedly attested to be more preferable in comparison to literal language which is overloaded by scientific terms incomprehensible to laymen (Armstrong, Krasny & Schuldt 2018; van der Hel, Hellsten & Steen 2018; Niebert & Gropengiesser 2013). Metaphors can facilitate climate change messaging campaigns encouraging people to adopt a more responsible stance in their relationship with nature (Thibodeau, Frantz & Berretta 2017). By reviewing the body of research on scientific metaphor across academic, public and media discourses, the current study addresses the following questions:

- which functions metaphors perform in emphasizing the risks of climate change;
- what is a current repertoire of metaphors employed in the climate change discourse of expert and laymen communities;
- what is the conceptual and inferential structure of the metaphorical frames, and their implications for developing a more meaningful and enhanced dialogue about the dramatic effects of climate change.

Methodologically, the study relies on the tenets of Embodied Cognition and Conceptual Metaphor Theory (Lakoff & Johnson 1999), combined with critical metaphor analysis which integrates critical discourse analysis, corpus linguistics, pragmatics and cognitive linguistics to explore implicit speaker intentions and covert power relations through the analysis of metaphoric expressions. Based on the analyses of the specially compiled supcorpus of climate change metaphors, the author elicits four types of metaphorical narratives about climate change ranging from indifference (CLIMATE CHANGE is a TRICK/HOAX) and eco-activism (ATMOSPHERE is a LEAKY BATH) to smart growth (TRANSITION to GREEN ECONOMY is REBUILDING a HOUSE) and eco-modernism (RESTORING the PLANET is PAYING for a SERVICE). Each of them is promoted with its own repertoire of metaphors. The findings suggest that

employing a set of congruent metaphorical narratives may ultimately result in the raised public awareness and concern about the risks of climate change.

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Sensory experience in categorization: The verbal prefix *za-* in Ukrainian, Polish, and Russian

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Keywords: verbal prefix, semantics, categorization, conceptual schema, sensory experience.

The semantics of the verbal prefix *za-* in Slavic languages is fundamentally spatial and based on sensory experience, but precisely how this special core is linked to other senses is far from trivial. The meaning of verbal prefixes has been studied and dissected in the framework of at least four major approaches: 1) checklist semantics; 2) invariant semantics; 3) network approach; 4) cognitive semantics approach. We adopt here a cognitive semantics approach which views a prefix as a category and aims at reconstructing its categorial organization (Janda 1986). The studies of the Polish and Russian verbal prefix *za-* conducted in this framework (Dąbrowska 1996, Janda 1986, Sokolova & Endresen 2017, Tabakowska 2003, Zaliznyak 2006) reveal both striking commonalities and certain problematic areas that call for further research. We focus our attention on the Ukrainian verbal prefix *za-*, reconstruct its conceptual structure, and compare it with that posed for its Polish and Russian counterparts.

Ukrainian verbal prefixes have not received much attention in cognitive semantics, even though they have been studied from other angles, most recently by Svitlana Sokolova (2003). In Ukrainian, the verbal prefix *za-* is second only to *s-/z-* in terms of its frequency and productivity, appears in thousands of verbs, and has an extremely extensive network of senses. A cognitive semantic analysis reveals that what lies at the heart of this rich semantics is a conceptual schema that embodies sensory experience, namely a series of spatial scenes involving motion which are perceived from various vantage points. We argue that the problematic points in reconstructing the meaning of *za-* in the three languages under consideration are best resolved when this sensory base is kept intact, with added nuances, rather than when much more abstract transformations are postulated. Thus, we describe a sensory-based conceptual schema for the Ukrainian verbal prefix *za-* and show that it applies, *mutatis mutandis*, to its Polish and Russian counterparts.

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Do German, English and French speakers differ systematically in their conceptualisations of landscape?

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Keywords: Conceptualisation, Landscape, Psycholinguistics, Cultural Linguistics, Ethnophysiography

Ethnolinguistic research on indigenous communities has established that conceptualisations of landscape elements such as MOUNTAIN are not shared universally (Burenhult & Levinson 2008). Semantic associations with landscape terms diverge even between speaker communities of closely related European languages (van Putten et al. 2020). This is not merely an academic curiosity; policy makers need to understand citizens' conceptualisations of landscape and associated values – a goal enshrined in the European Landscape Convention. However, conceptual differences in regard to landscapes have not been described systematically by the use of a replicable method.

The aim of our study is therefore to analyse systematic differences in the conceptualisations of landscape among German, English and French speakers and the role of sensorimotor and emotional experience in cross-cultural communication – the theme of 2022's LCM conference. We used the psycholinguistic technique of norm ratings as applied by Lynott et al. (2020) for sensorimotor norms and by Warriner et al. (2013) for emotional norms to measure perceptions of landscape terms and their associations. Our research questions are:

Do ratings for landscape terms from a controlled sample of participants vary systematically

- (1) across the participants' L1s?
- (2) across the sensorimotor and emotional dimensions?

In an online survey, German, English and French speakers rated landscape terms in their L1 on the dimensions of sensorimotor and emotional associations. Almost 80 landscape terms have been compiled as stimuli, derived from data elicited through a free listing task by van Putten et al. (2020).

With the novel collection of norm ratings for these landscape terms, we studied the grounding of landscape concepts in perceptual experience as well as their emotional representations in the speakers' minds. The cross-linguistic comparison revealed commonalities as well as cultural particularities which characterise communication about landscape in the studied population. Based on the analysis of our data we will discuss implications for theory and policy.

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Comparing conceptual metaphor and metonymy for ANGER in Spanish and Bulgarian

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Keywords: conceptual metaphor theory, metonymy, anger, Bulgarian, Spanish.

We present an investigation that compares the metaphorical and metonymical expressions of ANGER in Spanish and Bulgarian, through a contrastive psycholinguistic study. The investigation aims to discover the similarities and differences in the way of expressing and conceptualizing this emotion in both languages.

To achieve this objective an interdisciplinary approach has been adopted by combining linguistic and psycholinguistic analyses. The linguistic analysis consisted of the comparison of the Spanish model of ANGER (Soriano 2003, Barcelona & Soriano 2004, Orgakova & Soriano 2014) to a corpus of conventional ANGER expressions in Bulgarian, created following the source-domain oriented method (Deigman 1999). The psycholinguistic analysis uses the GRID methodology approach (Fontaine, Scherer & Soriano 2013), contrasting the corpus expressions in both languages with the data gathered from the coreGRID questionnaire.

The analysis indicates that Bulgarian and Spanish share the same central conceptual metaphors and metonymies for ANGER, as other languages studied such as English or Russian (Orgakova and Soriano 2018). A large number of metaphors and metonymies are based on the reflection of the physiological changes that cause ANGER. For example, the rise of the blood pressure, generate linguistically equivalent expressions in Spanish and Bulgarian: *se me sube la sangre a la cabeza* and *качва ми се кръвта на главата* (*kachva mi se kravata na glabata*) 'my blood comes up the head'. There are, however, others expressions based on cultural beliefs that evidence the role they play in the conceptualization of this emotion. Also, similarities do not always materialize in the same way, existing variations in the conceptualization, or differences in the choice of the source domain, or the focus or the extension of the domain, as is the case of the expression *estar hasta las narices* 'to be up to the nose' in Spanish, and *дойде ми до гуша* (*doide mi do gusha*) 'to be up to the throat' in Bulgarian.

This study contributes to the field of metaphors and metonymies about emotions, with new data and more information about how bodily and cultural factors are involved in the creation of metaphorical and metonymical expressions of ANGER in those languages.

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On the Dialectics between Contextualizing and Context

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Keywords: context, contextualization, Integrational Linguistics, dialectics, neurobiological predispositions

Modern linguistics (ML) and Integrational Linguistics (IL) represent two communication models, which are at odds with each other. ML epitomizes language as autonomous and well-defined entities, which “provide stable systems of representation for members of speech communities” (Hutton et al., 2011, p. 476). The core of Integrational Linguistics (IL) is to develop a linguistic theory that is relevant for the “average speaker of English” (Harris, 1978, p.9). Accordingly, IL epitomizes the antithesis that “human sign-making activities (of which what we call ‘language’ is one such activity) are integrated aspects of the conduct of concrete individuals” (Jones, 2010, p. 461). I submit that linguistics may benefit from a synthesis between these camps. To this end, the purpose of this contribution is to explore the notions of *contextualizing* and *context* as a linchpin between ML and IL. The point of departure is the fundamental assumption that the individual and the social are dialectically related – individuals develop only in social environments, and social environments only from individual actions. The dialectical relation is articulated as a multidimensional dialectics between biomechanical and macrosocial factors. From this, contextualization is apprehended as a neurobiological predisposition, dialectically related to external sensations constituted by the individual as ‘context’. With this as a background, I indicate how central aspects in linguistics, such as information, knowledge, common ground, and orders of language, can be articulated from the dialectical perspective. Further, I discuss some far-reaching implications, including how ML and IL may be elaborated towards a synthesis. In conclusion, I maintain that a consistent dialectical perspective has the potential to reverse the bleak prospects of Integrational Linguistics, and bestow it the central position in linguistics it deserves, on par with mainstream linguistics (Hutton, 2016). This in turn opens for a radical rethinking of the communicational foundation of other disciplines.

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The Metaphorical Etymological Network Structure of the English Language

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Keywords: Conceptual Metaphor Theory, Etymological Analysis, Metaphorical Network, Statistical Analysis

The idea of Conceptual Metaphor Theory (Lakoff & Johnson 1980) is that language is systematically permeated by metaphorical mappings that allow to structure abstract topics through concrete embodied domains as has been documented and investigated by numerous case study based research for example by Kövecses (2005). This mappings then have a major impact on perception and framing of topics and discourses (Schwarz-Friesel 2015). Aiming towards a better understanding of this process, our study presents a new integrated statistical analysis of the metaphorical network underling the English language. A graph-theoretical modelling (Newman 2010) of a large dataset given by the Metaphor Mapping project of the historical Thesaurus (Mapping Metaphor with the Historical Thesaurus 2015) aims towards understanding the systematicity behind the sources and targets of metaphors throughout topic domains. We show a classification of the domains by means of their relation among each other through the in- and out-degree distributions of the graph. A statistical motif analysis (Kashtan et al. 2005) gives insight to the local network behaviour which allows to discriminate among competing metaphor theories (Gentner et al. 2001). Furthermore the geometry inspired graph notion of Ollivier Ricci curvature (Sreejith et al. 2016), which grows if source and target of a connection have themselves similar neighbourhoods, quantifies the cultural significance of mapping connections.

It was found that the probability of domains to serve as sources of metaphors is far from uniform, which is characterized by a heavy tail distribution with high skewness for the out-degrees. The class of highly source-full categories consist of concrete, early acquired domains like 'food', 'shape' and 'position', for which in- and out-degree are positively correlated. In contrast to this, abstract domains that form the most important metaphor targets like 'emotional suffering', 'literature' and 'bad' almost never serve as origins of metaphors. The motif distribution analysis led to the surprising result that metaphors are most rarely motivated by structural comparison as it showed a significant lack of transitive triangles (z-score: -6.36) compared to configuration graphs. Additionally, our findings show that the category of space only constitutes a rich metaphor source along several others in opposition to the widespread assumptions that space occupies a singular bottleneck position in the metaphoric network. Finally the analysis of the Ollivier Ricci curvature can be used to trace the change of framing of different key topics in European history like death, machines and truth.

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A diachronic study of social evaluation towards women in Chinese co-referential appositive construction

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Key words: Chinese co-referential appositive construction, social evaluation of women, diachronic change, corpus-based, a binary logistic regression

The Chinese co-referential appositive construction, with the structure of “pronoun + one-CL + NP”, has been paid much attention with respect to its syntactic and pragmatic features (Liu & Zhang 2014, Li 2016). However, few studies focus on the sociolinguistic function (Barron & Schneider 2009) of this construction.

- (1) *Ni Yige Nvren, zou yelu duo weixian*
You one-CL woman, walk at night very dangerous
“It’s very dangerous for you, a woman, to walk alone at night.”

Since NP in this construction usually refers to a group of people, and it is often followed by a comment, we can study the social evaluation of a certain social group by analyzing this construction. Based on the CCL (Center for Chinese Linguistics) diachronic corpus, this study investigates how the social evaluation of women changes over 2000 years and how it is influenced by social factors such as marriage (married or unmarried), degree of education (low or high), occupation (whether they have jobs), age (young or old), economic status (low or high), social status (low or high) and residence (urban or rural). The social evaluation, as the dependent variable, is reduced to binary data (negative and non-negative). According to a binary logistic regression, our findings indicate that: 1) Although women tend to receive negative comments in general, their social evaluation becomes more neutral and positive over centuries, especially after 1700s and 1900s; 2) By using a generalized additive model, it has been found that women’s social evaluation is less sensitive to social factors during the 9th century BC-0 (the first period). During the 0-17AD (the second period), their social evaluation is significantly correlated with age ($p < 0.001$). 3) After the 18th century (the third period), there is a fluctuation of social factors that correlated with social evaluation towards women. During this period, the social factors that significantly contribute to the change of women’s social evaluation are age ($p < 0.001$), occupation ($p < 0.001$), social status ($p < 0.001$) and education ($p < 0.001$). Based on Chinese co-referential appositive construction, the findings show the overall change of social evaluation towards women in different historic stages. This study shows a way of analyzing constructions from a sociolinguistic perspective.

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Participant descriptions of everyday sounds: The case of verb constructions

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Keywords: language for sensory experiences, auditory experiences, everyday situations

While sensory perception is currently receiving an increasing amount of attention across disciplines, little empirical research has focused on how people talk about sound as a sensory experience. Recent research in the representation of sound in fiction narratives has shown that sounds are frequently conceptualized as events whose descriptions are instantiated in domains other than audition proper (Caballero & Paradis, 2020). Empirical research has added that when people are asked to describe everyday sounds, they approach the sounds causally and contextually; the descriptions often foreground causal events, sources, and situations which the listeners relate to their personal experiences of everyday life (Hartman & Paradis, submitted). In this study we asked 214 adult, native speakers of English to describe 20 everyday acousmatic sounds (i.e., sounds without corresponding visual input). The sounds ranged from ambient to more specific sounds, such as the sounds coming from a forest or a fireplace, and the sounds of someone digging or someone eating an apple. Our data include 3,875 written descriptions for the 20 sounds, a total of 51,089 words. We focus on the 8,244 verbs in the data. Three questions are at the core of the study:

1. What are the communicative functions of the verb constructions that appear in the descriptions of everyday sounds?
2. Do the verb constructions describe the sound itself, an event, or the perceiver's experiences?
3. How are the communicative functions distributed across the sounds?

We identified five communicative functions that spread across all 20 sounds: sound description (as in *a repeated crunching sound followed by moments of silence* /Apple/:9), experience description (as in *is awful hate this sound a lot* /Apple/:78), event description (as in *someone eating an apple* /Apple/:9), causal matching (as in *it's someone* /Apple/:9), and causal reasoning (as in *which leads me to believe that* /Apple/:9). The frequencies of the communicative functions present both similarities and differences across the 20 sounds. For example, event descriptions dominate in all 20 sounds, but their frequencies differ for some of the sounds. Experience descriptions appear in similar frequencies in most of the sounds, but they do not appear at all in some of the sounds. We will report on both common tendencies across the data and some of the differences we found in the uses of verb constructions describing different types of everyday sounds. Our results yield new insights into how perceivers experience, conceptualize and describe the sounds.

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Technologies of language and communication used by children with cerebral palsy

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Keywords: Technologies of language, Technologies of communication, Augmentative and Alternative Communication, Cerebral palsy, Special education,

This paper presents the results of the study «Technologies of language and communication used by children with cerebral palsy in the context of Uruguayan public special education». The study focused on a special type of technology that is used to address the specific communication needs of children with cerebral palsy (Stadskleiv, 2020); Augmentative and Alternative Communication Systems (AACs). The question that guided the research were: what are the linguistic structures, functions and properties of the AACs?

The methodological strategy integrated different qualitative techniques for the exploration of the AACs used by children with cerebral palsy. The main sources of information were participant observation and semi-structured interviews with teachers (Crowe, Norris & Hoffman, 2000; Liboiron & Soto, 2006). The research was carried out in the only Public Special Education center in Uruguay that serves this population. From the results obtained, it can be concluded that the lexical units of the AACs studied articulate different forms of representation of the units of the language that do not necessarily correspond to the word category (Binger & Light, 2008). The organization of these units is carried out in fields that respond to the context of use more than to the semantic relationships between units (Fallon, Light & Achenbach, 2003; Ketelaars, Jansonius, Cuperus & Verhoeven, 2016; Light, McNaughton, Beukelman, Koch Fager, Fried-Oken, Jakobs & Jakobs, 2019). It was observed that the use of AACs decreases in conditions of less structured interaction and is closely associated with teacher planning.

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The reproduction of multimodal communication systems: An evo-devo model of music transmission

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Keywords: Multimodal communicative systems, Music transmission, Evo-Devo, Cultural Evolution

It has been argued that cultural evolution and genetic inheritance are driven by similar rules (Dawkins, 1976). Some cultural evolutionists have adopted the modelling tools and strategies of population genetics in order to study processes of cultural transmission and evolution (Boyd & Richerson 1985, 2005). However, this gene-centred approach to culture misperceives the important role that the development of individuals plays in the production and transmission of cultural traits. Unlike a purely gene-centred perspective, Evo-Devo research agenda has focused on two key problems about evolution: how do evolutionary mechanisms generate and modify organismal developmental processes, and how does the structure of organismal developmental processes shape back the patterns and processes of evolution (Müller 2007, 2017, 2019). In other words, to understand either evolutionary or developmental processes, we need to understand how they shape one another. This perspective has recently been incorporated into cultural evolution studies. Evo-Devo approaches to cultural evolution emphasise the role of sociomaterial overlap in the reproduction of cultural traits (Griesemer 2014, Tavory et al. 2014), enabling a deeper understanding of complex dynamics shaping both their stability and variability. Despite this promising situation, few Evo-Devo inspired models of cultural evolution have been applied to complex communicative traits. In particular, there is work to be done with regards to the kind of sociomaterial overlap involved in the transmission and innovation of music, understood as a multimodal system of communication. Music is a paradigmatic example to study complex communicative systems that arise from the way we experience our sociomaterial world. In this talk, we present an evo-devo model for the transmission of musical traits of son jarocho (a Mexican traditional music genre from Southern Veracruz) through a communal festivity called Fandango (Garcia de Leon 2006). In particular, we propose that the individuation of this musical genre took place through the canalization of multimodal communication channels that this celebration enables. We suggest understanding the Fandango as a narrative structure that facilitated the establishment of son Jarocho as a differentiated musical practice. We further argue that the Fandango can show that the way individuals learn relevant information about how to deal and interact with the sociocultural environment is based upon processes of multimodal-perception action loops, which in turn are scaffolded by patterns of physical and sensorial interaction with the material and socially structured setting of this celebration (Martinez & Villanueva 2018). This way, the Fandango can be seen as a multimodal communicative system which provides relevant information not only about the musical repertoire to be played, but also about the general organisation of the social group. Importantly, it does so through a narrative structure that is not verbalized but instead is evidenced by an entrenchment of bodily movements, gestures, artefacts, musical instruments, and musical repertoire, among other items.

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When gestures also argue: Multimodal viewpoint shift as a rhetorical strategy in American political talk shows

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Keywords: multimodal viewpoint shift, verbal markers, co-speech gesture, pragma-rhetorical function, identification

In American political talk shows, hosts often review and evaluate news reports by synchronizing linguistic and gestural viewpoints, referred to as “multimodal viewpoint shift” in this presentation, to implicitly convey value judgment and stance taking in an entertaining context. Drawing on Mental Spaces Theory (Fauconnier 1994, 1997) and Conceptual Blending Theory (Fauconnier & Turner 2002) in Cognitive Linguistics, we examine the interaction between speech and co-speech gestures in a self-built corpus comprising 11 video clips with a total duration of 64 minutes from *The Daily Show with Trevor Noah*. The corpus data were coded with regard to the verbal markers using alphabetical letters (e.g., deixis, tense or temporal adverbial, speech/thought report, fictive interaction) (cf. van Krieken & Sanders 2019) and the accompanying gestures (i.e., representation gestures, beating gestures, and pointing gestures) (McNeill 1992; Kita 2000).

Statistical analysis using R suggests that viewpoint shift in the corpus, generally following the pattern: BS->NNS(->BS)->SSs(->BS) (cf. van Krieken, Sanders & Hoeken 2016), is significantly related to the verbal markers and gestural types. Moreover, multimodal viewpoint shift in political talk shows can achieve such pragma-rhetorical functions as enhancing the ironic effect, highlighting and solidifying competing stances, as well as simplifying complex and esoteric political issues, thereby intensifying the audience’s entertainment experience and adding persuasive power to the shows. In effect, the verbal markers and gestures can mobilize the audience’s embodied experience by primarily activating mental images and motor programs (Parrill 2012). Consequently, we claim that mental simulation and perspective-taking are involved in the cognitive processing of the viewpoint shifts, as they can not only shorten the time spent by cognizers mentally structuring spatial scenarios and simulating actions (cf. Mittelberg 2017) but also effectively deliver a large amount of information in fast-paced political talk shows, thereby promoting the identification (in the sense of Burke 1969) between the audience and the host.

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«Un navarro (no) es un pistacho»: Análisis multimodal de intervenciones ecoicas disentivas en la conversación coloquial

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Palabras claves: gestos, eco conversacional, desacuerdo, datos multimodales
Keywords: gesture, conversational echo, disagreement, multimodal data

El objetivo de esta comunicación es examinar algunos patrones de integración de gesto y habla en secuencias ecoicas disentivas de la conversación coloquial (Brenes Peña, 2011; Herrero Moreno, 2002). Esta integración de la señal comunicativa multimodal en contextos de desacuerdo, aunque abordada ya en algunos trabajos (Olza, 2022; Rasenberg, Özyürek & Dingemans, 2020; Jacquín, 2015; Bergmann y Kopp, 2012), necesita seguir recibiendo atención en contextos conversacionales de interacción coloquial (semi)espontánea. De este modo, con este trabajo, de naturaleza cualitativa exploratoria, se propone responder a la siguiente pregunta: ¿qué patrones gestuales aparecen asociados a secuencias disentivas en la conversación coloquial en español?

Fueron grabadas tres sesiones (total de 135 min. aprox.) en el *Multimodal Pragmatics Lab* de la Universidad de Navarra (<https://n9.cl/multimodalpragmaticlab>). Se trata de un laboratorio de simulación y grabación equipado con herramientas integradas para la captación de vídeo y audio. En cada sesión el grupo estuvo formado por tres participantes y un entrevistador. El entrevistador planteó de modo abierto varias cuestiones, previamente seleccionadas, para elicitarse el desacuerdo entre los participantes. Una vez elicitado, su intervención se redujo a volver a generar desacuerdo en momentos puntuales. De este modo, con tan solo unas pocas intervenciones abiertas del entrevistador, se buscó mitigar cualquier condicionamiento en los participantes y favorecer, de este modo, la conversación coloquial natural.



Se llevó a cabo un análisis cualitativo de los datos, en el que se detectaron y anotaron las secuencias en las que aparecen turnos disentivos de carácter ecoico. En la anotación de las conversaciones, se siguieron las convenciones para una transcripción multimodal de Mondada (2019). En esta comunicación se recuperan para analizar en profundidad tres secuencias en las que los patrones verbales ecoicos se asocian de modo consistente con patrones gestuales de naturaleza también ecoica o imitativa. En los análisis, se pone el foco en la posible fundamentación cognitiva de estos patrones (cf. Geeraerts, 2018 y la Teoría de la Integración Conceptual de Fauconnier & Turner, 2002).

Los análisis cualitativos permiten apuntar, de manera provisional, una serie de tendencias gestuales concurrentes a las secuencias ecoicas disentivas. En relación con estas tendencias, se proponen una serie de nociones que matizan el concepto tradicional de *eco* con el fin de clarificar su interpretación en futuras investigaciones. Los principales resultados refuerzan la idea del continuo entre gestos y lenguaje y, en última

instancia, su capacidad de ser indicios capaces de manifestar la intencionalidad de los hablantes.

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Applying a weighted- entropy framework to model the evolution of basic color and smell terms in ancient Chinese poetry data

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Keywords: language evolution, cognitive and cultural schematization in language, language and perception, computational method, corpus-based cognitive linguistics

Applying a cognitively-driven weighted entropy measure and a hyperbolic mapping method that is developed in Ji (2022), this study uses ancient Chinese poetry data to model the historical change of basic color and smell terms across more than 1500 years of history. Research on basic color terms in natural language has a long and debatable tradition in cognitive linguistics and cognitive anthropology (Berlin & Kay 1969), and has been recently extended to the domain of smell (Majid & Burenhult 2014). Scientists who support and develop the domain-focused tradition consider it as a powerful and generalizable research program that can integrate language, cognition, computation, and culture (Regier et al. 2015). But concerns and doubts are raised about whether basic terms of specific domains are too narrow to address many crucial structural and functional questions about human language. Empirically, testing the domain-specific research framework faces enormous difficulties in data collection and in extensions to less domain-specific scenarios (Lucy 1997). In this work, I take a specific computational and corpus-based framework in Ji (2022) for overcoming the difficulties, and apply it to model the historical evolution of basic color and smell terms in ancient Chinese poetry data. The model applied in this paper is able to map variations and historical changes of semantic categories in hyperbolic coordinates as a tradeoff relationship between semantic typicality and similarity, which can address Berlin & Kay (1969)'s proposal in a computational way based on historical corpus data. Focusing on ancient Chinese poetry data has multiple empirical and theoretical justifications. First, the written documents of ancient Chinese have a long and relatively stable linguistic and cultural history for over 2000 years. Second, poetry in ancient China was not simply a written culture for entertainment among small social groups, but was a basic discursive genre in common education and ordinary social life. Third, modeling historical changes based on corpus such as poetry data that contain rich color and smell languages is significant for addressing the validity of the domain-focused approach to the variation and evolution of semantic categories in culture. Results are also compared with the existing work in historical linguistics on color and smell terms of ancient Chinese.

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Multifactorial analysis on the choosing of correspondence strategies of “dajia” in English

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Key words: “dajia”, correspondence, strategies, factors, multinomial logistic regression

Abstract: “dajia” is a Chinese indefinite pronoun with impersonal characteristics. This paper uses mlogit function in R to fit four multinomial models in order to pick out the significant factors which influence the choosing of the correspondence strategies of “dajia”. The result of the best goodness-of-fit model shows: the significant factors are sourcetype, universal, and veridicality, including a new predictor proposed by us “objectness”, but excluding the predictor “modal” proposed by Gast(2015), and there is no interaction effect between the significant factors; when the sourcetype is Chinese, the choosing preference of the correspondence strategies influenced significantly by sourcetype is: you>every+>collectives>nominalization>zero, and when “dajia” expressing universal meaning, accordingly the preference influenced by the predictor “universal” is : every+>we>they>you, and when the proposition expressing veridical meaning, the preference influenced by veridicality is: they>every+>we>you, and lastly when “dajia” occupying the object position in the argument structure, the strategy influenced by “objectness” prefers to be collectives.

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The Conceptualisations of ‘Old Age’ in English and Chinese

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Keywords: conceptual metaphor, cultural variation, ageing, corpus-based analysis

This study investigates Conceptual Metaphors (Lakoff & Johnson 1980/2003) with a cross-cultural view surrounding the topic of ageing. What is ‘old age’ in our daily discourses and how do people communicate on the topic of ageing? The current study aims to answer these questions by identifying the Conceptual Metaphors that are used to talk about ‘old age’ in English and Chinese. Preliminary findings suggest a contrast between the two languages regarding the prevailing conceptualisations of ‘old age’, with the English being negative and Chinese less so:

- Conceptual metaphors like OLD AGE IS AN OPPONENT in English (e.g., *if you succumb to old age* [...]) and OLD AGE IS A DISEASE (e.g., *a magical cure for old age*) are absent from the Chinese data.
- The orientations of the ageing path are different. OLD AGE IS DOWN (e.g., *tip into old age*) in English, which is not shown in the Chinese data. In fact, OLD AGE IS UP (e.g., 上了年纪 *shang le nianji* up AUX age ‘old’) is the one of the norms in Chinese.

The study takes a corpus-based approach, investigating British newspapers and Chinese newspapers retrieved through LexisNexis and Beijing Language and Culture University Centre (BCC). The paper analyses over 50 metaphorical instances in each language. In the English data, source concepts include LOCATION, CONTAINER, VIOLENCE, DISEASE, A DANGEROUS THING, A LIVING THING and FRUIT. Of these, VIOLENCE, DISEASE, A DANGEROUS THING, FRUIT are not identified in the Chinese data.

The findings show that the physical change in old age is linguistically evidenced predominantly in English, which is not the case in Chinese. Theoretically, the study argues against the universalist bias of conceptual metaphor theory. For future research, it is urgent to examine how conceptual metaphors could be employed to promote positive attitudes towards ageing in English, especially how language can be used to portray ‘old age’ in a more friendly way. Through the analysis of conceptual metaphors that are used to talk about ‘old age’, we are informed about how people make sense of ‘old age’ generally, which provides discursive directions for professionals involved in working with the ageing population.

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