Constructions
& Cognition

**Sechste Internationale Konferenz der
Deutschen Gesellschaft für Kognitive Linguistik**

**30. September bis 2. Oktober 2014
Friedrich-Alexander-Universität Erlangen-Nürnberg**

Constructions & Cognition

Sechste Internationale Konferenz der Deutschen Gesellschaft für Kognitive Linguistik
an der Friedrich-Alexander-Universität Erlangen-Nürnberg

Final programme

27 September 2014

Monday 29th September
11.00 – 18.00 — Pre-conference Workshop *Stefan Evert* : Statistics for linguists – an introduction with practical exercises (Bismarckstraße 12, ground floor)
14.30 – 19.00 — Registration Conference Office (Kollegienhaus, Universitätsstraße 15, ground floor)
16.00 – 18.00 — Pre-conference Panel Optionality in Argument Structure Constructions *Adele Goldberg – Thomas Herbst– Anatol Stefanowitsch* Room B (Kollegienhaus, Universitätsstraße 15, ground floor)

Tuesday 30th September				
from 8.15	Registration Conference Office (Kollegienhaus, Universitätsstraße 15, ground floor)			
8.45 – 9.00	Welcome			
	A 1 MEANING Chair: Milena Bäcker	B 1 METAPHOR Chair: Carolin Ostermann	C 1 PHONOLOGY Chair: Thomas Maisel	D 1 CONSTRUCTIONS Chair: Kerstin Fischer
9.00 – 9.30	A11 *Katerina Haralambopoulou* Eki pu: An instance of subjectivity and subjectification	B11 *Larisa Erofeeva* Das metaphorische Modell des Konzeptes SEELE im poetischen Weltbild von R.M. Rilke	C11 *Maria Alm* Intonation in the sentence type constructions: The example of declarative questions	D11 *Beate Hampe* Where/when valency grammar and construction grammar meet
9.30 – 10.00	A12 *Martin Thiering* Cognitive Maps of Landmark Orientation	B12 *Krzysztof Sakowski* Untersuchungen zur Struktur onymischer Metaphern bei Ehrendelikten am Beispiel polnischer und deutscher Gerichtsurteile	C12 *Nadja Kerschhofer-Puhalo* Factors affecting form-function pairing in vowel perception	D12 *Doris Schönefeld* Non-finite clause complementation: object complement constructions
10.00 – 10.30	A13 *Nina Reshöft* Motion, Vision and Speech: A cross-linguistic study **cancelled**	B13 *Anna Andreeva* Metapher als diskursives Konzeptualisierungsmittel im Spannungsfeld zwischen der Sprache, Kognition und Emotion	C13 *Alexander Kalkhoff* Konstruktionen in einer Kognitiven Phonologie **cancelled**	D13 *Tor Arne Haugen* What can adjectives tell us about the nature of valency?
10.30 – 11.00	A14 *Liane Ströbel* How do we conceive and store actions and which parameters are at play?	B14 *Nedas Jurgaitis* Konzept KRISE im deutschen und litauischen öffentlichen Diskurs	C14 *Mathilde Hutin* Can release burst be responsible for epenthesis and what does it imply about our linguistic representations?	D14 *Thomas Herbst* Why it would be wrong to assume that generalizations apply generally - a few remarks about particle and non-finite constructions
11.00 – 11.30	Coffee			
11.30 – 12.30	Plenary 1: *Hans-Jörg Schmid* Entrenchment and conventionalization: testing some predictions of the model against historical data			
12.30 – 14.00	Lunch break			

	A 2 MEANING Chair: Irene Mittelberg	B 2 METAPHOR Chair: Olaf Jäkel	C 2 MORPHOLOGY Chair: Franziska Günther	D 2 CONSTRUCTIONS Chair: Doris Schönefeld	Session E 2 LANGUAGE LEARNING Chair: Anke Lenzing
14.00 – 14.30	A21 *Till Woerfel* Intra-typological variation in similarity judgments of mono- and bilingual children– rethinking relativistic effects in memories for motion	B21 *Tuomas Huumo* "With her legs two weeks ahead of the rest of her": Time, blending, and temporal frames of reference	C21 *Stefan Hartmann* Erlangen - or Erlangung? Competing Word-Formation Patterns in the History of German	D21 *Peter Uhrig* Why the *Principle of No Synonymy* is overrated	E21 *Ursula Kania* Indirect speech acts and construction grammar? what developmental data can tell us
14.30 – 15.00	A22 *Steven Schoonjans* Modal Particle Meanings: New Insights from Gesture Research	B22 *Daniel Reisinger* Peeking through the Haze: the CLOUD as a Source for Conceptual Metaphors	C22 *Christina Sanchez-Stockhammer* Spaces, hyphens or 'nothing' – Are English compound spellings cognitively plausible constructions?	D22 *Kerstin Fischer* Is there a modal particle construction?	E22 *Michael Pleyer & Stefan Hartmann* Assessing the Development of Construal Operations in Corpora
15.00 – 15.30	A23 *Helena Larsen* English and German Modal Particles Index Aspects of Situated Cognition	B23 *Anke Beger* Metaphor and cognition: How metaphors are used in a college lecture in order to reason about concepts of the mind	C23 *Martin Hilpert* Constructional change in noun-participle compounding	D23 *Karoline Kaaden & Holger Diessel* Form follows function. Investigating adverbial polyfunctionality	E23 *Tanja Angelovska, Seda Yilmaz-Wörfel, Nikolas Koch, Angela Hahn & Maria Riehl* "He has an organ donor card, so accepted his wife that…"- Cognitive explanations for the cross-linguistic influences in L1 Turkish, L2 German and L3 English
15.30 – 15.50	*Coffee*				

	A 3 MEANING Chair: Martin Thiering	B 3 METAPHOR Chair: Martin Hilpert	C 3 MORPHOLOGY Chair: Christina Sanchez-Stockhammer	E 3 LANGUAGE LEARNING Chair: Susen Faulhaber
15.50 – 16.20	A31 *Kristina Milardovic & Anatol Stefanowitsch* Sex, Grammatical Gender and Morphological Transparency	B31 *Timo Lothmann* Oft in My Face He Doth His Banner Rest": War as a Pervasive Metaphor in Early English Literature	C31 *Katja Roller* On the relation between salience and frequency in morphosyntax: The case of Welsh English	E31 *Yevgen Matusevych, Afra Alishahi & Ad Backus* Isolating second language acquisition factors: A computational model of bilingual construction learning
16.20 – 16.50	A32 *Jeroen Vanderbiesen & Tanja Mortelmans* Quoportive wollen as Evidence For a Category of Referral	B32 *Alexey Yavetskiy* The Metaphor of Metonymy: Spatial Closeness and Inalienability in Grammar	C32 *Svetoslava Antonova-Baumann* Testing effects of analyzability on compounds cancelled degree of semantic transparency: Are the components and their meanings recognised and accessed?	E32 *Florent Perek & Adele Goldberg* Construction learning relies on usage and function: an artificial language learning study
16.50 – 17.15	*More coffee and posters*			
17.15 – 18.15	DGKL Business Meeting			
18.15 – 19.15	Plenary 2: *Ron Langacker* Nominal Grounding and English Quantifiers Aula (Schloss, second floor)			
from 19.30	Welcome by FAU Vice President Prof. Dr. Antje Kley Reception (Schloss, first floor), sponsored by John Benjamins and Weingut Wirsching			

	A 4 MEANING Chair: Liane Ströbel	F 4 THEME SESSION MULTIMODALITY	D 4 CONSTRUCTIONS Chair: Beate Hampe	E 4 TEACHING Chair: Susanne Niemeier

Wednesday 1st October				
	A 4 MEANING Chair: Liane Ströbel	F 4 THEME SESSION MULTIMODALITY	D 4 CONSTRUCTIONS Chair: Beate Hampe	E 4 TEACHING Chair: Susanne Niemeier
9.00 – 9.30	A41 *Dylan Glynn* Modelling Meaning. A quantified and usage-based approach to the polysemy of /over/	F41 *Kurt Feyaerts, Geert Brône, Paul Sambre, Bert Oben, Steven Schoonjans & Elisabeth Zima* Accounting for Multimodality in Construction Grammar	D41 *Juliana Goschler* The Prepositional Attribute Construction: A Construction Grammar Approach	E41 *Tatiana Serbina* Translating constructions from English to German: combining corpus and experimental evidence
9.30 – 10.00	A42 *Lyudmila Zapevalova* Category of Singularity as a family of constructions	F42 *Francesca Citron & Adele Goldberg* Sweet! Taste metaphors activate gustatory areas and are more emotionally engaging than literal paraphrases.	D42 *Andreas Hölzl* An alternative analysis of polar questions. The case of Tungusic **cancelled**	E42 *Dorothee Kohl-Dietrich, Constanze Juchem-Grundmann, Wolfgang Schnotz* Conceptual motivation as a pedagogical tool for the teaching and learning of verb-particle-constructions with *up*, *down*, *out*
10.00 – 10.30	A43 *Thomas Gamerschlag, Wilhelm Geuder & Wiebke Petersen* Movement in frames: On German 'steigen' ('rise/climb')	F43 *Cornelia Müller & Jana Bressem* The "Negative-Assessment Construction": A multimodal pattern	D43 *Hiroyuki Miyashita* Two Adjective Experiencer Constructions in German – Constructional differences and their semantics	E43 *Sabine de Knop, Paul Sambre & Fabio Mollica* The constructional patterns of meteorological events by French-, Italian- and Dutch-speaking learners of German
10.30 – 10.55	*Coffee & more posters*			
11.00 – 12.00	Plenary 3: *Adele Goldberg* Constructions & Cognition: a good fit.			

	B 5 METAPHOR Chair: Sandra Handl	F 5 THEME SESSION MULTIMODALITY	D 5 CONSTRUCTIONS Chair: Tor Arne Haugen	E 5 TEACHING Chair: Katrin Schwanke
12.00 – 12.30	B51 *Olaf Jäkel* The multipurpose tool: The cognitive roles and functions of deliberate metaphors in different contexts	F51 *Maarten Lemmens & Julien Perrez* Integrating lexis, gesture and discourse in spatial descriptions	D51 *Masahiko Ozono* Anwendbarkeit der Konstruktion - Ein deutsch-japanischer Vergleich	E51 *Philipp Wasserscheidt* On Imitation in Adult Bilinguals
12.30 – 13.00	B52 *Patty Gadegast, Diana Löffler,Christine Goutrié, Steffi Hußlein & Jörn Hurtienne* Supporting Interaction Design Inspired by Force Image Schemas	F52 *Steven Schoonjans* German modal particles as multimodal constructions	D52 *Annette Fahrner* A Constructionist Approach to the Classification of the German Pronoun 'es'	
13.00 – 14.00	*Lunch break*			
14.00 – 14.30	Poster session			
	A 6 MEANING Chair: Thomas Maisel	F 6 THEME SESSION MULTIMODALITY	D 6 CONSTRUCTIONS Chair: Cordula Glass	E 6 TEACHING Chair: Sabine de Knop
14.30 – 15.00	A61 *Franziska Günther, Hermann Müller, Hans-Jörg Schmid & Thomas Geyer* Constructions in cognitive context: what eye-movements reveal about the nature of meaning	F61 *Irene Mittelberg* Multimodal existential constructions in German and English	D61 *Nicole Hützen* Shell nouns in academic writing: a study of disciplinary differences	E61 *Alexander Ziem* How to kick a ball: Towards a frame- and construction-based dictionary for language learners
15.00 – 15.30	A62 *Sandra Handl* *Not good/not bad* – Tracing the meaning construction *not ADJ*	F62 *Alan Cienki & Suwei Wu* Types of multimodality in transitive and intransitive constructions	D62 *Małgorzata Fabiszak, Martin Hilpert & Karolina Krawczak* A corpus-based quantitative approach to mental predicates and their complementation: A cross-linguistic perspective	E62 *Carolin Ostermann* Describing Particles in Dictionaries. A Cognitive Approach
15.30 – 15.50	*More coffee*			
16.00 – 17.00	Plenary 4: *Friedemann Pulvermüller* Conjoined processing of form and meaning of words and constructions			
17.05	*Trip to Nuremberg and Kalchreuth*			
20.00	Conference Dinner (Kalchreuth) with launch of DGKL Yearbook (aperitif sponsored by de Gruyter Mouton)			

Thursday 2nd October				
Thursday 2 October	**A 7** **MEANING** Chair: Christina Sanchez-Stockhammer	**B 7** **PHRASEOLOGY** Chair: Brigitta Mittmann	**D 7** **THEME SESSION** **ARGUMENT STRUCTURE SPOKEN**	**E 7** **THEME SESSION** **COGNITION & SLA**
8.45 – 9.15	A71 *Thanasis Georgakopoulos* The priority of Goal in the representation of motion and non-motion events in German and Greek: evidence from corpora	B71 *Ana Mansilla* Musik und kognitive Linguistik. Kognitive und semantische Aspekte phraseologischer Einheiten für den Bereich musikalischer Komponenten in der deutsch-spanischen Sprache	D71 *Arne Zeschel, Nadine Proske & Arnulf Deppermann* Argument structure in spoken language – Introduction to the session	E71 *Nicole Biedinger* Ethnische Unterschiede in den frühen kognitiven Fähigkeiten
9.15 – 9.45	A72 *Christian Horn* A corpus-linguistic analysis of noun types and determination in German	B72 *Natalia Kuznetsova & Uliana Zharkova* Das kognitive Modell "Recht" und seine Aktualisierung auf der phraseologischen Ebene	D72 *Kris Heylen* Analyzing constructional pragmatics: A usage-based study of word order variants in spoken German	E72 *Jana Chudaske* Kompetenzentwicklung in multilingualen Schulklassen (KEIMS): Sprachliche Kompetenz und kognitive Grundfähigkeit von Drittklässlern
9.45 – 10.15	A73 *Olga Butova* Ein frame-semantisches Verfahren zur Erforschung kollektiver Wertvorstellungen von Diskursgemeinschaften im Rahmen der Linguistischen Mentalitätsgeschichte	B73 *Andreas Trotzke & Jan-Wouter Zwart* A constructionist approach to idiom formation and interpretation in current minimalism	D 73 *Yanan Hu, Dirk Geeraerts & Dirk Speelman* On lexical dynamics: Onomasiological choices for analytic causative constructions in spoken Chinese. *Presented by Kris Heylen.*	E73 *Anja Steinlen & Thorsten Piske* Kognitive Fähigkeiten und Bilingualer Unterricht: Ein Selektionsvorteil?
10.15 – 10.45	*First coffee*			
	A 8 **HISTORY** Chair: Michael Pleyer	**B 8** **PHRASEOLOGY** Chair: Michael Klotz	**D 8** **THEME SESSION** **ARGUMENT STRUCTURE SPOKEN**	**E 8** **THEME SESSION** **COGNITION & SLA**
10.45 – 11.15	A81 *Toshiko Yamaguchi* Personal pronouns in the history of Japanese: Beyond (inter)subjectivity	B81 *Ruth Hoffmann* Delocutivity revisited: Insides from research on natural language **cancelled**	D81 *Arne Zeschel & Nadine Proske* *Kommen* and *gehen* in spoken German	E81 *Sandra Kristina Gebauer & Jens Möller* Immersionunterricht und Schülerleistungen: Exekutivfunktionen als potentieller Mediator **cancelled**
11.15 – 11.45	A82 *Yoshihisa Nakamura* Cognition and Constructions in the Evolution of Language	B82 *Natalia Levshina* Quite diverse: a corpus-driven analysis of quite + ADJ in twenty varieties of English	D82 *Wolfgang Imo* „Wollte nur mal schauen, ob man weiß, wie *ob*-Sätze funktionieren"	E82 *Anke Lenzing, Jana Roos & Howard Nicholas* Interrogating the role of formulaic sequences in early instructed SLA

11.45 – 12.15		B83 *Daphné Kerremans* Collocations as cognitive allrounders: Corpus-based evidence from neologisms	D83 *Julia Kaiser* „Ich will hier weg, das muss da rein": Argumentstrukturen deutscher Modalverben in der gesprochenen Sprache	E83 *Katrin Schwanke* Aufmerksamkeit und bilingualer Unterricht zu Beginn der Sekundarstufe I
12.15 – 12.45		B84 *Pertti Hietaranta* Why Is Mr Murphy So Successful: A Cognitive Look at the Wrong Choices You Wanted to Avoid but Made Anyway	D84 *Elena Smirnova & Gabriele Diewald* Usage restrictions on the dativus iudicantis in spoken and written language	E 84 *Cordula Glass* Did I commit a mistake? - Kollokationen im Erst- und Zweitspracherwerb: Eine konstruktionsbasierte Studie.
12.45 – 14.15	*Lunch break*		
14.15 – 15.15	Plenary 5: *Ewa Dabrowska* Individual differences in language attainment: Comparing native and non-native speakers.		
15.15 – 16.30	Panel Discussion Cognition and Construction and final discussion		Cognitive Linguistics in the Classroom a seminar for Franconian teachers *Thorsten Piske*
16.30 – 16.45	*Last chance to grab some coffee*		
17.00	*Trip to Iphofen*		

Abstracts

Maria Alm

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C11

Intonation in the sentence type constructions: The example of declarative questions

This paper discusses whether prosody and intonation has a grammatical meaning and how it is integrated into Construction Grammar. There are several ways in which this could be done, and I will discuss them on the case of declarative questions.

Declarative questions, cf. example (1), are known as a mixture between the declarative sentence type and the yes-no question type. Since these features are "borrowed" from other sentence types it is usually not considered to be a sentence type of its own (cf. Altmann 1987, 1993; Brandt/Reis/Rosengren/Zimmermann 1992; Välimaa-Blum 2005; Gunlogson 2003; Lohnstein 2013; Reis 2013): The syntax stems from the declarative sentence type, cf. example (1a), and the rising intonation from the yes-no question, cf. example (1c):

(1) a.   You can't afford a car?
     b.   You can't afford a car.
     c.   Can't you afford a car?

Also functionally is the declarative question a mixture of the two sentence types it borrows from: Both yes-no questions and declarative questions mark the truth value of the proposition expressed as being open/undecided, and the addressee is asked to settle the truth value of that proposition. Yet, in opposition to the yes-no question the declarative question signals a *biased* proposition (cf. Gunlogson 2003), i.e. the speaker displays an additional assumption that s/he finds it likely that the proposition expressed actually is true (for additional restrictions concerning the usage of declarative questions, see Gunlogson (2003)). This is supposed to be a characteristic of the declarative syntax, but in opposition to the declarative sentence this bias is not presented as a claim that the proposition really is true (this is what generally known as *asserting* a proposition), but merely as a bias.

Gunlogson (2003), though not working from a Construction Grammatical perspective, suggests that intonation contours form their own form-meaning-pairings. She sees the declarative question function as the result of the combination of a declarative sentence type with the rising intonation contour.

It is absolutely possible to pose intonation contour constructions like Gunlogson (2003) suggests, and this possibility will be discussed in the paper. However, for the declarative question there is a much simpler solution available.

Working from a prototype perspective, Panther and Köpcke (2008) claim that a prototypical sentence type is maximally independent from a specific context of use. The meaning of the sentence type format is exactly the one intuitively associated with the construction by the language users when it is presented without context, i.e. in isolation. Now, all researchers who discuss the declarative question intuitively regard the combination

of declarative syntax with rising intonation (in text: marked by a question mark) as a question. This is a prototypical association of form, including intonation contour, and meaning. This claim is supported by the fact that the declarative question can also be combined with *falling* intonation – if it has contextual support.

As illustrated above, the discussion focuses on the consequences of different ways of integrating intonation into a construction grammatical system.

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B13

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Keywords: Metapher, Kognition, ethnischer Diskurs

Metapher als diskursives Konzeptualisierungsmittel im Spannungsfeld zwischen der Sprache, Kognition und Emotion

Metapher als ein Schnittstellenphänomen zwischen der Sprache, Kognition und Emotion spielt eine erhebliche Rolle im Konzeptualisierungsprozess. Dadurch, dass laut dem konstruktivistischen Paradigma der Diskurs als Ort der sozialen Konstruktionen gilt, wird auch seit einiger Zeit die Bedeutung der Metapher für die Diskursanalyse hervorgehoben. Dennoch liegt bislang keine fundierte Methodologie zur Erschließung der Metapher sowohl als sprachliches und kognitives als auch als diskursives Phänomen mit bestimmten kommunikativen Funktionen. Der Beitrag präsentiert ein für diese Zwecke herausgearbeitetes Metaphernverständnis, dass die genannten Dimensionen der Metapher zu berücksichtigen vermag. Hierbei handelt es sich um eine Art Fusion der Referenzverdopplungstheorie der Metapher (Glucksberg/Keysar 1990, Glucksberg 2001, 2003) und der Konzeptuellen Metapherntheorie (Lakoff/Johnson 1980, Lakoff 1987). Metapher wird als ein zweistufiger Prozess aufgefasst, der sowohl ihre kognitiv-linguistische Natur als auch ihr diskursives Potenzial erklären kann. Die Eruierung der konventionalisierten Konzeptualisierungsmuster anhand der Einzelmetaphern dient der Aufdeckung der metaphorischen Konsistenz im Diskurs, während die Ermittlung einer übergeordneten attributiven Kategorie, die dem Prozess der metaphorisch vermittelten Konzeptualisierung zugrunde liegt und mit dem emotionalen Kenntnissystem verquickt werden kann, ermöglicht einen Einblick in die Beschaffenheit der diskursiven Konstruktionen.

Zur Veranschaulichung der naheliegenden Methodologie wird der deutsche ethnische Diskurs als Untersuchungsobjekt herangezogen. Die metaphernorientierte Korpusanalyse zeigt, dass je nach der Ausrichtung des Diskurses bestimmte konzeptuelle Fokussierungen geschaffen werden. So lässt es sich zwischen dem diskriminierenden und antidiskriminierenden ethnischen Diskurs unterscheiden. Im ersteren findet die diskursive Konstruierung der ethnischen Gemeinschaften im Spannungsfeld zwischen der Selbst- und Fremdwahrnehmung statt. Der antidiskriminierende Diskurs setzt sich mit der Problematik der konstruierten Perspektivierungen auseinander. Dabei erkennt man eine metaphorische Parallelität der beiden, was auf die kritische Behandlung der diskursiv geschaffenen emotional untermauerten Konstruktionen hindeutet. Dies stellt den ethnischen Diskurs als einen lebendigen Organismus dar, indem die Metapher als ein wichtiger Mechanismus des diskursiven Wissens aufgewertet werden kann.

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Tanja Angelovska, Seda Yilmaz Wörfel, Nikolas Koch, Angela Hahn & Claudia Maria Riehl

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E23

"He has an organ donor card, so accepted his wife that…"- Cognitive explanations for the cross-linguistic influences in L1 Turkish, L2 German and L3 English

The languages of multilingual individuals are considered as dynamic systems, which develop with the input from the environment and self-reorganization (Herdina & Jessner 2002, de Bot, Verspoor & Lowie 2007, de Bot, Lowie, Thorne & Verspoor 2013). Our research aim is to account for the ways and paths of the activation of prior language patterns by analyzing the cross-linguistic influences (CLIs) (De Angelis & Selinker 2001: 42) in the minds of the Turkish-German bilinguals learning English as a foreign language.

The study aims at analyzing which language constructions will be activated when writing narrations in Turkish, German and English and which factors determine the transfer. The participants were all born in Germany and their country of residence is Germany. Their home language is Turkish, but their dominant language and language used at school/University is German. All participants were given the task to write narrations on a given topic in English (case study 1) and in Turkish and German (case study 2).

The methodology involves two case studies which involve two different settings:

Case Study 1 (*n*=3 participants): includes three adolescent students in their early twenties attending English courses at the University of Munich. They were tested for their L3 English proficiency levels by using the Oxford Quick Placement Test. One of the students is at level B2 and the two others are at level A2.

Case Study 2 (*n*=3 participants): includes three 15-years old pupils. The study was conducted at the University of Cologne. They are pupils at a secondary school in Cologne in their 9th grade.

The two case studies complement each other by including two different age groups (teenagers and adolescents) and analyzing CLIs in all directions (native, reverse and interlanguage influences) and in different language constellations (native: L1 Turkish→L2 German/L3 English, reverse: L2 German→ L1 Turkish and interlanguage transfer: L2 German→ L3 English).

Our results indicate the following:

At initial stage of L3 English acquisition, L1 Turkish is used as a transfer source mainly for lexical constructions (with verbs expressing location and direction) as well as idioms and collocations. At the later stage of L3 English acquisition and in all narrations in L2 German, we could not find any instances of transfer from L1 Turkish. However, in the L1 Turkish narrations instances of transferred L2 German lexical constructions were found.

The German construction "*dass/*that" in a subordinate clause was transferred in both L1 Turkish and L3 English.

In the L3 English narrations, certain syntactic patterns of L2 German (such as accusative and dative complements and the "adverb of time + verb + subject" default word order) have been mainly activated from L2 German and entrenched as L2 patterns which are then lexicalized when writing in L3 English.

We explain these results by the complex processes in the minds of the multilingual individuals, their frequency of daily use (as assessed through questionnaire data) and their sensitivity to frequency effects in the particular languages.

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C32

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Keywords: semantic transparency, analyzability, morphology, compounds, experimental approaches

Testing effects of analyzability on compounds with a varying degree of semantic transparency: Are the components and their meanings recognised and accessed?

In Cognitive Grammar (Langacker 1987, 1991, 2008) analyzability refers to the degree to which the components of a complex structure are salient against the background of the composite structure. It is argued that novel expressions (e.g., *lipstick maker*) are routinely

analyzable. Concerning lexicalised structures, Langacker (2008: 61) argues that it is not "essential that the symbolic components be recognized and their individual meanings accessed," which implies that the structures are processed as whole units. The present project aims to test this claim empirically by exploring whether the degree of semantic transparency of an English compound's component (i.e., the extent to which the component contributes to the overall meaning) would have an effect on how the composite structure is processed. More specifically, the study asks whether compounds of varying degrees of semantic transparency (in other words those in which either the head, the modifier, or both were judged to be relatively opaque/transparent) would show signs of whole-word access or decomposition. For this purpose, native speakers were asked to provide mental associations with 40 lexicalised compounds. The associates were then coded as relating to either the composite meaning, thus indicating whole-word access, or to one of the components, which would speak of decomposition. It was expected that a transparent component would trigger more component associates than an opaque one, because a greater degree of transparency is arguably linked to a greater analyzability. Thus, if participants are aware of the components of a construction, they will be more likely to produce associates related to them. Similarly, an opaque component would yield more associates related to the overall construction. Although these predictions were generally confirmed, whole-word access, manifested in a significantly greater frequency of associates related to the composite meaning, was the driving processing mechanism only for compounds in which both the head and the modifier were relatively opaque. For compounds in which at least one of the components was deemed relatively transparent, there was evidence of decomposition, since there were significantly more associates related to the transparent component. Thus, it can be concluded that the degree of semantic transparency interacts with analyzability and influences whether the components of lexicalised structures will be recognized and accessed. While this process may not be "essential" for completely opaque structures, it is characteristic of partially and completely transparent compounds.

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P

Keywords: constructions, experimental methods, mental lexicon, compounds, phrases

Do morphologically complex constructions exemplify a continuum from lexicon to syntax? An empirical study of the processing of compounds and phrases in English, German, and Bulgarian

There has been a long-standing debate in linguistics about how to conceptualise the lexicon and syntax. Controversy has surrounded the question of whether they should be regarded as separate modules as argued for by generative linguists (e.g., Böer et al. 2012) or as entities forming a continuum as per a Cognitive Linguistics framework (e.g., Goldberg 2006; Jackendoff 2008; Langacker 1987). The present talk outlines a way of testing these opposing views empirically by comparing how compounds (e.g., *chemistry professor*) and

phrases (e.g., *professor of chemistry*) are processed. Traditionally compounds have been regarded as the products of the lexicon, whereas the status of phrases, especially lexicalised ones, has been less clear, which led to them being labelled as idiosyncratic (Fleischer 1997; Burger 2010). Although the processing of compounds and phrases has been researched in psycholinguistics (Libben et al. 2003; Sandra 1990; Zwisterlood 1994), the experiments have focused on either one or the other structure, without drawing comparisons between the two. Furthermore, cross-linguistic studies are also rare (but see Nicoladis and Krott 2007). The current project proposes that if we find evidence that compounds and phrases are processed in similar fashion (i) within the same language and (ii) across languages, then this would throw doubt upon the division of lexicon and syntax.

For this purpose, a series of cued recall studies were administered which focused on (i) compounds and lexicalised phrases in English, (ii) compounds in German, (iii) lexicalised phrases in Bulgarian. The main question was whether any particular element (head, modifier) or the whole structure would be more salient to L1 users. In the first part of the experiment, the participants were given a list of either compounds or phrases and were asked to memorise them. After a brief distractor period, they were given a second list containing cues which were meant to help them recall the targets from the first part of the experiment. Their task was to recall as many items from the first list and to write them down next to the matching cues. The cues related to either the whole structure (e.g., *town* for the compound *bank branch*), the modifier (e.g., *Lloyds*[1] for *bank* branch), or the head (e.g., *office* for *bank branch*). If language users recall targets related to a particular type of cue better, then that would indicate that the element to which the cue is related (i.e., head, modifier, or the whole structure) is perceived as more salient.

It was predicted that if compounds and lexicalised phrases are processed in a similar fashion, then in English, there should be no significant differences in the salience of a particular element or of the whole structure, irrespective of whether the target is a compound or a phrase. The same pattern was expected when comparing German with Bulgarian. Finally, if an element is found to be more salient, then this effect should apply to all three languages. These predictions were confirmed for compounds, which suggests that lexicon and syntax form a continuum. However, questions remain regarding the salience of elements in nominal phrases.

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[1] *Lloyds* is the name of a particular bank in the UK.

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Metaphor and cognition: How metaphors are used in a college lecture in order to reason about concepts of the mind

Metaphor use in educational contexts has received considerable attention in research studies (e.g. Aubusson et al. 2006; Cameron 2003; Corts & Pollio 1999; Low et al. 2008), since Lakoff and Johnson (1980) postulated that metaphor allows us to understand abstract concepts in terms of more concrete ones. At university level, teachers are primarily concerned with communicating abstract knowledge in form of concepts that are unfamiliar to the students. This accounts for a multitude of investigations examining metaphors in education. However, studies comparing the metaphors for a particular topic in the students' readings with those used to negotiate the texts' meanings in class seem to be missing.

The present study sets out to fill this void. An article by Searle (1980) arguing against Artificial Intelligence and the response to it by Hofstadter (1981), constitute the basis for a philosophy lecture about the mind that was filmed at a US-American college. Metaphors for the brain and the mind, including forms of analogies (cf. Steen 2008 for a definition of metaphor including analogies), were identified in the texts and the transcribed philosophy lecture. The metaphors in the texts were then compared to those in the lecture in order to see how the professor handles the metaphorical models dominating both texts. Metaphors in the texts constitute complex, nested analogies, for example, comparing the brain to a computer and then comparing both brain and computer to a stomach.

The comparison of the metaphors in the texts and the lecture was supposed to answer the following questions: Does the professor take up the metaphors found in the text and does he modify the analogies in any way to provide "stepping stones" for the students' understanding of the concepts or the philosophers' reasoning? Is there evidence that the students use the metaphorical models offered by the authors/the professor in order to reason about concepts of the mind?

The results of this study reveal that the professor indeed uses the metaphors found in the texts – at times to an extent that he seems unable to step outside the metaphorical model used by Searle. The fact that some students not only challenge the analogies provided by the texts and the professor, but also suggest alternative metaphors, shows how metaphors are used to think about the mind from different perspectives. Furthermore, in contrast to the first part of the lecture, the professor accomplishes to break down the complex analogies and to introduce additional metaphors later on. This change of metaphor use over the course of the lecture, probably inspired by the students who critically discussed the initial analogies, highlights the chances and the value of metaphors when reasoning about abstract concepts, but it also points out some problems of using complex metaphors in teaching.

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E71

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Ethnische Unterschiede in den frühen kognitiven Fähigkeiten

Ethnische Bildungsungleichheit wird in allen Altersstufen festgestellt. Der vorliegende Beitrag betrachtet einen wichtigen Aspekt, nämlich die kognitiven Fähigkeiten, die einen starken Einfluss auf die Schulleistungen haben. Es stellt sich die Frage, ob sich deutsche Kinder und Kinder mit türkischem Migrationshintergrund bereits im Alter von 3-4 Jahren in ihren kognitiven Fähigkeiten unterscheiden. Es ist zu vermuten, dass sich gefundene Unterschiede vor allem durch die soziale Herkunft und die häusliche Wohnumgebung erklären lassen. Die Analysen beruhen auf den Daten, die in dem Projekt „Erwerb von sprachlichen und kulturellen Kompetenzen von Migrantenkindern in der Vorschulzeit" erhoben wurden. Es nahmen ungefähr 1200 deutsche und türkischstämmige Kinder im Großraum Rhein-Neckar an der Studie teil. Mit den teilnehmenden Kindern wurde die „Kaufman Assessment Battery for Children" (K-ABC) durchgeführt. Darin sind verschiedene Untertests enthalten, die u.a. die ersten kognitiven Fähigkeiten der Kinder messen. Mit Hilfe der Daten können ethnische Unterschiede in den kognitiven Fähigkeiten nachgewiesen werden, die jedoch durch die soziale Herkunft und das häusliche Anregungsniveau erklärt werden können. Daraus lassen sich direkt praktische Implikationen für die frühe Förderung der Kinder ableiten.

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Neuronale Korrelate grammatischer Prozesse im menschlichen Gehirn: Thesen zur Gliederung des Broca-Areals anhand einer fMRT-Studie

Vorgestellt wird eine aktuelle Studie der Friedrich-Alexander-Universität Erlangen-Nürnberg, die sich der Frage nach der Gliederung des Broca-Areals im menschlichen Gehirn zuwendet. Derzeit beschäftigen sich zahlreiche Studien mit den neuronalen Grundlagen grammatischer Prozesse. Neben Einblicken in die anatomische Lokalisation einzelner syntaktischer Verarbeitungen ist das Ziel dieser Studie, einen Beitrag zur Diskussion um die eventuelle Trennbarkeit von Syntax und Lexik im menschlichen Sprachsystem zu leisten. Das Projekt besteht aus einer interdisziplinären Zusammenarbeit der Sprachwissenschaft der Philosophischen Fakultät und der Neurochirurgie der Medizinischen Fakultät. Die Neurochirurgie ermöglicht dabei die Begleitung hirngeschädigter Patienten, die in den prä- und postoperativen Tagen von grammatischen Schwierigkeiten betroffen sind. Es handelt

sich hier um ein Krankheitsbild, das aufgrund der operativen anatomischen Veränderung und folgender Reorganisationen zeitlich begrenzt ist und somit nicht zu einer aphasischen Klassifikation führt. Die Begleitung dieser Patienten gibt Anreize zu neuen Versuchsanordnungen, die nicht auf theoretischen Überlegungen beruhen. Wir gehen der Frage nach, welche gebrauchsbasierten Blickwinkel linguistische Kontrollen hirnanatomischer Veränderungen ermöglichen. Für die Patienten werden grammatisch eng definierte Aufgaben entwickelt, die an diesen sowohl mithilfe von Interviews als auch mithilfe bildgebender Verfahren getestet werden. Hierzu zählen Testmodi zur Konjugation von Genus und Tempus, zum Einsatz von Personalpronomen, zur Bestimmung von Satzgliedern in semantisch weitestgehend freien Sätzen, zur Kategorisierung von Funktionswörtern und zur Bildung von Relativsätzen. Die Bilder der funktionellen Magnet-Resonanz-Tomographie (fMRT) liefern Anhaltspunkte für die anatomische Lokalisation grammatischer Prozesse; dabei nutzen wir einen 1.5 Tesla MR Scanner (Magnetom Sonata Maestro Class, Siemens Medical Solutions). Aus den Tests an Patienten gewonnene Erkenntnisse weiterentwickelnd werden gesunde Probanden mit darauf aufbauenden Aufgaben konfrontiert, die verstärkt grammatische Zusammenhänge fokussieren. Dies wird ebenfalls mithilfe des fMRT dokumentiert. Unsere Studie konzentriert sich auf das Broca-Areal, welches mit angrenzenden Verbindungsbahnen für die systematische Nutzung grammatischer Regeln zuständig ist; hier erfolgt eine enge Konzentration auf Funktionswörter. Das Ziel ist es, Interferenzerscheinungen mit semantischen Prozessen möglichst auszuschließen und sich auf grammatische Beziehungen zu beschränken. Wir konzentrieren uns im Gegensatz zu einem Großteil der deutschsprachigen Studien nicht auf zerebrale Fehlersignale, die durch die Konfrontation der Probanden mit fehlerhaften syntaktischen Konstruktionen ausgelöst werden. Der hier modifizierte Ansatz nutzt die Aktive Grammatische Analyse, welche Probanden mit der aktiven Konstruktion grammatischer Phänomene während der funktionalen Messung beauftragt. Um Messfehler auszuschließen und die Konzentration der Probanden zu garantieren, erhalten diese eine Kontrastaufgabe, die keinerlei sprachliche Komponenten enthält und somit keine sprachrelevanten Gehirnareale aktivieren sollte. So zeigt der aktive Prozess kortikale Repräsentationen grammatischer Prozesse im gesunden Gehirn auf und trägt zu einer Ausdifferenzierung des Wissens über die Beschaffenheit des Broca-Areals bei. Der Einbezug normabweichender Sprachveränderungen der neurochirurgischen Patienten eröffnet eine Perspektive, die zur Erforschung sprachlicher Grundlagen zukünftig Vieles beitragen kann.

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A73

Ein frame-semantisches Verfahren zur Erforschung kollektiver Wertvorstellungen von Diskursgemeinschaften im Rahmen der Linguistischen Mentalitätsgeschichte

Der Beitrag will zeigen, wie die Frame-Semantik auch zur Ermittlung des Demokratisierungsgrades eines Transformationslandes zu einem gegebenen geschichtlichen Zeitpunkt eingesetzt werden kann. Er stellt eine Studie vor, die von der Konrad-Adenauer- sowie Dorothee-Wilms-Stiftung gefördert wird und sich zum Ziel setzt, ein

kulturwissenschaftliches bzw. frame-semantisches Verfahren hierfür zu erarbeiten und zu erproben.

Zur theoretischen Begründung des Verfahrens werden v.a. drei Ansätze herangezogen, die dank ihrer disziplinären Heterogenität alle für die Studie thematisch relevanten Phänomene in ihrem Zusammenwirken hinreichend erörtern können:

1. die Theorie der Humanentwicklung von Christian Welzel,

2. das Bewertungsmaßstabsmodell der „Saarbrücker Schule" um Barbara Sandig,

3. das Wissensrahmenmodell von Martin Wengeler und Alexander Ziem aus der „Düsseldorfer Schule".

Basierend auf den Erkenntnissen dieser Ansätze nimmt die Studie an, dass der Demokratisierungsgrad eines Transformationslandes sich aus einem Vergleich der Mentalität seiner demokratisch orientierten Intelligenz mit der Mentalität der Intelligenz einer westeuropäischen Traditionsdemokratie ableiten lässt. Denn in einer frisch installierten Demokratie ist genau das liberale Segment der Intelligenzschicht an den demokratischen Veränderungen am meisten interessiert. Linguistisch zugänglich wird die Mentalität dieses Segmentes u.a. dann, wenn einige seiner Angehörigen sich bezüglich der Funktionsweise der neu eingeführten demokratischen Strukturen in den Medien äußern. Dies ist stets während politischer Krisen der Fall, denn diese entstehen aus der Sicht der liberalen Intelligenz durch den Fehlumgang der Machteliten mit der Demokratie. Anlässlich jeder Krise führen also die Liberalen eine öffentliche Auseinandersetzung und handeln v.a. in den sie unterstützenden liberalen Leitmedien ihre Standpunkte zu den Problemen in den betroffenen Politikbereichen aus. Die dabei in den Meinungsbeiträgen dieser Medien zum Ausdruck kommenden individuellen Wertvorstellungen der Autoren spiegeln einen wichtigen Bestandteil der Mentalität der gesamten Gesinnungsgemeinschaft wider. Sie lassen sich mit der Linguistischen Mentalitätsgeschichte aus den bewertenden Äußerungen der Autoren rekonstruieren und unter Umständen als kollektive Wertvorstellungen der westlich gesinnten Intelligenz interpretieren. Hierfür fasst diese Disziplin dieses Gesellschaftsschichtsegment als eine Diskursgemeinschaft auf, medial verlaufende Auseinandersetzungen mit einem bestimmten Thema – als thematisch verwandte Mediendiskurse, die Autoren der Medienbeiträge – als Repräsentanten der untersuchten Diskursgemeinschaft und ihre dort gemachten bewertenden Äußerungen – als Material für eine Diskursanalyse, die abschließend vergleichend geführt werden soll. Zu diesem Zweck wird die Intelligenzschicht einer Traditionsdemokratie als eine vergleichsadäquate Diskursgemeinschaft aufgefasst, die in dieser Gemeinschaft medial verlaufenden Auseinandersetzungen mit dem gleichen Thema – als vergleichsadäquate Mediendiskurse, die Beitragsautoren – als Repräsentanten dieser Diskursgemeinschaft und ihre dort gemachten Bewertungen – als Analysematerial. Die Ergebnisse beider Analysen werden auf ihr rekurrentes Auftreten in den untersuchten Diskursen quantitativ ausgewertet, woraus auf die Zugehörigkeit der von ihnen am häufigsten vorkommenden zu den kollektiven Wertvorstellungen bzw. der Mentalität der jeweiligen Gemeinschaften geschlossen wird. Abschließend werden die ermittelten kollektiven Wertvorstellungen beider Diskursgemeinschaften einander komparativ gegenübergestellt, wobei die aus den westeuropäischen Diskurskorpora gewonnenen Daten als normative Größen fungieren. Der Vergleich soll aufzeigen, wie hoch der Demokratisierungsgrad des liberalen Segments der Intelligenzschicht eines Transformationslandes zu dem untersuchten geschichtlichen Zeitpunkt ist.

Eine solche hier kurz umrissene vergleichende Diskursanalyse kann anhand mehrerer semantischer Werkzeuge durchgeführt werden. Für diese Studie wurden ‚Frame' und ‚Bewertungsframe' der Frame-Semantik Charles Fillmores gewählt. Im Beitrag wird gezeigt, wie die beiden Werkzeuge angewendet werden.

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E72

Kompetenzentwicklung in multilingualen Schulklassen (KEIMS): Sprachliche Kompetenz und kognitive Grundfähigkeit von Drittklässlern

In diversen Schulleistungsstudien wurden für Deutschland erhebliche Leistungsunterschiede zwischen Kindern bzw. Jugendlichen mit und ohne Migrationshintergrund festgestellt (Baumert et al., 2003; Tiedemann/Billmann-Mahecha, 2007; Hesse/Göbel/Hartig, 2008). Ursachen für das schulische Scheitern dieser Population sind vielfältig. Dennoch tritt in nahezu allen vertiefenden Analysen die Beherrschung der Unterrichtssprache Deutsch als ein entscheidender Prädiktor der Schulleistung hervor.

Die Studie KEIMS untersucht die Entwicklung schulischer und sozialer Kompetenzen in multilingualen Grundschulklassen. Für 211 Drittklässler wurde eine Sprachstandsdiagnostik mit standardisierten Verfahren (HSET, Grimm/Schöler 1991; AST 3, Fippinger 1991; SFD 3, Hobusch/Lutz/Wiest 2002) durchgeführt. Zur Prüfung der konvergenten Validität wurden überdies Lehrerurteile erhoben. Besondere Aufmerksamkeit gilt den Sprachstandsunterschieden zwischen Kindern mit und ohne Migrationshintergrund.

Neben der Unterrichtssprache wird der kognitiven Grundfähigkeit beträchtliche schulleistungsbezogene Erklärungs- und Vorhersagekraft zugeschrieben. Zudem ist diese ein Bedingungsfaktor für gelingenden Erst- und Zweitspracherwerb (Ellis, 1997). In der vorliegenden Untersuchung wird der Einfluss der kognitiven Grundfähigkeit (CFT 1, Weiß/Osterland 1997) auf die Beziehung zwischen Migrationshintergrund und Sprache analysiert: Inwieweit beeinflusst Intelligenz sprachliche Leistungen? Lassen sich in den testbasierten Sprachstandsresultaten und Lehrerurteilen diesbezügliche Effekte

nachweisen? Mittels Kovarianzanalysen wird geprüft, welchen Effekt der Migrationsstatus bei statistischer Kontrolle der Intelligenz auf sprachliche Fähigkeiten ausübt.

F62

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Keywords: Construction Grammar, Multimodality, empirical evidence

Types of multimodality in transitive and intransitive constructions

The present study investigates multimodality in verbal constructions in light of Langacker's (1991) "billiard ball" model of how transitivity is conceptualized in terms of an action chain. 474 verbal clauses from five interviews in American English from the Red Hen video database (https://sites.google.com/site/distributedlittleredhen/home) were coded for transitivity level (Hopper & Thompson 1980), and accompanying manual gestures were coded for hand shape, palm orientation, location, and manner of motion as well as modes of representation (Müller 1998). The range of gestures found with transitive verbs points to the fact that in such constructions, different parts of a whole action chain can be profiled, resulting in options such as gesturally highlighting the action or complementarily depicting an instrument or path. The interpretation for the few gestural modes of representation used with intransitive verbs (most often: showing a path) is that such constructions only profile a thematic process, resulting in a more limited range of options for gestural highlighting. The findings shed greater light on "redundancy" and "complementarity" of expression in multimodal constructions by examining the role that grammatical qualities play in relation to the differential use of spoken words and gestures.

E43

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Keywords: applications of Construction Grammar, constructional patterns, meteorological events, learners of German, French learners, Italian learners, Dutch learners

The constructional patterns of meteorological events by French-Italian- and Dutch-speaking learners of German

Context – Weather expressions are part of the relevant topics in foreign language (FL) teaching. Traditional teaching methodology focuses on fixed FL expressions like impersonal verbs (e.g. *il pleut/es regnet/it rains*). This approach is too simplistic, as it solely focuses on isolated weather states, thereby discarding both the rich array of verbal and nominal constructions for typical weather states and changes, as well as the learners' needs for their production. This study wants to fill this gap by focusing on weather expressions produced by learners of German as a second language (L2).

Aims – In this study we will describe and analyze:
(1) the variation in the constructional patterns for weather forecasts in three samples of non-native speakers of German (French, Italian and Dutch);

(2) the constructional patterns used by the learners in elicited nominal (e.g. *der Regen, die Sonne, die Kälte*), verbal (e.g.*es regnet, die Sonne scheint, es wird kalt*), and adjectival (e.g. *regnerisches, sonniges oder kaltes Wetter*) expressions for weather conditions and change;

(3) the constructions displaying deficits in German-L2, compared to the individual L1-speaker patterns.

Theoretical framework – The study is based on Goldberg's Construction Grammar (1995, 2006), on Talmy's typological considerations (2000) and on the concept of 'conceptual fluency' developed by Danesi (2008).

Data –The corpus consists of three samples of L2 learners' written responses to a set of visual stimuli in an elicitation task about weather conditions and meteorological change. The participants are French-, Italian- and Dutch-speaking learners of German (level B1-B2 in the reference frame of the Council of Europe) from three Belgian and Italian universities. The respondents were asked to describe the pictures in the test both in German-L2 and in their mother tongue (Nunan 2004).

(Expected) Results – Our study first aims at describing and distinguishing the preferred constructional patterns in L1 French, Italian and Dutch on the one hand, and in German-L2 on the other. In this respect, we will take into account some typological differences between Germanic and Romance languages. In French and Italian, for instance, it is habitually the impersonal verb *faire/fare* 'to do' which is used in expressions of a meteorological state, e.g. *Il fait froid/fa freddo*, lit. 'It does cold', whereas in Dutch and German the verb 'to be' is used by default, e.g. *Het is koud/Es ist kalt,* lit. 'It is cold'. Moreover, we expect users to produce varied types of constructions, reaching from fully lexical verbs (*Morgen wird es regnen*), over predications with weather nouns and support verbs (*Morgen ist viel Schnee*) and adjectives or adverbs (*Für morgen erwarten wir regnerisches Wetter; es regnet stark*).

From a contrastive perspective, we will explore the influence of L1 on L2-constructions, in order to show possible learner interferences. More specifically, we contrast the Dutch learners as representatives of a Germanic language, with the speakers of the Romance languages. Finally, we will propose some guidelines for construction-based teaching as an alternative to the conventional lexical approach to meteorological expressions.

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B11

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Das metaphorische Modell des Konzeptes *SEELE* im poetischen Weltbild von R.M. Rilke

Die Innenwelt eines Menschen ist was besonderes, das für Forscher in den unterschiedlichen Wissenschaftsgebieten – Psychologen, Philosophen, Religionswissenschaftler sowie Linguisten – interessant ist. Das ist die Sphäre des Privatlebens eines Individuums, die Emotionen, Gefühle, Affekte, Glaubensvorstellungen, Bestrebungen einbezieht.

Traditionell gehören solche Konzepte wie SEELE, HERZ, GEIST, KOPF zu den Innenweltkonzepten. Die Sprachforscher bemerken, dass Mythologie, Volkspoesie, Dichtung, Belletristik beim Erlernen der Sprachrepräsentationen dieser Konzepte eine große Rolle spielen [Arutyunova 1998: 398-399]. In besonderem Maße hat *die Seele* alle Merkmale des „Innenmenschen" [Stepanov 2004].

Das *Ziel* der vorliegenden Arbeit ist es, metaphorische Repräsentationen des Konzeptes SEELE im poetischen Weltbild von R.M. Rilke zu untersuchen. Dazu gibt es einige Gründe. Erstens, Rilke ist eines der bemerkenswerten Dichter der Jahrhundertwende (19-20.), ein Dichter der Übergangszeit [Schlenstedt 1986: 5], der „europäische" Poet. Er gilt als Kultfigur, als Sprachmagier; unter manchen Literatur-Enthusiasmierten Kaliforniens sogar als Schutzpatron der New-Age-Bewegung und poetischer Engel in nachchristlicher Zeit [Görner 2004: 12]. Zweitens, laut der quantitativen Analyse des empirischen Materials gehört das Konzept SEELE zu einem der relevantesten für das poetische Weltbild von R.M. Rilke (über 70 Beispiele). Drittens, es werden metaphorische Bildungen erforscht, denn Metaphern in heutiger Auffassung treten als Mittel für Erkenntnis, Konzeptualisieren, Kategorisieren, Bewerten des Universums auf [Lakoff, Johnson 2003]. Im poetischen Diskurs gilt die Metapher auch als effektives Mittel für die Selbstcharakterisierung des Dichters.

Nach der Analyse der kognitiven Metaphern mit der Komponente „Seele" kann man ihre verschiedenen Typen bestimmen: aktionelle, lokale und räumliche, physiologische, psychologische, mentale, physische etc. Die weitere Untersuchung lässt ein folgendes metaphorisches Modell des Konzeptes SEELE bilden:

SEELE als personifiziertes Subjekt: handelt *(eine Seele kam; am Abend steigt sie (die Seele) in die Flut; am Abend badet sich (die Seele)),* hat physiologische Charakterisierungen *(sie (die Seele) lebte, wachsend, weit und weise; sie (die Seele des Heiligen) war erwachsen; meine Seele schläft dann bis es tagt bei deinen Füßen),* hat eigene Emotionen/Gefühle *(Kinderseelen… zu dem Leben ziehn, vor dem sie bangen*; *sie (die Seele) fühlt sich an wie Weihnachtsschnee / und steht doch ganz in Brand),* hat bestimmte Charakterzüge *(meine Seele (des Zwerges) ist vielleicht grad und gut; sie (die Seele) sagt mit tiefer Einfalt; Was du sehnst, meine Seele),* gehört zum weiblichen Geschlecht *(Meine Seele ist ein Weib vor dir),* redet und denkt *(Und fragst du sie (die Seele) um Mitternacht, sie sagt mit tiefer Einfalt; Verherrliche und hebe, meine Seele, so hoch du kannst)*

SEELE als Objekt der Handlung: man kann sie schlagen, zwingen usw. *(ich weiß nicht wem löst es die Seele los; Wie soll ich meine Seele halten, dass sie nicht an deine rührt; du sie (die Seele) zwangst in deine zarten Spiele)*

SEELE als Ort für den Menschen *(so erreichen wir unsere sichere Seele vielleicht)*

SEELE als ästhetisches Wesen: mag Schönes, singt *(die Seele in einem Kleid aus Stille; Kinderseelen, die noch niemals sangen; ihre Seelen (der Engelknaben) sind aus Gesang)*

SEELE als religiöses Wesen *(schon hob er (der Gott) sie (Marias Seele) hinein in ihre göttliche Natur; die Engel haben Seelen ohne Saum; die Engel haben helle Seelen)*

SEELE als physische Größe: hat Temperatur, Gewicht, Farbe *(meine Seele ist warm von deinem Blut; eine Seele ist leicht; weiße Seelen)*

SEELE als Temporalwesen: sie gehört der Zeit *(deine Seele deiner Zeit).*

Es ist auch bemerkenswert, dass die Seele durch zahlreiche meliorative Adjektive kennzeichnet wird: weiß, zärtlich, warm, grad, sicher, göttlich u.a.: *Weiße Seelen mit den Silberschwingen; meine Seele ist warm von deinem Blut; eine Seele ist leicht; die Engel haben helle Seelen.* Andererseits tritt die Seele im poetischen Weltbild von Rilke als Ort auf, wo meistens negative Emotionen, Gefühle, Erlebnisse konzentriert werden, z.B.: *seine (des Zaren) sanfte Seele krankt (an den feierlichen Reichen; der Statuen ewiges Dastehn nicht mehr die Seele erschreckt; seine (des Zaren) sanfte Seele krankt.*

Daraus kann man schlussfolgern, dass das Phänomen SEELE in Rilkes Weltbild sehr vielseitig und mit individuellem Gedankeninhalt gefüllt ist.

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D62

A corpus-based quantitative approach to mental predicates and their complementation: A cross-linguistic perspective

The present study investigates the interrelation of complementation types, construal, and a range of semantic parameters, characterizing five mental predicates in a cross-linguistic context of English, German and Polish. The verbs to be examined are the first- and third-person occurrences of *think*, *believe*, *understand*, *remember*, and *forget* in English and their respective equivalents in the two other languages.

This study tests, cross-linguistically, the findings revealed in prior research into Polish *myśleć* ('think') and *wierzyć* ('believe'). Two hypotheses are tested, both linked to the relation between the complementation pattern and the grammatical construal of the verb. The first hypothesis states that the complementation, which reifies the object of thought, is more typical of the third person uses of the verbs, while the first person occurrences are more likely to be linked to the clausal complementation, which is more dynamic and thus less graspable (Fabiszak *et al.* 2012, 2014). The second hypothesis states that the third-person occurrences of the predicates, construed subjectively (Langacker 1985) and instantiating "descriptive" attribution-based uses (Nuyts 2001), are more readily associable with concrete, bounded, and tangible objects of thought, which can be more easily ascribed to third-person subjects (Krawczak & Kokorniak 2012). The first-person occurrences of such predicates, on

the other hand, which realize performative uses (Nuyts 2001) and objective construal (Langacker 1985), and which afford direct access to the object of thought, are hypothesized to be comparatively more readily associable with unbounded objects of lesser tangibility (Krawczak & Kokorniak 2012).

The study employs a "multifactorial usage-feature analysis" (Glynn 2009), which, through a combination of qualitative and multivariate quantitative analyses, reveals the "behavioral profiles" (Gries 2006) of the categories under investigation. The data, comprising first- and third-person past tense affirmative occurrences of the verbs with clausal and nominal complementation, are extracted from the press sections of the Corpus of Contemporary American English, the National Corpus of Polish, and the German newspaper *Mannheimer Morgen*. The data amount to approximately 4500 examples. All the occurrences are manually annotated for formal (Person: <1st, 3rd>, Complementation Type: <Clausal, Nominal>) and semantic (Picturability: <Picturable, NonPicturable>, Boundedness: <Bounded, Unbounded>) features. The subsequent step involves the submission of the tagged data to multivariate statistical modeling in the form of correspondence analysis (Glynn 2014), hierarchical cluster analysis (Divjak & Fieller 2014) and logistic regression analysis (Speelman 2014). Multivariate analysis identifies the behavioral profiles of the mental predicates vis-à-vis their complementation, construal, and semantic properties. It also enables us to test the above hypotheses in a falsifiable manner.

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D52

A Constructionist Approach to the Classification of the German Pronoun 'es'

During the last few decades, numerous studies have been conducted in the field of Construction Grammar, proving that this approach is very powerful in explaining language phenomena of every stripe. However, many of these studies up to now have proved to be occasional single studies, and there is still a lack of extensive constructionist analyses. My study aims to contribute to a reduction of this research desideratum by developing a model of the German 'es' which integrates all functions of this pronoun. In addition, the results are extended to Second Language Acquisition (SLA), filling a gap in research by applying a usage-based constructionist approach to SLA processes.

A large number of research contributions devoted to the pronoun 'es' exist, most of them following a traditional classification as described for instance in Eisenberg 2013. Although these grammatical analyses are useful, we must record the fact that they have two weaknesses: first, their classification is normally not based on authentic speech data. Second, they assume relatively large categories, which do not necessarily fit the speakers' mental representation of the pronoun 'es'. In my project, a corpus of natural, spoken German has been exhaustively analyzed regarding the occurrence of 'es'. My research has indicated that a constructionist approach is highly suitable for this phenomenon of the German language, assuming that constructions are as form – meaning pairs (Lakoff 1987) abstracted from communication (Croft 2007). The benefit of such an analysis is briefly exemplified here by the category of projector constructions which has been developed from the data, following on from Günthner 2009. An utterance like 'Es ist schön' (i.e. 'It is lovely'), with the 'es' referring to already established facts, is normally expressed with falling tone. However, in a sentence like 'Es ist schön, dass du kommst' (i.e. 'It is lovely that you are coming'), the first part ('Es ist schön') adopts a rising tone, indicating something to come. Thus, the form (the prosodic structure: falling vs. rising) is strongly connected with the function (referring back vs. projecting something). A theoretical framework which allows a combined analysis of the clear link between form and meaning offers many analytical advantages.

In my talk, I will present the results of my corpus study and the developed constructionist model of German 'es' as a subject pronoun, focussing on the explanation of how the constructionist approach may enrich the existing research on the pronoun 'es'. Furthermore, an outlook will be given as to how far these findings can be useful in innovative research on the acquisition of constructions in SLA, following the usage-based hypothesis that constructions are abstracted from communication. I will elaborate on the expected result that high-frequency constructions are more readily acquired than low-frequency ones and explain the experimental setting which will be used to prove this frequency effect.

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Keywords: Construction Grammar - Multimodality - empirical evidence

Accounting for Multimodality in Construction Grammar

This paper focuses on the question to what extent the notion of 'construction', which is generally defined as the symbolic pairing of form and meaning, seems fit to include not just verbal but also non-verbal phenomena like gesture, speech, gaze etc. into an encompassing multimodal account of Construction Grammar. This broader perspective is in line with earlier appeals (Deppermann 2006, Östman & Fried 2005) to extend Construction Grammar into the realm of the pragmatics of spoken discourse, especially however with more recent empirical studies, which advocate the identification and analysis of genuinely multimodal constructions (Turner & Steen 2012).

In the present paper, we first present and compare the main findings of a series of studies that focus on multimodal communicative patterns in spoken interaction (modal particles, turn taking events, intersubjective deictics, interactional alignment sequences), in which verbal constructions, gestures as well as gaze patterns co-occur as part of what may be labeled 'multimodal constructions'. In a second step, we take these empirical observations as a basis for a theoretical discussion on the status of non-verbal information in the basic architecture of Construction Grammar, most notably with respect to the semiotic boundaries of symbolic form-meaning units. (see general abstract of the theme session for specific issues to be discussed).

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P

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Keywords: collective reasoning, philosophy for children, interlocutory logic

Collective construction of children's reasoning during a "philosophy for children" workshops

The philosophy for children (P4C) is an education program invented by Matthew Lipman (Lipman, 1995) on the 1980's. Inspired by John Dewey (Dewey, 1967) philosophy, Lipman advanced that could not became the fully thinking citizens without some philosophy education. The benefits of the program on learning, cognitions, critical thinking are very large and visible quickly after the program's introduction in class. Furthermore of those advantages, the linguistic construction of children dialogues during the P4C seems very different than during other lessons.

To analyze this special character, we adopted firstly the theory of speech acts (Austin, 1962; Searle, 1969) which presume that every word we pronounce to our conversational partner has always an aim. We always try to make somebody do something. The interlocutory logic (Trognon, 1999), our second base, presume that our conversational partner should validate every speech act we pronounce. If not, this speech act would not have any value in the conversation. The last part of our base, the philosophy of pragmatism (Rorty, 1979), helps us to understand the origin of children's representations.

During three years experimentation, we collected data in classes from 6 to 13 years old children in France. We have kept 19 videos of 1h. For this presentation, we use 10 videos.

Our aim is to show and describe the specificity of children's reasoning during the P4C activity. We proceed to the linguistic analysis of videos' transcriptions with the interlocutory logic, the extraction of speech act, the conversation chaining analyze and thematic description. Our tool is ELAN Linguistic Annotator software.

The regularities exist in the philosophical children's conversations that we called *philosophemes.* The philosopheme is the collective reasoning process, the process of philosophical and conversational construction of some notion. Many indicators show the collective construction of reasoning and reasoning weaving. One of them is shifts of meaning or vocabulary use.

Philosopheme is composed with referent, propositions/mind's object and concept, each one results from the common reasoning and interaction during P4C. The referent is the subject of the discussion, and then the children make the propositions (mind's objects) that aim to resolve the referent. Those propositions are at the beginning, the representations of every participant. As discussion proceeds, the children change their representations by accepting their classmates reasoning, by adopting the others propositions and progressively changing their initial representations.

This cognitive process can be constructed in different ways. So that we can have three main philosopheme's types: assimilative philosopheme, cumulative philosopheme and the embedded philosopheme. Which of them could be accomplished (contains a concept) or not accomplished (without a concept). The first character refers to the process of linguistic construction. The second one refers to the results.

Independently of children's age, even if the reasoning results are different, the same type of philosophemes exists.

The description of collective reasoning construction called philosopheme is an important advancement in children reasoning comprehension. The children capacity of abstract thinking is earlier than the most of language acquisition theories advanced.

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D22

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Keywords: construction grammar, modal particles, item-based categorization

Is there a modal particle construction?

The question discussed here is whether it is justified to assume the existence of a modal particle construction in German.

An argument in favor of the assumption of such a construction is the fact that many German particles fulfill radically different functions depending on their grammatical position, in particular, whether they occur utterance-initially in the prefront field or utterance-medially in the syntactic middle field:

(1)   ja, es geht am Montag   vs.   es geht ja am Montag.
        yes, Monday works well   vs.   approx.: *since Monday works well…*

While the utterance-initial use concerns the official conversational business (Clark 1996, Clark & Fox Tree 2002) in a situated exchange, the middle field use concerns a previously ratified proposition which is assumed to be common ground and which is thus presupposed in the official business. This shift between situated exchange and proposition assumed to be common ground is systematic and applies to many different German particles (e.g. Diewald & Fischer 1998, Diewald 2006):

(2)   doch, es geht am Montag   vs.   es geht doch am Montag.
        yes, Monday works well   *vs.*   *Monday works after all.*
        eben, es geht am Montag   vs.   es geht eben am Montag.
        sure, Monday works well   *vs.*   approx.: *since Monday works well…*
        also, es geht am Montag   vs.   es geht also am Montag.
        so, Monday works well   *vs.*   approx.: *since Monday works well…*

This systematic contribution of the grammatical position suggests constructional contributions, such that the grammatical positions impose certain interpretations on the lexical items involved (cf. Fischer 2000, 2006).

However, there are also problems with the assumption of a modal particle construction. First, if we propose these grammatical positions to be constructions, then all items in these constructions should be affected by the constructional meaning. This has been established for utterance-initial discourse particles (Fischer 2006), yet not for the syntactic middle field. Thus, in the same syntactic slot in which modal particles occur, adverbs and downtoners can be used without invoking a proposition from the common ground, for instance:

(3)   ich mache das ja (approx.: *since I'm doing it…*)
        ich mache das jetzt (*I'm doing it now*)
        ich mache das heute (*I'm doing it today*)
        ich mache das mal (*I'm doing it quickly*)

Second, prosody may play a role in disambiguating only *some* items in the middle field. For instance, in some cases, the placement of prosodic emphasis distinguishes between the interpretation as modal particle or focus particle:

(4)   ich mache das geRADe   vs.   ich MACHe das gerade
        (I'm doing it right now)   *(I'm just doing it)*
        kannst Du das AUCH?   vs.   KANNST Du das auch?
        (*can you do it, too?*)   (*are you at all able to do it?*)

While prosody may thus play a systematic, i.e. grammatical, role in the definition of *some* modal particles, stress placement does not change the grammatical role of *other* particles, even though it influences their semantic interpretation; for example, *doch* is a modal particle in both uses:

(5)   ich HAB das doch gemacht   vs.   ich hab das DOCH gemacht
        (*one may think that I haven't,* vs.   (*I have done it after all!*)
        but: I have done it)

Thus, the role prosody plays may be rather item-dependent.

Third, a further problem with postulating a distinct modal particle construction is that the different items that can occur in the middle field position yet belong to different classes (especially adverbs, focus particles, downtoners and eventually modal particles) have been shown to allow migration from one class to another historically (cf. Diewald 2008).

To account for these findings, I propose to assume not only a modal particle construction, but also a middle field – particle construction, of which the former is an instance. The modal particle construction accounts for the stable form-meaning pairing, specifying the peculiar pragmatic function of modal particles, which is to indicate an aspect of the common ground, and their syntactic position. This however leaves open how the more general middle field – particle construction, which also comprises adverbs, downtoners etc., can be described and how the relations between individual items and the constructions in which they can occur can be represented, i.e. why some items in the middle field position are modal particles while others are not. Here, four groups of items emerge: 1) those with 'homonyms' in the utterance-initial position (discourse particles, conjunctions), which all function only as modal particles in the middle field – particle construction, 2) those that are potentially ambiguous and rely on prosody for disambiguation, 3) downtoners, and 4) those with proposition-modifying functions, such as adverbs. Membership in these different classes seems to be item-based, and it also changes historically for individual items. There are thus no specific formal or functional properties that determine class membership. Consequently, like for the relationship between verbs and argument-structure constructions (Stefanowitsch 2011), we need to assume two processes at work: On the one hand, constructions express generalizations over particular items, while category membership is dynamically defined in an item-based manner on the other.

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Supporting Interaction Design Inspired by Force Image Schemas

Image schemas as generic cognitive conceptualizations (Johnson 1987) have begun to inspire research in fields outside cognitive linguistics. They, for example, can be applied as a source of inspiration for designing technical devices that are intuitive to use. Their metaphorical extensions, in particular, are useful to map the physical and spatial properties of user interface elements onto increasingly abstract data (e.g. Hurtienne 2011). Especially the group of force image schemas (e.g., COUNTERFORCE, ATTRACTION, BALANCE) as conceptual structures of causal interaction seems to be promising for informing interaction design, but they also seem to be the most difficult to mentally grasp for designers. Johnson (1987) and Talmy (1988) only provide very abstract visual notations, which are difficult to understand for non-specialists. As a result, designers cannot easily transfer and apply force image schemas to solve design problems.

Therefore, our research attempted to develop visual 'tools' that can be used by designers to explore, understand and distinguish force image schemas, thus facilitating their application in interaction design. First, seventeen experts familiar with image schemas were asked to create sketches that illustrate the core concept of each force image schema. A total of 301 sketches were collected for 11 force image schemas (ATTRACTION - REPULSION, BLOCKAGE, RESISTANCE, COMPULSION, DIVERSION, BALANCE, COUNTERFORCE, ENABLEMENT, RESTRAINT REMOVAL, MOMENTUM, SELF MOTION). The sketches were then categorized and the characteristic properties of each force image schema were derived. For example, a magnet attracting a piece of metal now visualizes the concept ATTRACTION and a rolling ball being slowed down by a ramp visualizes the concept RESISTANCE. An informal user test with five image schema novices revealed that novices were able to express the idea of the underlying force image schemas using image-schema consistent language, which was not possible by using the visual notations by Johnson and Talmy. Also, when using the image schema visualizations in educational documents the time to provide a basic introduction to image schemas was reduced to a minimum of one hour.

Next, we developed physical prototypes that enable designers to grasp force image schemas in the literal and metaphorical sense (as suggested by Manches & O'Malley 2012). These context-free prototypes consist of a neutral front side with a rotary dial that exhibits force image-schematic behavior when interacted with and transfers force feedback during the interaction with the user. Testing these physical prototypes with designers revealed that they are useful as educational and inspirational tools for applying force image schemas in interaction design. These approaches may also be useful in teaching image-schematic force concepts to beginning cognitive linguists.

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A43

Movement in frames: On German *steigen* 'rise/climb'

Movement verbs like German *steigen* 'rise/climb' exhibit a number of different readings which include the three major uses illustrated in (1): in (1a) *steigen* is used as a manner of motion verb which involves movement supported by legs. In contrast to the manner reading, the use of *steigen* as a verb of directed movement in (1b) appears without a manner component and hence with a pure theme argument that changes its position in space. This contrast is accompanied by an asymmetry with respect to the direction of motion: while the manner reading allows for both upward and downward motion, the directional use is restricted to upward motion. Finally, the figurative use in (1c) is characterized by the absence of motion in space. Instead, this use metaphorically refers to motion along the scale provided by the abstract noun realized as subject. As the directional use, it is restricted to "upward motion" along the scale, i.e., it can only refer to an increase of the scale values.

(1) a. *Hans   stieg   auf einen   Berg   /   vom   Dach.*
         H.   climbed on   a   mountain   from.the   roof
       'Hans climbed a mountain/(down) from the roof.'

   b. *Das   U-Boot   stieg   höher und höher   /   #tiefer und tiefer.*
      the submarine climbed higher and higher   deeper and deeper
      'The submarine climbed higher and higher/#deeper and deeper.'

   c. *Die Temperatur   der   Flüssigkeit stieg von 5 auf 8   Grad   /   #von 8 auf 5   Grad.*
      the temperature of.the   liquid   rose from   to   degrees   from   to   degrees
       'The temperature of the liquid rose from 5 to 8 degrees/#8 to 5 degrees.'

   In the talk, we present a unified account of the different readings of *steigen* in terms of Barsalou frames (Gamerschlag et al. 2014). Frames of this type consist of recursive attribute-value structures which allow for zooming into conceptual structures to any desired degree (Barsalou 1992, Petersen 2007). In particular, it is possible to capture the relations that hold between subevents, manner of motion, spatial and abstract positions and the path that comes into existence as a result of motion. The frame design thereby enables us to represent the different readings of *steigen* with explicit reference to the essential meaning components of each use. In addition, the relationship between the literal and the figurative use can be analyzed in a systematic fashion. More precisely, the frame of figurative *steigen* is derived by a frame operation in which the POSITION attribute in the frame of directional *steigen* is replaced by the scalar attribute contributed by the subject of figurative *steigen*.

   The figurative relation between upward movement and increasing scale values is well recognized in metaphor research and prominently reflected in Lakoff & Johnson's (1980)

formula 'up is more/down is less.' In spite of their intuitive correctness, metaphor approaches in this tradition are usually vague in regard to structural and representational issues. By contrast, our approach is based on frame representations with a focus on structural differences between the frames of the different uses of *steigen*.

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E81

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Keywords: Immersionsunterricht, Grundschule, Schulleistungen, Exekutivfunktionen

Immersionsunterricht und Schülerleistungen: Exekutivfunktionen als potentieller Mediator

Immersionsunterricht erfreut sich als Alternative zum herkömmlichen Fremdsprachen-unterricht auch in Deutschland zunehmender Beliebtheit. In unserer MOBI-Studie wurden Schülerinnen und Schüler in früher englischer Teilimmersion in einem 2-Kohorten-Längsschnittdesign über vier Grundschuljahre hinweg verfolgt. Im Fokus standen dabei die Entwicklung der Deutsch-, der Mathematik- und der Englischleistung bei gleichzeitiger Berücksichtigung von motivationalen und kognitiven Aspekten. Nach einem Überblick über die MOBI-Studie und ihre zentralen Ergebnisse soll auf die Rolle der Exekutivfunktionen als potentielle Mediatoren zwischen Immersionsunterricht und Schülerleistungen eingegangen werden. Auf diesen theoretischen Überlegungen basierend wurde mittlerweile im Rahmen einer in diesem Sommer beginnenden Studie, der EUROPA-Studie, die Erfassung von Exekutivfunktionen bei immersiv unterrichteten Schülern realisiert. Daher schließt der Vortrag mit einer Skizzierung der EUROPA-Studie mit Schwerpunkt auf der Erfassung von Exekutivfunktionen ab. Die daraus gewonnenen Daten sollen zukünftig ermöglichen, empirisch fundierte Aussagen zur kognitiven Entwicklung von Immersionsschülerinnen und Immersionsschülern zu machen.

A71

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Keywords: Source-Goal asymmetry, space, non-motion events, German, Greek

The priority of Goal in the representation of motion and non-motion events in German and Greek: evidence from corpora

This article examines the hypothesis of the prevalence of Goals in the representation of motion and non-motion events. Although the phenomenon of the so-called Source-Goal asymmetry has attracted considerable attention in recent years, it is still unclear whether

these Source and Goal behave asymmetrically. On the one hand, the priority of the Goal is well documented in both theoretical and empirical research (see, e.g., Landau & Lakusta 2005; Kabata 2013). On the other hand, a growing body of research challenges the posited bias (see, e.g., Gehrke 2008; Ishibashi 2010). Taking into account that the relevant literature reports contradictory results, this article aims at continuing the debate about this issue by reporting the results of two corpus studies – one of German and one of Modern Greek (henceforth Greek).

In order to test the hypothesis that there is a preferential treatment of Goal elements as compared to Source elements, four different analyses were conducted: the first two deal with motion events (categories: *Manner* and *Path* verbs) and the last two with non-motion events which can be seen as parallel to motion event constructions (categories: *Change of Possession* verbs and *Change of State* verbs; cf. Lakusta & Landau 2005). We not only analyze each language separately, but we also perform a comparison between the two languages. For example, we seek to find whether the typological difference between German (a satellite-framed language) and Greek (a verb-framed language) has an effect on the representation of Path elements (cf. Slobin 1996).

The Greek data come from the Corpus of Greek Texts (CST; http://sek.edu.gr/; see Goutsos 2010 for a detailed description). The size of the Greek corpus used in this study is ~14,500,000 words. The German data were extracted from the COSMAS II corpus compiled by IDS Mannheim (http://www.ids-mannheim.de/cosmas2/; see Kupietz *et al.* 2010). For the present purposes, a corpus of written German was chosen (Hamburger Morgenpost, diverse Schriftsteller, spektrumdirekt, ~21 million words). In order to avoid bias introduced by text-type-specific usage preferences, we have selected to draw data from three main sources in both languages, viz. newspapers, literature and academic texts. The data used in the analysis consist of a total of 400 randomly extracted tokens, i.e. 200 extractions for each language (for each verb). The observations were coded for (a) the Path element that is expressed (by means of a Prepositional Phrase [PP]); (b) the presence/ absence of a PP.

The corpus investigation in both languages has confirmed our hypothesis that all four event categories behave asymmetrically as for the Source-Goal distribution and that the Goal prevails over the Source. However, the analysis revealed not only similarities, but also differences between the two languages. As a matter of fact, in Change of Possession events the Goal bias was stronger for the German as compared to the Greek verbs.

In the light of the results reported in this article, an account for the Source-Goal asymmetry will be proposed, and the implications of the similarities and differences between German and Greek will be discussed.

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E84

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Did I commit a mistake? - Kollokationen im Erst- und Zweitspracherwerb: Eine konstruktionsbasierte Studie.

Hausmann bezeichnet Kollokationen als „Halbfertigprodukte der Sprache, welche der Sprecher nicht kreativ zusammensetzt, sondern als Ganzes aus der Erinnerung holt und der Hörer als bekannt empfindet." (Hausmann, 1984: 398f.) Damit spielen Kollokationen nicht nur für die Natürlichkeit, sondern darüber hinaus auch für die Verständlichkeit von Sprache eine zentrale Rolle. Die Vermittlung eines sicheren Umgangs mit diesen lexikalischen Selektionsrestriktionen sollte daher fester Bestandteil des gesteuerten Zweitspracherwerbs sein. Studien (DeCock, 2004; Nesselhauf, 2003; Howarth 1996) zeigen jedoch, dass selbst in einem akademischen Kontext Lerner häufig noch Defizite in diesem Bereich haben. Die vorgestellte Studie befasst sich daher vor dem Hintergrund konstruktionsgrammatischer Ansätze mit potentiellen Bedeutungsebenen von Kollokationen. Um ein möglichst umfassendes Bild zu erhalten, stützt sich die Analyse sowohl auf Korpusanalysen als auch auf Evaluationstests. Getestet wurden englische Muttersprachler und deutsche Englischlerner aus jeweils vier verschiedenen Altersstufen. Im Zentrum der Aufmerksamkeit stand dabei die Frage, ob sich im Laufe des (Erst)Spracherwerbs teilschematische Konstruktionen herausbilden (z.B. commit + [NP]), die kognitiv eine sinnvolle Interpretation von kreativen Abwandlungen etablierter Kollokationen unterstützen. Das Wissen um diese Konstruktionen würde es dann auch dem Lerner ermöglichen, das Anwendungsspektrum einer Kollokation besser zu verstehen. Zudem könnten sie im Sprachunterricht gezielt zur Schulung metalinguistischer Kompetenz genutzt werden.

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A41

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Modelling Meaning. A quantified and usage-based approach to the polysemy of /over/

The statistical modelling of semasiological structure, which is also sensitive to morpho-syntactic and socio-pragmatic context, remains a fundamental goal of semantics. To these ends, a promising method under development is multifactorial usage-feature analysis (Geeraerts *et al.* 1999; Gries 2003, Glynn & Fischer 2010; Glynn & Robinson 2014) (also termed profile-based analysis or sentiment analysis). This method has been used to

successfully model near-synonymous relations (Divjak 2006, 2010; Janda & Solovyev 2009; Glynn 2009, 2010) and constructional alternations (Gries 1999; Grondelaers 2000; Heylen 2005; Bresnan *et al.* 2007; Speelman & Geeraerts 2009), but its application to lexical polysemy has, thus far, been limited to exploratory analysis (Gries 2006; Glynn 2009). The principle problem lies in the fact that, in usage-profile polysemy research, the lexical 'sense' is neither discrete nor measurable, instead its profile is operationalised as a cluster of usage-features. To date, no confirmatory statistical method has been successfully applied to this research problem. The current study proposes a method to overcome this hurdle in a case study on the polysemy of the lexeme over.

The proposal consists of adding two statistical steps to the analysis of the results of the usage-feature analysis. In previous research, a combination of multiple correspondence analysis and hierarchical cluster analysis has been used to identify the complex usage-patterns that are believed to represent the semasiological structure. The first step is to delineate the clusters of features in such a way that discrete senses can be proposed. The study uses k-means cluster analysis to determine the best number of clusters of these features and principle components analysis upon the results of the correspondence analysis in order to determine which of the features contribute the most to structuring those clusters. This produces a small set of lexical 'senses', determined by key features. Importantly, these senses are relative to a range of morpho-syntactic and sociolinguistic contexts. The second step is to submit these senses to confirmatory modelling. Here, the senses are treated as the independent variable in multinomial logistic regression analysis. This step determines the predictive accuracy of the analysis and the model based upon it.

In order to test the proposal, 800 occurrences of the preposition over are extracted from British and American Literature (BNC and ANC) and on-line personal diaries (LiveJournal Corpus). The semantic structure of the preposition *over* represents a contentious example of polysemy research within Cognitive Linguistics (Lakoff 1987, Taylor 1989, Vandeloise 1990, Deane 1993, Dewel 1994, Kreitzer 1997, Tyler & Evans 2003). This rich tradition of introspection-based research offers an extensive range of semantic (conceptual-functional) dimensions to include in the feature analysis. The results will offer a falsifiable, quantitative, and frequency-based description of the semantic structure of the lexeme. Moreover, the goodness of fit and predictive accuracy of regression models, based on the analytical categories proposed by the introspection studies listed above, will determine which of these 'theoretical' models is the most accurate.

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F42

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Keywords: Construction Grammar - Multimodality - empirical evidence

Sweet! Taste metaphors activate gustatory areas and are more emotionally engaging than literal paraphrases.

I will report findings from several recent fMRI studies that reveal the involvement of sensory and memory systems in the process of construction comprehension (Allen, Pereira, Botvinick, and Goldberg 2012; Johnson, Turk-Browne and Goldberg, forthcoming). An initial study demonstrates that closely related familiar constructions can be distinguished neurally using multivoxel pattern analysis even when length, complexity, words, and semantic content are controlled for (Allen et al. 2012). In another two studies investigating the acquisition and comprehension of a novel phrasal construction, results demonstrate that activity in occipital cortex is attenuated when a visual event can be predicted from the linguistic construction; in addition, greater activity in the ventral striatum, a region sensitive to prediction errors, was linked to worse overall comprehension of the novel construction in behavior. These findings support the idea that learners can acquire novel constructions by making and evaluating predictions about visual scenes during comprehension (Johnson, Turk-Browne and Goldberg, forthcoming). Finally, constructionist approaches have long argued in favor of rich frame-semantic meaning and for the psychological reality of metaphorical mappings. A final experiment provides new evidence for this position; in particular, gustatory cortices are activated by metaphorical expressions that involve the source domain of taste. Together

these results indicate that constructions need to be investigated as a part of the larger fabric of cognition.

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D41

Keywords: Construction Grammar, Valency, Corpus, Variation

The Prepositional Attribute Construction: A Construction Grammar Approach

In my paper, I will present a construction grammar analysis of the Prepositional Attribute Construction (PAC) in German . The PA construction consists of a noun with a prepositional phrase as an attribute (see Schierholz 2001):

(1) *der Angriff <u>auf</u> die Armee*

(2) *das Bedauern <u>über</u> den Fehler*

(3) *die Beziehung <u>zu</u> seinem Lehrer*

Traditionally, this pattern is analyzed as a noun governing a prepositional phrase whose prepositional head must be specified as part of the noun's valency. Which preposition is required by a given noun is seen as a matter of conventionalization, with little or no semantic motivation. However, this view fails to explain why many semantically closely related nouns govern the same preposition, as Schierholz (2001) showed on the basis of exhaustive corpus analyses of the PAC in written German. These semantic clusters of nouns in the construction suggest that the distribution of prepositions or rather the preposition in the construction carries some meaning (Schierholz 2001: 198).

In order to show that the construction itself indeed has meaning, I will investigate nouns that show a certain degree of flexibility with regard to the preposition they occur with in the PAC as a test case, for example the German noun *Liebe*:

(4a) *meine Liebe <u>zu</u> Maria*

(4b) *meine Liebe <u>für</u> Maria*

On the basis of corpus data from the German COSMAS corpus, I show that this variation is meaningful, prompting different construals of the situation described by the construction. The slight difference in meaning in the varying constructions is analoguous to cases where the preposition does not vary, because the nouns do not allow these different construals (for example [*Gefühl für* N], [*Begeisterung für* N], [*Leidenschaft für* N] vs. [*Freundschaft zu* N], [*Beziehung zu* N], [*Bindung zu* N]).

I will argue that the construction grammar approach has several advantages over approaches that treat the valency information as purely lexical: First, it accounts for the fact that semantically related nouns tend to occur with the same preposition (as Schierholz (2001) describes). Second, it offers an explanation for the observation of „prototypical" combinations of specific nouns with specific prepositions in Schierholz's analysis. Third, it makes predictions about meaning differences of specific instances of the construction where nouns can occur with different prepositions. And fourth, it makes predictions about coercion in non-conventionalized patterns.

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A61

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Keywords: construction meaning, construal, cognition, eye-movements, spatial language

Constructions in cognitive context: what eye-movements reveal about the nature of meaning.

In this paper we report findings from a study on variation in the linguistic construal of spatial scenes by speakers of German. Starting from the assumption that different spatial language constructions realize different attentional construal meanings (cf., e.g., Verhagen 2007), this study used a version of the visual world eye-tracking paradigm (cf., e.g., Hartsuiker et al. 2011) to reveal possible relationships between speakers' choice of construction for scene description and their oculomotor behaviour when looking at these scenes.

It was predicted that uses of dimensional adjective-plus-noun constructions of the type *in der vorderen rechten Ecke* ('in the front right-hand corner') realize more strongly *object-focused* construals of their referent scenes and thus correlate with stronger deployment of attention towards object-specific information than uses of dimensional adverb constructions of the type *vorne rechts* ('front$_{ADV}$ right$_{ADV}$') (cf., e.g., Carroll 1993).

Interestingly, this prediction received support only from within-speaker comparisons, that is, from speakers who variably made use of either of these two construction types in the course of the experiment and who could thus be assumed to possess equally strongly entrenched knowledge of both construction types. In contrast, no differences in oculomotor behaviour were found when the comparisons were made between groups of speakers who consistently used either dimensional adverb or dimensional adjective-plus-noun constructions and who could thus be assumed to have strongly entrenched knowledge of only one of the two construction types.

We take the results to mean that particular construction types may not be considered to be conventionally, and thus more or less stably, associated with particular (construal) meanings in a particular speech community, but that the realization of these meanings is crucially dependent on the presence of competing constructions in *individual* speakers' cognitive contexts.

These findings can thus be taken to indicate, firstly, that construction-associated meanings might be more strongly individual-specific and thus less strongly conventional than the findings from many quantitatively focused investigations in the field of usage-based (cognitive) linguistics might suggest, and, secondly, that the aspect of contrast and thus the principle of the differential nature of the linguistic sign (Saussure [1916] 1986) might constitute a central organizing principle of linguistic knowledge in individual speakers' minds.

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D11

Where/when valency grammar and construction grammar meet

While it is undebatable that the syntactically and semantically defined verb-frames dealt with by valency grammar (e.g. Herbst et al. 2004) are identical with the low-level, item-based/partially lexically specific schemas assumed to play a vital role in usage-based construction grammar, this talk will refer to the results of a number of previous corpus studies, in order to assess whether the opposite is also true, i.e. whether ALL construction grammar can be "reduced" to valency patterns, such that construction grammar could in principle entirely dispense with the most/fully schematic patterns (cf., e.g., Goldberg's 1995 "argument-structure constructions").

To this end the talk will discuss corpus data on the usage/behaviour of a number of constructions, esp. two pairs of constructions that are formally identical, but exhibit a (radically) different functional potential. While the first pair consists of two homonymous (i.e. historically unrelated) constructions, viz. the "passive of experience" and "causative *have*" (ex a., b.), the second pair presents two closely related constructions from the "complex-transitive" network (ex c., d.), viz. the well-described "Resultative Construction" (Goldberg 1995) and much more marginal "Attributive Construction" (e.g. Hampe 2011b).

   a. I had my purse stolen.
   b. I had my hair cut.
   c. I made the room brighter.
   d. I thought the room brighter.

The empirical/corpus evidence suggests that the most strongly attracted collexemes (cf. Stefanowitsch & Gries 2003) in the predicator slots of the respective constructions define valency patterns that are cognitively and linguistically privileged: they provide precisely the meanings so far attributed to the fully schematic constructions, but do prevent constructional homonymy. Similar to what is known about the basic-level in lexical semantics, their relatively generic meanings (=semantic frames) define experientially basic scenarios and serve to maximize differences between constructions. Due to their deep entrenchment (i.e. early/"path-breaking" acquisition and high frequency of occurrence in later usage), their valency patterns are extremely salient and can serve as role models in an a model of syntax and syntactic creativity that relies more strongly than hitherto done on analogical thinking (cf., e.g. Hampe and Schönefeld 2006)

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A62

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Keywords: negation, adjectives, meaning construction, cognitive pragmatics, corpus linguistics

Not good/not bad – Tracing the meaning construction of *not ADJ*

The meaning of *not ADJ* is often essentially vague. Particularly if the adjective is antonymous (in the narrow sense) the meaning potential is large. *Not bad* in (1), for example, can mean anything from 'not really bad, but definitely not good either' to 'good' or even 'very good'. In addition to being semantically vague, instances like (1) are structurally marked and possibly psychologically demanding (cf. e.g. Just and Clark 1973, Mayo, Schul and Burnstein 2004). Addressees are thus confronted with quite a complex task when they have to construct the intended meaning in order to achieve a maximum of "cognitive coordination" (Verhagen 2005: 2) with the sender.

(1)   'Not bad,' Nails said casually. (BNC: AT4-1606)

My talk reports on work-in-progress devoted to the question of how they handle this. I will discuss whether it is possible to identify linguistic features and structures whose (co-)occurrence in the context of *not ADJ* triggers certain interpretations. In a pilot study, negated uses of *good* and *bad* were examined. Corpus data were initially analyzed regarding morphological, syntactic, semantic and lexical parameters (cf. e.g. Gries and Divjak 2009, Gries and Otani 2010). While some of these, like occurrences of direct antonyms in the immediate context (cf. e.g. Jones 2002, Murphy et al. 2009), are evidently significant, it will be argued that a clearer picture emerges if further criteria are taken into account. As mental space theory suggests, sentential negation evokes two different mental representations, a 'negated' as well as an 'affirmative' one. Addressees are invited to adopt the former, but that they are at the same time encouraged to first construct and then reject the latter (cf. e.g. Fauconnier 1994; for psycholinguistic findings pointing into a similar direction, cf. e.g. Hasson and Glucksberg 2006, Kaup, Lüdtke and Zwaan 2006) paves the way for a particular reading of *not good/bad* – a reading that is often tied to pragmatic-functional features of the wider context (cf. e.g. Giora et al. 2007). Common stereotypes and locally created expectations, the function of *not good/bad* in connection with the previous discourse (e.g. support, contradiction) as well as the point of view from which something is evaluated (e.g. if speakers/writers support their own viewpoint or somebody else's) can play a role, to mention but a few. These pragmatic features are typically more difficult to pinpoint than morpho-syntactic and lexico-semantic characteristics. Referring to earlier work (e.g. Beukeboom, Finkenauer and Wigboldus 2010, Colston 1999, Kaufmann 2002, Stubbs 2001), I will illustrate how at least some of them can be described in a way that is systematic enough to permit analyses of correlational patterns between the criteria, and present some first findings concerning the interaction of different parameters in the meaning construction of *not good/bad.*

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A11

Keywords: subjectivity, subjectification, perspective, adverbial constructions, Greek

Eki pu: An instance of subjectivity and subjectification

According to Langacker, one of the most subtle notions of Cognitive Grammar, and apparently one of the most difficult to grasp and apply is that of subjectivity. It is, however, essential to the proper characterization of semantic and grammatical structure and its importance is more and more recognized among the linguistic community.

The present study aims to explore the effects of subjective construal in Modern Greek adverbial constructions. In particular, based on data drawn from the ILSP corpus, I look at the *eki pu* 'just as/while' construction arguing that *eki pu* qualifies for a specific kind of construal of the speaker-observer and of the reported event which can be described in terms of Langacker's notions of subjectivity and objectivity (1987, 1990, 1993, 1997, 2002, 2003, 2006).

According to Langacker's interpretation of the term, subjectivity pertains to the notion of vantage point and the subjective vs. objective distinction alludes respectively to the subject and object of conception. More precisely, an entity is said to be objectively construed to the extent that it goes "onstage" as an explicit, focused object of conception. Subjective construal of an entity, on the other hand, entails that it remains "offstage" as an implicit, unselfconscious subject of conception.

In line with Langacker's analysis of the subjective – objective construal, I will show that the interpretation imposed by *eki pu* relies on the speaker presenting an event or a scene from an insider's perspective. What this does mean is that the speaker's vantage point is construed as being inside or at least close to the space of the reported/narrated event presenting it as experienced or viewed from close-by. In this sense, the construal of the

event coded by *eki pu* is a subjective construal while the speaker herself is construed more objectively by being close to the narrated event(s) and hence going 'onstage'.

At the same time, certain semantic/pragmatic extensions of the construction at hand may be argued to represent moves towards greater subjectification, as defined by Traugott (1989, 1995). That is to say, such developments do not involve the inclusion of the ground in the 'onstage region', even if implicitly, but they rather consist in their developing more subjective i.e. more explicitly speaker-based meanings.

On the face of it, I would like to suggest that the analysis of the eki pu construction provides evidence that subjectivity and subjectification, as defined by Langacker and Traugott respectively, are two different but complementary approaches which can be used profitably to highlight different aspects of meaning and semantic change.

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C21

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Erlangen – or Erlangung? Competing Word Formation Patterns in the History of German

The diachronic change of morphological constructions has attracted considerable interest in recent cognitive and constructionist approaches to language (e.g. Los et al. 2012; Hilpert 2013; Traugott & Trousdale 2013). This paper contributes to this strand of research with a diachronic corpus study on the two most productive deverbal nominalization patterns in

German, namely nominalization in the suffix -*ung* (e.g. *zur _Erlangung_ ihrer Endzwecke* 'to _reach_ their final purposes', East Middle German, 1725) on the one hand and Infinitival Nominalization on the other (e.g. *so viel Streben als _Erlangen_* 'as much striving as _reaching/obtaining_', Clemens Brentano, 1801).

Drawing on an extensive corpus study of Early New High German (1350-1650) and New High German (1650 onwards) texts, this paper focuses on three aspects highly relevant to constructionist accounts of morphology and morphological change:

a) The competition between the two patterns. It has been argued that Infinitival Nominalization is about to 'replace' *ung*-nominalization as the default word-formation pattern deriving nouns from verbs (e.g. Barz 1999; Werner 2010). Diachronic productivity analyses lend support to this hypothesis. However, the question which semantic constraints apply for each pattern has not been satisfactorily answered yet (cf. Knobloch 2010). I will suggest an account based on the key Cognitive-Linguistic notions of scanning (Langacker 1987) and perspectivaton (Verhagen 2010) as well as on Croft's (2012) typology of aspectual types.

b) The rise of constructional subschemas in the sense of Booij (2010) and Hilpert (2013). For example, while *ung*-nominals based on simplex verbs become almost entirely unproductive, prefixed derivatives are still quite productive and yield numerous new formations. In some cases, the base verbs are hardly ever attested independently, e.g. *Verspargelung* (lit. 'asparagusation', referring to the spread of wind turbines, but [??]*verspargeln*). Thus, it seems reasonable to assume that constructions such as [*Ver-X-ung*] can be seen as constructional subschemas of their own.

c) The relationship between nominals and base verbs. The inventory of verbs that can function as bases for both patterns changes diachronically (cf. Demske 2000; Werner 2010). In addition, *ung*-nominals and Nominalized Infinitives are transparent for the meanings of their base verbs to different degrees (cf. Römer 1988). Even non-lexicalized derivatives evoke specific frames not implied by their respective base verbs.

Investigating the aforementioned three aspects is key to the understanding of the constructional schema, which in turn can be seen as the result of the generalizations language users make over actual usage events (cf. Goldberg 2006). In quantitative terms, all three aspects can be addressed using variants of collostructional analysis (Stefanowitsch & Gries 2003; Gries & Stefanowitsch 2004; Hilpert 2006). While the results of this study are consistent with previous generatively-oriented approaches to the word-formation patterns in question (e.g. Demske 2000; Ehrich & Rapp 2000; Ehrich 2001), they also show that a usage-based model accounts much more straightforwardly for both the regularities and the idiosyncrasies of both patterns as well as for the pathways of change that can be observed in their diachronic development.

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D13

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Keywords: valency, adjectives, constructions

What can adjectives tell us about the nature of valency?

A fundamental question for models of grammar is whether valency is word-based or construction-based. Most previous research on valency has focused on verbs, which is hardly surprising, but also other classes of valency carriers need to be taken into account when this question is assessed. It will be argued in this paper that adjectival predicators can shed some new light on this question. The evidence presented comes from a corpus-based investigation of 181 polyvalent adjectives and their valency patterns in Norwegian. The following evidence will be presented, in favour of a constructional approach to valency (Haugen 2013):

- *There are considerable differences in the possibilities of valency realisation between attributive and predicative uses of the same adjective.* These differences have not caught much attention previously in the debate on lexical vs constructional approaches to complement realisation.
- *Adjective-specific prepositions/particles constitute constructional idioms*, and hence they call for constructional representations of valency. Complements of this kind are the most common with adjectival predicators.
- *Pattern-specific combinations of participants.* All possible subject realisations of a specific adjective are not compatible with all the possible object realisations of the same adjective.
- *The relative order of adjective and object and lexical fillers of valency slots.* Some adjectives allow different orders between the adjective and the object, but this variation is often restricted in terms of specific lexical fillers of the object slot. These cases are examples of partially lexically filled idioms, that can best be accounted for in a constructional approach.

Counting only patterns where the polyvalent adjectives are used predicatively, they occur, on average, in 5,3 different, conventionally established patterns (occurrences with different copulas are not counted as different patterns). Hence, we are faced with the well-known problem of valency variants, see for example Ágel (2000), i.e. with what Levin and Rappaport Hovav (2005) refer to as multiple argument realisation. The following question thus arises: What is the relationship between these variants? If valency is considered to be word-based, we are forced to postulate polysemous variants of the valency carrier, each of which has a different valency. It will be argued, however, that a constructional approach to valency allows us to treat polysemy in a more restricted way.

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D14

Why it would be wrong to assume that generalizations apply generally - a few remarks about particle and non-finite constructions

This talk is based on the assumption that the valency approach towards verb complementation and Goldberg's (2006) theory of argument structure constructions should and can be combined.

Since a considerable amount of research has focussed on argument structure constructions involving noun phrases and particle phrases (prepositional phrases), it is the aim of the present paper to investigate to what extent the syntactic behaviour of verbs occurring in patterns with non-finite and *that*-clauses can be explained on the basis of their meanings and the participant roles attributed to them. For this purpose, the verbs listed in the Erlangen Valency Patternbank (www.patternbank.fau.de) under the following patterns *SCU (subject) VHC (verb) that_CL* and *SCU VHC NP to_INF* will be analysed. It will be argued that in this area the scope for generalizations is limited and that an item-specific description of the valency constructions (including formal specification) in which a particular verb occurs (in established usage) is necessary.

However, it will also be shown that this is not always the case. Finally, it will be argued that it would be wrong to assume generalizations to apply generally.

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D72

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Analyzing constructional pragmatics: A usage-based study of word order variants in spoken German

In the *Mittelfeld* of the German clause, different verb arguments like subject, dative object and/or accusative object, can occur in combination, but don't always do so in the same order. In this talk, we will specifically analyse the variation that occurs when both a nominally realize subject and a pronominally realized object are present in the Mittelfeld. In that case the pronominal object can either precede or follow the subject (e.g. *dass ihn die Frau gesehen hat* vs*. dass die Frau ihn gesehen hat*). Previous studies have shown that the variation is determined by the interaction of morpho-syntactic, lexico-semantic and information-structural factors (Heylen 2005, Kempen & Harbusch 2008, Bader & Dümig 2013) However, these studies relied on evidence from written corpora and acceptability judgements. In spoken data, the different factors, and especially the information-structural ones, are likely to interact quite differently. For this study, we extracted approximately 1200 instances of both variants from the Dialogstrukturenkorpus (IDS-Deutsches Spracharchiv) and the Tübingen Treebank of Spoken German. We use a statistical regression analysis to determine the effect of the factors previously identified in the literature and analyse the specific pragmatic functions of the word order variants in spoken data.

B84

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Why Is Mr Murphy So Successful: A Cognitive Look at the Wrong Choices You Wanted to Avoid but Made Anyway

We all know from experience that we occasionally make the wrong choice when there are more courses of action than one available in the situation we happen to be in. This is a phenomenon which makes itself known in linguistic as well as in nonlinguistic contexts.

Trying to find the shortest way back to your hotel in a city you are not very well acquainted with is a familiar example of the nonlinguistic variety. A few minutes after you have started walking you realise that you did not take the shortest route after all but rather took the wrong turn at some point and ended up taking, inadvertently, a more or less distinctly longer detour.

Misunderstanding a text in turn exemplifies the linguistic type of an incorrect choice: mistranslations occasionally ensue because the translator interprets the source text in a way which is different from the intentions of the author of the original text, and arguments similarly sometimes surface because one person interprets another person's words in an unexpected manner, resulting in the all too familiar "that's not what I meant" conversation.

The present paper takes a detailed look at two attested cases where the wrong choice is made when a text is received, interpreted and ultimately understood (in a manner not intended by the sender), and seeks to offer a cognition-based explanation as to why a linguistic construction is sometimes misunderstood when there are two equally sensible readings available, i.e. why language users occasionally make the wrong choice when

selecting a semantic (and pragmatic and functional) interpretation as the basis of their understanding of the text.

The paper argues that there are at least two different types of cognitive processes at work here. On the one hand, there are cases where an incorrect choice is sometimes made because a language user does not always analyse the text received to a sufficient extent but rather relies on intuition based on past experience of seemingly similar cases (cf. Berger 2007). On the other, an incorrect choice may also be made if a language user's brain interprets the situation in question in terms of the processing power required so demanding that it as it were panics and for that reason tries to reach an acceptable interpretation of a text as soon as possible so that the case can be closed and a sufficient level of processing power reserve again secured (cf. Baars and Cage 2010).

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C23

Constructional change in English noun-participle compounding

This paper addresses the recent history of English noun-participle compounding. Forms such as *hand-washed* or *government-funded* combine a noun and a past participle. This compounding strategy is recognized in overview works on English word formation (Marchand 1969, Bauer et al. 2012) and descriptive grammars of English (Biber et al. 1999, Huddleston and Pullum 2002, Quirk et al. 1985), where it is linked to the passive voice: A phrase such as *a government-funded project* thus corresponds to a passive sentence such as *The project has been funded by the government*. Data from the COHA (Davies 2010) shows that the construction has recently undergone substantial increases in type and token frequency. Something is happening with noun-participle compounding, and this study sets out to investigate those developments.

Specifically, this paper asks (1) how noun-participle compounding has changed over the past two centuries with regard to its composite elements, (2) if these changes are related to or independent from changes that have been going on in the English be- passive, and (3) whether these developments instantiate grammaticalization. In order to answer these questions, about 31,000 types of noun-participle compounding were retrieved along with their frequencies of use across twenty decades from the 1810s to the 2000s. The token frequencies add up to roughly 150,000 data points.

Additionally, it has been determined for all participle types in noun-participle compounds how frequently these types appear in the COHA with the English *be*-passive. The analysis compares the observed frequencies over time, contrasting noun-participle compounding with the passive. The analysis shows that noun-participle compounding has changed substantially in terms of the nouns and participles that are recruited into new coinages. For instance, whereas participles such as *shaped*, *covered*, and *coloured* exhibit

the highest frequencies well into the 20th century, the last decades of the 20th century sees the rise of the participles *sized*, *related*, *oriented*, *driven*, and above all *based*. None of these developments are paralleled by collocational shifts in the English passive. The data further reveal that the increase in type and token frequencies is carried by only a small number of word families, i.e. participles that attract many noun types. This detracts from the idea that noun-participle compounding is currently grammaticalizing and instead suggests that we are witnessing the emancipation of several smaller-scale constructions.

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B81

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Delocutivity revisited: Insides from research on formulaic language

The aim of this talk is to propose a cognitive and therefore innovative approach to the concept of delocutivity, introduced by the French linguist Emile Benveniste in 1958. According to Benveniste, a delocutive verb is a derived verb whose basis is not mere a word from another word class, but a concrete utterance (cf. Benveniste 1958). In recent research works, the notion is generally used to describe multipleword-units, i.e. lexical items composed of more than one word (cf. e.g. Detges 2010, Thibault 2005). The talk approaches this issue from the cognitive perspective and argues therefore that these multipleword-units are in reality what formulaic language research calls a formulaic sequence[1], i.e. a sequence of words which is stored and retrieved as an unanalysed package in the mental lexicon (cf. Wray 2002). Delocutive expressions are claimed to be based on general cognitive strategies, i.e. *idiom principle*, chunking, bleaching, etc., important for language processing and acquisition. Although delocutivity has never been addressed within formulaic language research, it appears to be the most appropriate theoretical framework to explore the phenomena. Thus, I depart from formulaic language approach and illustrate delocutive expressions with examples from Romance languages.

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[1]Other terms used in this context are *ready-made utterance*, *chunk, prefab* or even *construction.*

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D42

An alternative analysis of polar questions: The case of Tungusic

There has been a long debate about the exact relationship of polar and alternative questions (cf. Bolinger 1978). This talk aims to assess this relationship with actual data from Tungusic languages. I will argue that both types of questions are grammaticalized expressions of the same conceptual phenomenon. Tungusic languages do not have a disjunctive connective 'or' and consequently have a **special construction** for alternative questions in which each alternative is marked by a focus/interrogative enclitic (cf. Mauri 2008).

Solon (Chao Ke 2009: 316)

(1)	*ʃi.n-i*	*bəj-ʃi*	*aja=**gi**, ərʉ=**gi***?	'Are you well (or not)?'
	2SG-GEN	body-2SG	good=Q bad=Q	

While the same enclitic also marks polar questions, this is not the case in content questions. If the construction is verbal, the second alternative may be replaced by the negative verb.

Evenki (Nedjalkov 1994: 2)

(2)	*Nuŋan*	*eme-che-n=**ŋu***	*e-che-n=**ŋu**?*	'Did (s)he come or not?'
	3SG	come-PAST-3SG=Q	NEG-PAST-3SG=Q	

While both (1) and (2) are formally **alternative** questions, the latter shows obvious similarities to **polar** questions. Similar findings from other languages (e.g., Chinese, Turkish) and frequent grammaticalization paths from negation and OR concepts to questions raise serious doubts about a clear-cut distinction between the two categories (e.g., Heine & Kuteva 2002). The common conceptual background of both is the continuous and dynamic **simulation** of more or less plausible alternatives to observed, remembered or imagined situations (e.g., Barsalou 2009, Dyncygier 2010, Bar 2011). The mental focus on the more plausible alternative(s) puts others into the background and may have an iconic expression in Tungusic languages.

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A72

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Keywords: noun semantics, noun types, corpus-linguistics, mass-count distinction

A corpus-linguistic analysis of noun types and determination in German

This talk presents the method and the results of a corpus-linguistic investigation of CTD, the theory of concept types and determination (Löbner 2011), in German. The theory is based on two main assumptions:

(i) Nouns can be distinguished into four basic conceptual types which differ with respect to two binary referential properties, i.e. inherent relationality [±R] and inherent uniqueness [±U]: sortal nouns ([–R][–U], *tree, water*), relational nouns ([+R][–U], *brother*), individual nouns ([–R][+U], *earth*), and functional nouns ([+R][+U], *mother*).

(ii) The four noun types are congruent with certain modes of determination (e.g., [+U] nouns are congruent with the singular definite article, [+R] nouns with possessive constructions as in *Peter's brother*) but incongruent with others (e.g., [+U] nouns are incongruent with the indefinite article). Löbner (2011) assumes that incongruent uses are less frequent than congruent uses.

The central ideas of CTD have been supported by typological investigations (Gerland & Horn 2010; Löbner 2011; Ortmann 2014) as well as psycholinguistic (Brenner et al. 2014) and corpus-linguistic (Horn & Kimm 2014) pilot studies, however, the latter only on a very small text basis.

This talk provides the results of an investigation of CTD based on a balanced corpus and manual semantic annotation. I tested the hypothesis that congruent uses are more frequent than incongruent uses in German texts. For that, a corpus comprising 200.000 words (including 50.000 nouns) of contemporary German was set up. The semantic annotation of the nouns in the corpus followed a procedure which comprises three steps, each of them conducted by three native speakers of German:

1. The task of this step was twofold: (i) nouns as part of idiomatic expressions, expressions with a fixed meaning (*blaues Auge* 'black eye'), proper names and complex proper names (*Berliner Mauer* 'Berlin Wall') were identified so that they could be filtered out. (ii) For the remaining noun tokens, the goal was to assign appropriate paraphrases for the given meaning variants by consulting a dictionary. The annotator decided whether one of the listed paraphrases fit the given meaning. If so, the noun entered the second step.

2. The goal of this step was to classify the collected meaning variants as mass or count. For that, the noun was presented with the selected paraphrase only. Based on the paraphrase, the annotator assessed syntactic combinations (e.g., with *etwas* 'some' as in *etwas Blut* 'some blood') as acceptable or not; partly the assessments were performed on a five-step scale in order to distinguish between clear and problematic cases.

3. The goal of this step was to assign a noun type to the meaning variants. For that, the annotators were presented with a test battery (including a pragmatic test of relationality) which distinguish between [+R] vs. [–R] and [+U] vs. [–U], individually.

The last step consists in the annotation of the modes of determination in the corpus which allows for a calculation of congruent and incongruent uses. Apart from the method, I will provide the results of the investigation and draw conclusions for theories of definiteness, semantics, and cognitive linguistics.

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D73

Keywords: Argumentstruktur, gesprochene Sprache, Korpuslinguistik

On lexical dynamics: Onomasiological choices for analytic causative constructions in spoken Chinese

This study addresses synchronic variation in the lexical realization of the analytic causative construction in spoken Mandarin Chinese, namely *shǐ, lìng, ràng, jiào1,jiào2, gěi* and *yào* constructions, together with the underlying motivation of language speakers to choose one over the others.

Four research questions are pursued: 1) how (dis)similar are the items? 2) what distinguishes them? 3) what kind of speaker prefers which one of them? and 4) which one is favored by what specific circumstances? To answer these questions, we applied both exploratory and confirmatory statistical techniques to a dataset extracted from BJKY (Spoken Corpus of Beijing Mandarin, http://www.blcu.edu.cn/yys/6_beijing/6_beijing_chaxun.asp) developed by the Institute of Linguistic Studies, Beijing Language and Culture University. The annotation includes grammatical, semantic and lectal variables, which are assumed in the literature (Speelman & Geeraerts 2009, Levshina 2011) and in the corpus strata to influence the onomasiological choice of these causative markers.

Multiple correspondence analysis plots help us detect the patterns the causatives are inclined to go with. Multinomial logistic regression analysis allows us to find significant features that matter to distinguish between them. And the proposed multivariate model would draw us a final conclusion that lexical dynamics is co-decided by language internal andexternal variables.

C14

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Can release burst be responsible for epenthesis and what does it imply about our linguistic representations?

Typological observations teach us that the structure of the syllable follows a rigorous path: a language that has VC will obligatorily have both V and CVC, and a language that has at least one of those will obligatorily have CV, but a language that allows CV will not necessarily allow the other syllable types. When a language allowing only the unmarked type of syllable borrows a word from a language with more complex syllables, it may have to resort to **epenthesis**. The well-known case of Japanese is exemplary: the French word [prɛtaporte] will be adapted as [pɯretaporɯte], consonantal clusters being avoided.

The case of Korean loanword phonology is slightly more complex. Korean allows CV-, V-, VC- and CVC-syllables. While some environments regularly trigger epenthesis, other contexts are subject to variation. Thus, when a CVC-word is borrowed from English, it is adapted either as CVC *or* as CVCɨ – the high central/back vowel [ɨ] being the epenthetic vowel in Korean:

This variation is problematic because it is **not strictly motivated** by Korean phonology, epenthesis being largely independent from the melodic content of the last V and C.

KANG's [2003] hypothesis is that one of the factors motivating epenthesis in Korean lies in the English input: if the word is more likely to end with a release burst in English, then Korean speakers will be more likely to insert a final epenthetic vowel. Likewise, KIM's [2008] work showed that there is a hierarchy of English obstruents proper to trigger a release burst – now, this hierarchy fits the hierarchy of obstruents triggering final vowel epenthesis in Korean.

On the basis of a 2000-items database, I would like to show that the release burst in the English input might indeed be responsible for final vowel epenthesis in Korean. The database comprises KANG's [2003] and BAKER's [2008] data based on the National Institute of the Korean Language's list of foreign words [NIKL, 1991], and original data including mostly English and American proper nouns.

The data was entered in a detailed Excel tab. Since release burst, as such, is not phonemic, it is not specified in phonetic transcriptions: one has to calculate its probability through other phonetic characteristics of the word – those characteristics were specified for each item in the tab. Thanks to this reliable tool, I was able to compute whether the phonetic correlates of release burst in English matched the presence of [ɨ] in Korean.

If the probability of release burst in English and that of final vowel epenthesis in Korean did correspond, this would bring a strong piece of evidence for the importance of release burst in (loanword) phonology, while raising interesting problems involving the relationship between what is commonly called "fine-grained phonetic detail" and phonology. How can

release burst be both a crucial factor in phonological perception, and subphonemic "detail"? How should it **be modelled in phonological theory?** What does it imply about our **linguistic representations?**

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D61

Shell nouns in academic writing: a study of disciplinary differences

The register of academic writing reveals a general preference for conveying information by nominal structures (cf. Halliday & Martin 1993). This intense use of noun phrases (involving to a large extent abstract nouns) is one factor contributing to the impression that academic texts are formal, impersonal and complex, and highly informational (lexical density). Still, there is general agreement on the existence of variation and differences in linguistic choices among academic disciplines (Becher, 1989; Hyland 2004, cf. also Biber, 2006).

In this context it has been recognized that a particular class of nouns - shell nouns (Hunston & Francis 1999; Schmid, 2000, cf. Flowerdew, 2003 'signaling nouns') fulfil a variety of functions in discourse and are thus versatile linguistic and also conceptual means of communication. In Schmid's framework these both abstract and semantically unspecific nouns convey three main functions simultaneously, i.e. the semantic function of characterizing the shell content, the textual function of linking and creating cohesion, and the cognitive function of temporary-concept formation. It is this potential to structure and organize information within the scientific community with regard to specific conventions that makes shell nouns highly useful.

While their versatility make shell nouns convenient tools across a wide range of registers, particular shell nouns are expected to be used more frequently in expository and formal texts depending on the degree of abstractness (Schmid 2000: 379 f.). Thus the choice of nouns used in shell noun function, their frequency and their particular patterns may provide evidence about overall function and purpose of a register or discipline.

It can be assumed that academic writing does not only vary in subject matter, but also in the domain-specific conventions. Typical patterns and their corresponding functions have been examined in detail for general language and various individual academic disciplines (Flowerdew 2003, Cortes & Actas 2008, Gray & Cortes 2011). The present contrastive study uses the perspective of shell nouns in the investigation of fine-grained differences in the academic prose of two disciplines with particular focus on research articles, using data from the COCA (Davies, M. (2008-)).

For the present study, a list of potential shell nouns has been extracted from a frequency list of nouns in the disciplines of Education and History. Actual shell noun patterns are identified manually on the basis of random samples. The disciplines in focus are selected

because they show wide variation in frequency of different classes of shell nouns. Further, shell noun patterns are categorized according to their predominant function, which reveal disciplinary variation from a textual, semantic, rhetorical as well as cognitive point of view. The findings display discipline-specific differences in patterns performing predominant functions including premodification, signposting strategies and cognitive subfunctions and a higher overall frequency of shell nouns in research articles in the discipline Education. These results will contribute to the understanding of the nature of academic community identities.

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B21

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Keywords: metaphor, time, temporal frames of reference, blending

With her legs two weeks ahead of the rest of her: Time, blending, and temporal frames of reference

In Internet discussion groups and blogs on pregnancy and child birth, one can find expressions like (1).

> 1) My daughter's legs are two weeks ahead of the rest of her! (Internet)

Example (1) seems paradoxical if taken literally: at the point of time when the comparison is made, the unborn baby's legs in fact occupy a point later in time than the rest of her body. The paradox is of course only apparent: example (1) means that the baby's legs have reached a developmental phase which the rest of her body is anticipated to reach in two weeks' time. The span of time indicated by the phrase *two weeks ahead* is not part of "actual" time but of something else: a time-like construct where the developmental phases of different body parts are compared. Different types of time are involved, but what are they exactly and how should examples like (1) be analyzed?

In my presentation I analyze the grammar and semantics of expressions of time based on metaphors of motion. My work contributes to the extensive and ongoing research on **motion metaphors of time** and **temporal frames of reference**. I first analyze the grammatical structure of clause-level expressions that implement two common motion-based metaphors of time: MOVING EGO (e.g., *We are approaching Christmas*) or MOVING TIME (e.g. *Christmas is approaching us*). I distinguish metaphorical motion indicated by verbs (*come, approach*) from that indicated by projective prepositions (*ahead, after*), and analyze the possible combinations of the two, as well as the following topics: 1) Does the grammatical subject refer to the EGO or to a temporal entity; 2) What constitute the Trajector (Figure) and Landmark (Ground) in the relationship indicated by the projective prepositions;

3) Is there a correlation between the metaphor type (MOVING EGO vs. MOVING TIME) and the grammatical coding of the participants; and 5) Is the prepositional expression a verb-modifier or a clause-level adverbial.

I then take a closer look at the different levels of time evoked in the metaphors. I propose a distinction between three levels of time, two of which are concepts known from Cognitive Grammar (e.g., Langacker 2008: 79): 1) Processing time [PT], which is time as a medium of conceptualization, and 2) Conceived time [CT], which is time as an object of conceptualization. The third level I distinguish is 3) Metaphorical time path [MTP], which is the metaphorical path along which the metaphorical motion (by EGO or TIME, depending on the metaphor) proceeds. I argue that the distinction between CT and MTP is crucial for the understanding of motion metaphors of time, and for an adequate analysis of more complex examples such as (1) (**blends** in terms of Fauconnier and Turner 2002) where the MTP is a time-like construct where the participants occupy different positions while sharing the same "now" in Conceived time.

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D82

„Wollte nur mal schauen, ob man weiß, wie *ob*-Sätze funktionieren"

Es wird angenommen, dass subordinierte Sätze, die mit der Konjunktion *ob* eingeleitet werden, meist im weiteren Sinn in Fragekontexten bzw. „nach Ausdrücken der Unsicherheit, der Frage, des Zweifels" (Duden 2005: 633) eingesetzt werden. Ein kurzer Blick in authentische Sprachdaten bestätigt diese Annahme: So enthält die Äußerung „sitze hier zuhaus und überleg mir weiter ob ich n neues Fahrrad brauch" einen Aspekt des Zweifels, während „Wollte nur wissen, wie die Klausur war und ob du morgen nach dem Training auch zum Spiel fährst" einen Fragekontext aufbaut. Weitgehend ungeklärt sind aber die Details des Gebrauchs von *ob*-Sätzen im interaktionalen Sprachgebrauch. Anhand von interaktionalen Sprachdaten (gesprochene Sprache sowie SMS/WhatsApp-Kommunikation) soll gefragt werden, (i) welche formalen Besonderheiten *ob*-Sätze in der Interaktion aufweisen (z.B. wie häufig der *ob*-Satz vor dem Matrixsatz geäußert wird und wie oft danach bzw. wie oft überhaupt ein Matrixsatz realisiert wird), (ii) welche Funktionen – dabei vor allem auch interaktionale Funktionen – *ob*-Sätze haben und (iii) ob sich feste Muster, d.h. Konstruktionen, wie z.B. „Ob das wohl gut geht?" herausgebildet haben.

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The multipurpose tool: The cognitive roles and functions of deliberate metaphors in different contexts

One of the most recent issues within the cognitive theory of metaphor (Lakoff & Johnson 1980, Lakoff 1993, cf. Jäkel 2003) concerns the identification and exploration of deliberate metaphors (Steen 2008, 2011; Beger 2011). How do they relate to other conceptual metaphors? How do they relate to lexemes used metaphorically? How do they relate to figures of speech and their rhetorical functions in actual discourse? And what are their cognitive and discursive roles and functions? Solutions will probably necessitate a much more pragmatic and discourse analytic approach to the study of metaphor.

While the so-called *explanatory function* (Hesse 1966) of metaphor has been ascribed to conceptual metaphors in general (Jäkel 2003) in a certain sense, this contribution will try to apply that notion to deliberate metaphors, at the same time elaborating it by way of differentiating a number of related yet different subcases with a view to more particular cognitive roles and functions. Drawing on authentic English discourse corpora from different genres/contexts, the following functions can be identified: a *heuristic* function – exploratory uses in science, furthering scientific progress (cf. Hesse 1966), a *didactic* function – explanatory uses by teachers in order to help their students' understanding (cf. Beger & Jäkel 2014), and a *persuasive* function – rhetorical uses in politics (or other genres, e.g., advertisement) (cf. Jäkel 2012a,b). For the sake of further differentiation, these will be compared to a non-explanatory, *aesthetic* function – uses for entertainment and pleasure in poetry (or other genres, e.g., sports commentaries), as well as to the explanatory function of non-deliberate metaphors.

This case study is meant as a contribution to the growing body of discourse-based research into conceptual metaphors, and in particular, their deliberate use, in the attempt to further the development of an Applied and Critical Cognitive Linguistics.

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B14

Konzept KRISE im deutschen und litauischen öffentlichen Diskurs

Der vorliegende Beitrag behandelt den sprachlichen Ausdruck des Konzeptes KRISE im deutschen und litauischen öffentlichen Diskurs der letzten zwei Jahrzehnte. Das abstrakte Phänomen der Krise wurde mittlerweile zu einem der Schlüsselkonzepte im sprachlichen Weltbild vieler Nationen. Verschiedene Krisen wie die globale Finanzkrise, die Fukushima-Krise, die Nahost-Krise, die Vulkanaschen-Krise, die EHEC-Krise werden sowohl in deutschen als auch in litauischen Medien behandelt. Dieser Beitrag verfolgt das Ziel, Gesetzmäßigkeiten der Konzeptualisierung der Krise in beiden Sprachen zu erschließen und zu vergleichen. Im Mittelpunkt der Untersuchung stehen metaphorische Krisenmodelle im öffentlichen Diskurs, weil Metaphern ein wichtiges Instrument zur Bildung des sprachlichen Weltbildes darstellen. Die Analyse der Metaphern ist kognitiv-linguistisch und ethnolinguistisch geprägt.

Der Beitrag behandelt drei metaphorische Modelle: KRISE IST EIN ARTEFAKT, KRISE IST EINE NATURERSCHEINUNG, KRISE IST EIN LEBEWESEN. Die Vorstellung beschränkt sich auf metaphorische Ausdrücke mit dem Kernwort *krizė* (Lit.) und *Krise* (Dt.), zum Beispiel *krizė beldžia į duris*; *die Krise klopft auch an unsere Tür*, obwohl das Konzept der Krise durch vielfältige sprachliche Mittel ausgedrückt wird.

Das Konzept der Krise ist nicht statisch, es wird im sprachlichen Bewusstsein einer Sprachgemeinschaft von interessierten Seiten (Politikern, Lobbyisten, Journalisten u. a.) stark beeinflusst. Man kann vermuten, dass ein Teil der Krisenmetaphern gezielte („deliberate") Metaphern sind, d. h. sie dienen als Meinungsmacher, als Manipulationsinstrument im öffentlichen Diskurs. Daher werden Krisenmetaphern nicht nur in Sprache und Denken, sondern auch in der Kommunikation berücksichtigt.

Das empirische Material für die kontrastive Analyse wurde aus den Textkorpora beider Sprachen (Textkorpora des Instituts für Deutsche Sprache in Mannheim und Textkorpus der litauischen Gegenwartssprache der Vytautas Magnus Universität) sowie Printmedien der letzten zwei Jahrzehnte entnommen.

Die gewonnenen Erkenntnisse werden kontrastiv behandelt, wobei man sowohl auf Ähnlichkeiten als auch Unterschiede des sprachlichen Weltbildes im Deutschen und Litauischen eingeht. Die Ergebnisse der Untersuchung werden bei der Konzipierung des ersten litauischen Wörterbuchs der konzeptuellen Metaphern eingesetzt.

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D23

Form follows function. Investigating adverbial polyfunctionality

Polysemy has been a central topic of research in cognitive semantics and construction grammar (cf. Lakoff 1987; Goldberg 1995; Tyle r and Evans 2001); however, despite intensive research there remain unsolved conceptual and methodological problems. Some of them have been addressed in recent corpus studies, which seek to predict the various senses of polysemous items from aspects of their linguistic context (cf. Gries 2006, 2012;

Dijvak and Gries 2009). However, thus far the corpus-based method has been exclusively used for the analysis of polysemous content words; closed-class grammatical markers have not (yet) been analyzed in this approach although polyfunctional grammatical markers have played a central role in theoretical models of polysemy in cognitive semantics (cf. Lakoff 1987; Sandra and Rice 1995; Evans 2006).

The current paper presents the results of a case study that applies the corpus-based method to the analysis of grammatical markers. Specifically, we examined polyfunctional subordinators like English *since*, German *wenn*, and Latin *cum*. Using data from written corpora, we developed a comprehensive coding schema including morphosyntactic, semantic, lexical, and pragmatic ID tags to characterize the linguistic contexts of the subordinators. The annotated corpus data were submitted to logistic regression analysis in order to test if and to what extent the various senses of polyfunctional subordinators are predictable from their ID tags.

The statistical analysis yielded mixed results. For some of the subordinators the regression models made excellent predictions. For instance, the different senses of English *since* (temporal vs. causal) are readily predictable from context features with an overall success rate of more than 90 percent. However, other subordinate conjunctions are difficult to analyze in this approach. For instance, although German *wenn* and Latin *cum* occur in a wide range of different semantic types of adverbial clauses, the regression models we built failed to predict the various senses. On closer inspection we found that the regression models were useful to discriminate different uses or senses if the ID tags included specific grammatical features. Lexical, semantic, and pragmatic ID tags had almost no effect on the outcome of the regression analyses so that polyfunctional subordinators that are not associated with particular grammatical features (e.g. a particular tense, clause order or correlating markers) remained ambiguous outside of the larger discourse context.

Considering these results we challenge the traditional polysemy analysis of grammatical markers. Specifically, we argue that one can think of subordinators as "sensory cues" that indicate a general link between clauses. While they typically provide some general information about the nature of the semantic link, they are not necessarily polysemous. In fact, an in-depth analysis of German *wenn* suggests that polyfunctional subordinators (can) evoke a single abstract sense that may be further specified by co-occurring grammatical cues of the subordinate construction. On this account, polyfunctionality in the domain of grammatical markers is motivated by an interplay of various cues rather than by one polysemous word and therefore very different from polyfunctionality in the domain of content words.

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D83

„Ich will hier weg, das muss da rein" – Argumentstrukturen deutscher Modalverben in der gesprochenen Sprache

Für die deutschen Modalverben besteht neben der charakteristischen Konstruktion mit reinem Infinitiv auch die Möglichkeit der „absoluten" Verwendung, also mit akkusativischer Nominalphrase, Komplementsatz, Anapher oder Direktivbestimmung und ohne infinites Vollverb. Fritz (1997, 68) spricht von einer „eigentümlichen Gradierung" zwischen Grammatikalisierungstendenzen einerseits und Erhalt des Vollverbgebrauchs durch Routinisierung und Standardisierung bestimmter Verwendungen andererseits.

Die Konstruktion mit Richtungsadverbiale bildet in der gesprochenen Sprache, insbesondere in informellen Registern, ein rekurrentes, usualisiertes Äußerungsformat. Auf konzeptueller Ebene lässt sich meist ein Infinitiv mit Bewegungssemantik ergänzen, Bsp.: „Ich will in den Supermarkt [gehen/fahren]", mit unbelebtem Subjekt auch ein Transferverb im Infinitiv Passiv, Bsp.: „Das Spielzeug muss in den Schrank [geräumt werden]". Bestimmte Verwendungen scheinen eine eigene, nicht-kompositionale Semantik zu tragen, d.h. die Bedeutung bzw. Funktion unterscheidet sich deutlich von einer entsprechenden Äußerung *mit* Bewegungsverb, Bsp.: „Ich muss einfach mal raus" (Deppermann/Helmer 2013).

Die Datengrundlage der Untersuchung bildet eine exhaustive Recherche im Korpus FOLK. Anhand ausgewählter Beispiele soll gezeigt werden, inwiefern diese spezifische Argumentstruktur konstruktionsgrammatisch analysiert werden kann. Dabei werden im Rahmen einer interaktionslinguistisch und deskriptiv-statistisch angelegten Darstellung morpho-syntaktische, semantische, pragmatische, aber auch interaktional und sequenziell relevante Faktoren berücksichtigt.

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C13

Konstruktionen in einer Kognitiven Phonologie

Definitionsgemäß findet der Konstruktionsbegriff (Konstruktionen als *sound-meaning pairings*) ausschließlich auf der *bedeutungstragenden* Ebene von Phraseologismen, Wortbildungsschemata und Argumentstrukturen Anwendung (cf. u.a. Fischer/ Stefanowitsch (eds.) 2007-2011). Phonologie spielt im Rahmen konstruktionsgrammatischer Ansätze kaum eine Rolle; Versuche einer Integration wurden von John R. Tayler und Ritta Välimaa-Blum unternommen (Tayler 2004: 340-343; Välimaa-Blum 2005). Grund hierfür mag sein, dass unser Blick auf die Lautseite einer Sprache durch die strukturalistische

Phonologiekonzeption fixiert und zugleich verstellt ist. Ihr Postulat, Phonologie operiere über ein minimales Set *bedeutungsdifferenzierender* Einheiten (Phoneme, phonologische Merkmale und Regeln) (u.a. Trubetzkoy 1939; Martinet 1949; Chomsky/ Halle 1968) ist in der Linguistik derart übermächtig geworden, dass die phonologische Theoriebildung außer Acht lässt, dass wir die lautlichen Möglichkeiten einer Sprache (artikulatorische Gesten und einzelsprachspezifisches kategoriales Hören) immer in bedeutsamen Kontexten (Wörter, Phrasen) erwerben und mental repräsentieren. Ein Bewusstsein von abstrakten Lautklassen einer Sprache entwickelt sich offensichtlich erst durch den Alphabetschriftspracherwerb (Morais et al. 1979; Read et al. 1986).

Eine Kognitive Phonologie (u.a. Bybee 2001; Pierrehumbert 2001, 2002, 2003) muss demnach kognitiv plausible Beschreibungseinheiten finden. Meines Erachtens kann hier der 'Konstruktion' im konstruktionsgrammatischen Sinne ein systematischer Platz zugewiesen werden. Die lautliche Seite einer Sprache manifestiert sich nämlich zweifach: einmal in lexikalisch weitgehend fixierten Einheiten (lexikalische Simplizia und Wortbildungsschemata als Form-Bedeutungs-Paare) und in unwillkürlichen, aus der Beschaffenheit des Artikulationsapparates resultierenden „natürlichen" phonologische Prozessen (Donegan/Stampe 1979). Beide Sphären stehen jedoch in einem systematischen Zusammenhang, da durch sie die durchaus begrenzten lautlichen Möglichkeiten einer Einzelsprache emergieren und sich wandeln. Auch wirken sie in beide Richtungen: Aus natürlichen Prozessen können fixierte Normen werden und Normen können Prozesse einschränken. Da jede Sprache andere phonologische Prozesse „fokussiert", bedeutet Spracherwerb, zuwiderlaufende phonologische Prozesse einzuschränken (Stampe 1969). Setzt man dies in Beziehung zu William Crofts Standpunkt einer *radical construction grammar*, bedeutet dies, dass wir die lautlichen Möglichkeiten, und zwar Normen und Prozesse gleichermaßen, durch konkrete Konstruktionen erwerben und repräsentieren und sie der Ausgangspunkt jedweder phonologischer Beschränkung sein müssen.

Das Anliegen meines Beitrags ist, die Begriffe und Beschreibungskategorien 'Konstruktion', 'Muster' und 'Gestalt' (zum Gestaltbegriff in der phonologischen Theorie cf. u.a. Bühler [1934] ²1965: 256-289) in Hinblick auf phonologische Beschreibungsdomänen wie Laut, Phonotaktik, Prominenzstruktur (Silbe) und phrasaler prosodischer Kontur (Intonationsphrase) im Rahmen einer Kognitiven Phonologie versuchen systematisch zu verorten und zur Diskussion zu stellen.

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E21

Indirect speech acts and construction grammar? what developmental data can tell us

The current corpus-based study addresses the issue of (conventionalized) indirect speech acts (ISAs) in English and German from a usage-based, construction grammar perspective (Goldberg, 1995, 2006; Tomasello, 2003).

Traditionally, the interpretation of all ISAs involves the hearers starting out with and eventually rejecting the 'literal' interpretation by using inferencing skills. Within cognitive approaches, ISAs like *Can you hand me my keys?* are assumed to activate (peripheral) parts of a model (e.g. for the scenario of giving, which includes the assumption that the hearer is both able and willing to perform the respective act), with the activation spreading to the whole model via metonymic links. In this view, the 'non-literal' interpretation of an ISA is usually derived ad-hoc, but it "can also, through frequency of use, become a conventionalized meaning, stored separately in the lexicon" (Panther & Thornburg, 2004, p. 97). Taking up the latter possibility, Stefanowitsch (2003) has suggested that such utterances become entrenched as form-meaning pairings, i.e., constructions.

It is an open question, however, whether these ISAs actually go through a stage of having to be interpreted 'ad-hoc' before becoming entrenched as constructions.

Since linguistic conventions are established during language acquisition, approaching this issue from a developmental perspective promises to be particularly enlightening.

Most previous developmental studies are experimental and rely on a priori assumptions about which ISAs are conventionalized, i.e., the ways in which (constructions assumed to be) conventionalized ISAs are used in naturalistic child-directed speech remain unexplored (e.g., Bucciarelli et al., 2003). Furthermore, previous work has mainly focused on English, raising the question of how conventionalized ISAs are used in child(-directed) speech in other languages.

The current study directly addresses these issues on the basis of data from two high-density, longitudinal CHILDES-corpora, the English Thomas-corpus (Lieven, Salomo & Tomasello, 2009) and the German Leo-corpus (Behrens, 2006).

The focus is on two English constructions (*Can I X?; Why don't you X?*) and their German equivalents (*Kann ich X?; Warum X Du nicht X?*) which were coded for discourse function (n for English = 715; n for German = 123; Cohen's Kappa for function based on 200 English and 50 German utterances >0.8).

Analyses show that *Can I X?, Kann ich X?* and *Why don't you X?* are

– predominantly used as ISAs by the caretakers, i.e., they exhibit a very consistent mapping between form and 'indirect' function

- frequently paraphrased by more 'direct' expressions, which makes the functional similarity between these constructions salient for the children
- comprehended and produced by the children from the early multi-word stage onwards

In contrast to this, *Warum X Du nicht X?* is predominantly used as a 'direct' speech act (i.e., a sincere request for information) in child(-directed) speech and is not to be considered a conventionalized ISA (at least for this particular child).

Overall, the study suggests that highly conventionalized ISAs are indeed learned as direct mappings of form and 'indirect' function right away and that the factor 'degree of conventionality' therefore needs to be taken into account in future studies.

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B83

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Collocations as cognitive allrounders: Corpus-based evidence from neologisms

The usefulness of collocations for the acquisition, storage and retrieval of language structures has sparked an enormous interest in defining their nature (cf. e.g. Langacker 1987, Sinclair 1991, Herbst 1996, Schmid 2003) and studying their use (cf. Biber et al. 1999, Nesselhauf 2005). Collocational networks facilitate lexical retrieval because of their expectancy and predictability of co-occurrence. Moreover, they are vital for comprehension on the part of the hearer-reader because they add semantic and pragmatic content to the node lexeme. Given the frequency principle, however, collocations are expected to appear only gradually during the diffusion process, when the neologism becomes more frequent. Given the cognitive profitability for hearers-readers, however, early emergence of collocates would be particularly advantageous.

The aim of this paper is therefore twofold. Firstly, it examines the emergence of such collocational networks during the diffusion process of neologisms from a longitudinal perspective. Secondly, it investigates the linguistic nature of their function as vital cotextual anchors necessary for comprehension. For this purpose, the occurrences of 44 neologisms were extracted from the Internet in regular intervals over the course of two years and subjected to collocational analyses with the help of Antconc (cf. Kerremans, Stegmayr and Schmid 2012, Kerremans forthc.). The data yield two significant emergence patterns, consistent with the two assumptions mentioned above. On the one hand, examples of instantaneous emergence are found, where the neologism is accompanied by one or more

significant collocates from the earliest occurrences, e.g. driving while intexticated. On the other hand, the lexical companions appear only gradually during the conventionalization process, when the neologism is becoming increasingly more frequent. Little bloglets for instance crystallizes only after an initial stage in which a variety of adjectives such as humble, small and little are found.

The second issue discussed in this paper concerns the role of collocations as important cotextual anchors for the comprehension of neologisms. The collocates for the neologisms in the sample derive from morpho-semantic and morpho-lexical inheritance processes from the collocates of the base and/or lexico-semantically associated lexeme(s). Neologisms inherit morphological, semantic and conceptual information from their base in the form of adjacent collocates in order to cognitively and linguistically embed the novel lexeme into the existing network structure already set up by the base and therefore emerge relatively early during the diffusion process of the node neologism.

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C12

Keywords: categorization, similarity, form-function, phonetics and phonology, second language acquisition

Factors affecting form-function pairing in vowel perception

Vowels are complex linguistic structures that vary within and across languages in terms of several articulatory and acoustic phonetic as well as phonological parameters. In this sense, they can be understood as conventionalized pairings of phonetic substance and phonological form. However, there is no one-to-one mapping between the speech signal and the vowel category perceived by the listener. Listeners' perception of acoustically different sounds as belonging to the "same" or a "different" category shifts as a function of signal-inherent as well as external factors. Moreover, vocalic form-function pairings vary language-specifically; the interpretation of the same acoustic signal may vary with the listeners' native-language background.

Theories on vowel contrasts and vowel systems refer to a general preference for vowel qualities that are maximally distinct from each other and to the assumption that constellations of vowel systems are motivated by maximal contrast, i.e. perceptual distinctiveness (at minimal articulatory cost) (Liljencrants & Lindblom 1972; Lindblom 1986; de Boer 2000, 2001; Flemming 2004; Schwartz et al. 2005). In other words, vowel categories are

considered as related to each other by relationships of contrast and perceptual distance. The *categorization* of sounds is based on perceptual "identity" and relationships of similarity. Objectively different vowel sounds are perceived at some cognitive level as more or less similar or distinct from others, belonging either to the same or to different categories (Bybee 2001).

Phonetic *distance* and perceptual *similarity* are gradient concepts, considered to vary along a continuum. An inversely functional correspondence between distance and similarity is assumed in many cognitive models on similarity (e.g. Shepard 1957; Nosofsky 1986, 1988). Increasing distance in phonetic substance (form) is considered to increase distinctiveness and guarantees phonemic contrasts (function). By a decrease in distance, on the other hand, which is in inverse functional correspondence to similarity, the form-function correspondence may be at risk. However, no linear correlation of variation in phonetic parameters and perceived phonemic identity can be observed. External factors, such as type of contrast and its frequency of occurrence and use in the listener's native language, may contribute to the listener's reduced capacity to reconstruct the intended form-function pairing in perception.

This contribution addresses the questions of (1) how relationships of physical characteristics and the listeners' perceptions of the speech signal vary language-specifically, (2) how similarity can be operationalized, and (3) what factors may influence the perceived similarity of vowel categories.

Perceptual confusion data by non-native listeners from different language backgrounds provide evidence for (1) *non-linear relations* of changes in phonetic parameters and shifts in phonological categorization, (2) *language-specific* relationships of similarity and perceptual distance between categories, and (3) asymmetries and *bias* in vowel categorization.

Empirical evidence from a vowel identification experiment with L2 German learners from ten different native languages will be presented to illustrate how the interpretation of the same acoustic input may vary as a function of signal-inherent factors and external factors. Based on confusion data and derived similarity scores, the *perceptual vowel space* for German vowels is visualized by means of Multidimensional Scaling (Shepard 1957, 1980) for each of the ten language sub-groups. Basic notions of usage-based theory and their relevance in L2 perception will be discussed to account for the observed relations of perceptual distance and similarity between categories and for the listeners' *bias* in categorization of vowel sounds in L2 acquisition.

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E42

Keywords: Applied Cognitive Linguistics, semantic networks, metaphors, verb-particle constructions

Conceptual motivation as a pedagogical tool for the teaching and learning of verb-particle-constructions with *up, down, out*

One tenet of Cognitive Linguistic (CL) theory is that almost all conventional language use is conceptually motivated (Langacker 2008). This may be relevant in a pedagogical context, since it implies that form-meaning mappings are not regarded as arbitrary but can be explained to students. A CL-based approach challenges the more traditional notion that verb-particle-constructions (VPCs) are semantically opaque language items whose overall meaning is not the sum of their constituent parts. CL assumes a certain degree of compositionality even for very opaque or idiomatic VPCs (Alejo 2010). Especially the meaning of the particle is supposed to contribute significantly to the overall meaning of VPCs. Thus, learners' understanding of VPCs may benefit from gaining insight into the underlying conceptual motivations, which may in turn enhance retention.

A substantial number of studies have documented the positive impact of a CL-based approach on learning VPCs (e.g., Boers 2000, Condon 2008, Sadri 2012). Yet, more research is needed proving the ecological validity of such an approach in an authentic secondary school classroom setting. Furthermore, research on whether or not a CL-based methodology to VPCs can be transferred to new vocabulary items is rather scarce and the results are ambivalent (e.g., Kövecses & Szabo 1996, Boers 2000).

The paper discusses the following research questions: Is conceptual motivation a useful pedagogical tool to (a) facilitate the retention of VPCs with *up, down, out* which have been practised in a three-lesson-intervention and to (b) facilitate the transfer of insights into the conceptual motivation of the particles *up, down, out* to understand the meaning of novel VPCs collocating with the same particles? The teaching material designed for this study draws on Tyler & Evans' theory of semantic networks (2003) as well as Rudzka-Ostyn's *Word Power* (2003).

The discussion is based on data collected in higher track secondary schools (year 9, pilot study $N = 81$, main study $N = 200$-250, ongoing). The empirical study includes a pre-post test design with repeated measures in both control and experimental group. During the intervention both groups worked with methods and material that enhance deep cognitive processing to secure the comparability of the instructive quality. In contrast to previous studies, the pilot study has shown that a CL-based approach does not significantly improve retention. Yet, with regard to transfer the experimental group outperformed the control group significantly ($p < 0.05$). Despite of the fact that the pilot study is still too small to draw reliable conclusions and more solid empirical research is needed, the data may serve as a point of departure to discuss which conclusions can be drawn with regard to the underlying key cognitive processes and how highly polysemous multi-word items are retained as well as what has to be considered for future research.

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B72

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Keywords: kognitives Modell, Konzept, Frame, Skript, Phraseologie

Kognitives Modell "Recht" und seine Aktualisierung auf der rechtssprichwörtlichen Basis

Die ganze kognitive Tätigkeit der Menschen ist auf die Erschließung und Aneignung der Umwelt gerichtet. Bei dieser Klassifikationstätigkeit sind solche kognitive Prozesse wie Kategorisieren und Konzeptualisieren von großer Bedeutung. Für unsere Forschung wäre die Definition von V. Krasnykh von besonderer Relevanz, die den kognitiven Raum als „auf bestimmte Weise strukturierte Gesamtheit von verschiedenen Kenntnissen und Vorstellungen, über die alle Individuen eines bestimmten Sozius verfügen" betrachtet. So wird von uns der kognitive Raum „Recht" als eine Struktur von Kenntnissen, Vorstellungen und Assoziationen definiert, die der Rechtssphäre angehören.

In unserem Beitrag werden wir uns das Recht als ein kognitives Modell vorstellen, dessen Bestandteile als Konzepte von unterschiedlicher Komplexität und Struktur dargestellt werden. Diese Konstruktion lässt uns verstehen, wie und auf welche Weise die Information von unserem Bewusstsein wahrgenommen und strukturiert wird.

Mit dem Begriff „Recht" assoziiert man von dem juristischen Standpunkt aus solche Begriffe wie „Gesetz", „Verbrechen", „Strafe", „Gericht" usw. Eben das sind die Schlüsselkonzepte, die dem kognitiven Modell „Recht" angehören. Die höhere Ebene dieses mentalen Modells bilden solche abstrakte Begriffe wie *Recht, Gerechtigkeit und Ordnung.* Von diesen Begriffen sind die Begriffe *Gesetz, Verbrechen, Gericht und Strafe* abhängig. So könnte von uns ein Fragment von dem mentalen Modell „Recht" analysiert werden, wo die Konzepte „Gesetz", „Verbrechen", „Strafe", „Gericht" , „Gerechtigkeit" u.a. als Träger der wichtigsten Kenntnisse über das Rechtssystem auftreten. Einige Konzepte lassen sich strukturieren und können als Frame (z.B. Frame „Strafe") bzw. als Skript (z.B. „Gericht") betrachtet werden.

Am Beispiel von dem komplexen Konzept „Gericht", der einerseits als Frame, d.h. ein statisches Konzept, und andererseits als Skript, d.h. ein dynamisches Konzept betrachtet werden kann, analysieren wir seine Wiederspiegelung auf der sprichwörtlichen Ebene. Frame „Gericht" besteht aus den Slots unter der allgemeinen Benennung „Gerichtsteilnehmer". Der Slot „Richter" ist in quantitativer Hinsicht sowohl im deutschen als

auch im russischen besonders repräsentativ. Deutsche Sprichwörter, die diesem Slot angehören, sind stilistisch neutral und wiederspiegeln die Rolle des Richters beim Gerichtsverfahren: ***Sitzend muss man Urteil finden***, ***Ein Richter darf niemanden kennen.*** In den russischen Sprichwörtern ist öfter die Einschätzung zu finden, die meisten haben auch negative Konnotation hinsichtlich der Person eines Richters: ***Не бойся суда, а бойся неправедного судьи*** (Fürchte nicht vor dem Gericht, fürchte vor dem ungerechten Richter). Bei der Analyse des Slots „Advokat" hat es sich herausgestellt, dass dieser Slot in den deutschen Sprichwörtern repräsentiert wird, in der russischen Parömiologie aber überhaupt fehlt, anders gesagt eine sprachliche Lücke darstellt.

Bei der kontrastiven Analyse der mentalen Modelle „Recht" auf der sprichwörtlichen Ebene im Deutschen und Russischen lassen sich sowohl Analogien, als auch Unterschiede aussondern. Die Analogien werden bei der Modellierung und Strukturierung des mentalen Modells „Recht" im Sprachweltbildern beider Sprachen ausgeprägt, die Unterschiede kommen bei den parömiologischen Lücken zum Vorschein (Ausdruck?), was besonderes Interesse für weitere Forschung der national-spezifischen Besonderheiten der Schlüsselkonzepte verschiedener Kulturen darstellt.

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A23

English and German Modal Particles Index Aspects of Situated Cognition

It has been argued that German modal particles play an important role in situating utterances in the current rhetorical context by linking the utterance to the proper aspect of the common ground (e.g. Fischer & Diewald 1998; Diewald 2006, 2011). However, it is not yet clear to which aspects of the common ground they link the utterance. Thus, using Clark's (1996) typology of common ground, this paper will first examine how modal particles in German index which parts of the common ground.

Second, once such relevant elements of common ground have been identified, the next question is whether the same modal particle functions can be found in other languages as well. I argue that they can, and I will demonstrate this on the comparison of the English particle *then* and its German translation equivalents *also*, *dann* and *denn*.

As is shown in example (1), the English inference particle *then* links its host utterance to a background assumption of speaker B's, namely if somebody is happy, they should get in touch. This is presented as part of the common ground, perfectly uncontroversial. This assumption has not been mentioned before in the interaction by the parties, but is presented by B as part of their communal common ground.

(1)   139   A: oh he's fairly happy (.)
       140   A: uhm (.)
       141   B: why do you think he doesn't write **then**?

<div align="right">(Haselow 2011, 3610)</div>

In example (2), the German particle *also* is used in a topic shift, and again it is used to show that what is said is uncontroversial and part of the communal common ground, namely that there are many single parents having their children in preschool and when we are talking about the situation in preschool it is natural to talk about this category of parents as well. In this way, the particle makes the topic shift fit in with the ongoing topic and not stand out too much.

(2)   FF: öh DAS finde ich also vollkomme:n öh falsch, im Endeffekt wird DOCH

              gemacht was die:: erwachsenen wolln, dann   [(STRA:fn)   ] sie auf einmal

       Heise: [{räuspert sich}]

       FF: (.) mit irgendwelchn dingen die GAR nicht mit dem vorfall zu tun haben, .h die:
              öh kinder wissen GAR nicht woran sie dann sind, weil irgendwann ebn

→   den eh eltern (.) *noch mittlerweile bei uns im kindergarten da wird **also** sehr
              viele allEInerziehnde: eltern nach-* hauptsächlich mütter, eben,=

       Heise: =°mhm°=

       FF: =.h die: dann natürlich auch total geSTREsst, oder ziemlich gestreßt nach
               haus kommen,

<div align="right">(Alm 2007, 124)</div>

It is thus shown that uses of the English *then* are similar to the German modal particle *also* in that both particles index aspects of the common ground. I suggest that this is a distinguishing characteristic of modal particles across languages.

Insights into how and to which aspects of the common ground modal particles link utterances will contribute to our understanding of the relationship between grammar and situated cognition.

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F51

Integrating lexis, gesture and discourse in spatial descriptions

This paper reports on the analysis of the expression of static locative relationships in English, French, and Dutch (both applied to L1 and to L2). The data analysed is drawn from video-taped picture descriptions where subjects were asked to talk about the location of certain entities on these pictures. At the lexical level, the typological differences between Satellite and Verb-framed languages (Talmy 2000) show to have considerable consequences for the attention that speakers attribute to manner of location as well as how and where this is expressed. However, these lexical and syntactic choices interact in intricate ways with discourse structure as well as with gesture. In these elicited monologue descriptions, Dutch speakers prefer to structure locative information sequentially whereas French speakers prefer an accumulative pattern. These preferences have a direct effect on the syntactic choices at sentence level. In addition, co-verbal gestures are often used to express (typically causative or directional) information that often remains unexpressed in the verbal production (see also Tutton 2007, 2013). In a usage-based approach, such interaction between overall discourse organisation and different modalities is to be expected; nevertheless, the integration into a coherent representational format remains to this day a considerable challenge.

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E82

Interrogating the role of formulaic sequences in early instructed SLA

In the field of SLA, there is no consensus on the nature and role of formulaic sequences in young children's early second language acquisition. Usage-based perspectives see formulaic sequences as central tools in the negotiation of interaction as well as in the control of semiotic resources. The breadth of phenomena included in this perspective makes it difficult to provide a clear definition of formulaic sequences and therefore to identify them in context. In contrast, in our psycholinguistic view, formulaic sequences constitute holistically stored units requiring fewer cognitive processing resources. They can be identified by means of sophisticated distributional analyses. In this perspective, the processing challenge of these sequences is minimal, which means they can be used early on.

Regardless of the perspective, formulaic sequences are a frequent (and therefore important) feature of early learner language (in institutional settings). Thus, it is crucial to clarify both the definition and identification of formulaic sequences in early learners' speech.

Using data derived from a two-year study of ESL learners in four different primary schools in Germany, we describe the extent of use of formulaic sequences and propose a definition and means of identifying such sequences. We also show how over time the use of these sequences becomes a smaller component of learner production and offer an explanation of this finding.

B82

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Keywords: quite, distinctive collexeme analysis, varieties of English

Quite diverse: a corpus-driven analysis of *quite* + ADJ in twenty varieties of English

There is a growing awareness in the Cognitive Linguistic community that variation should play a central role in the usage-based model of language (e.g. Croft 2009; Kristiansen & Dirven 2008). This study focuses on the geographic variation of the semantics of the construction *quite* + ADJ in twenty varieties of English. *Quite* is a puzzling determiner with complex semantics (e.g. Paradis 1997), which can function as both an intensifier, e.g. (1a) and (1b), and an attenuator, e.g. (1c):

(1)   a *All art is quite useless* (O. Wilde).
      b *This is quite extraordinary!*
      c *The lecture was quite interesting* [yawning].

The determiner also exhibits substantial diachronic and geographic variation. Notably, the attenuating function illustrated in (1c) has developed only relatively recently in British English, whereas the American variant of quite does not seem to have this meaning.

Using the data from the Corpus of Global Web-based English (GloWbE) (Davies 2013) and the technique of (multiple) distinctive collexeme analysis (Gries 2004; Gries and Stefanowitsch 2004; Wulff et al. 2007), we determine the distinctive adjectival collexemes of *quite* + ADJ in each of the twenty national varieties of English represented in the corpus, as well as in the areal clusters of varieties (e.g. the South Asian or North American varieties of English). By doing so, we hope to capture the geographic variation in the semantics of the construction.

Furthermore, we use the semantic vector space approach (Lin 1998) to compare the adjectival collexemes of the geographic variants of quite + ADJ and compute the distances between the variants. A pilot study with nine varieties of English yields promising results. The nine variants of *quite* + ADJ cluster according to the geographic relationships between the varieties they represent (see Figure 1).

The differences between the individual varieties, as well as the areal clusters, are interpreted with the help of adjectival classes (scalar, limit and extreme adjectives), which allow us to differentiate the attenuating and intensifying functions (Paradis 1997). The preliminary results support the above-mentioned observations, but also add new details. For instance, the British quite tends to attract extreme adjectives (*quite extraordinary*) more strongly than the other varieties, whereas the North American variants more frequently function as intensifiers of limit adjectives (*quite sure, quite different*). In this paper, we will try to explain the results from the cultural and historical perspectives.

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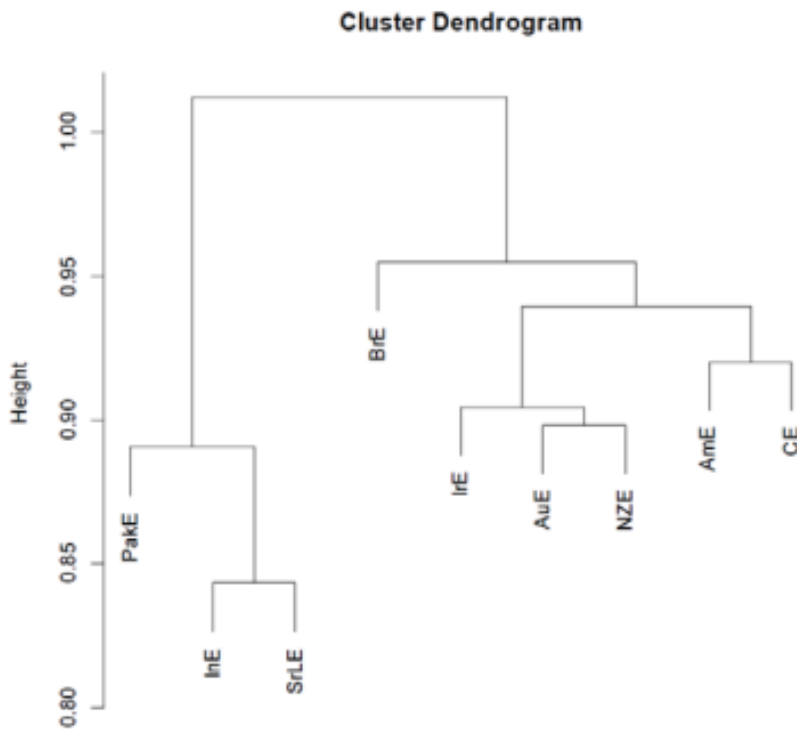
Figure 1. Cluster dendrogram of nine geographic variants of *quite* + ADJ.

B31

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"Oft in My Face He Doth His Banner Rest": War as a Pervasive Metaphor in Early English Literature

This paper aims to clarify the influence that metaphors of war as used in Pauline and apologetic literature had on early English literature. In fact, the particular metaphorical exploitation of the semantic field of war fell on fertile ground in English contexts. For instance, the elaborated style and the motifs of genuine heroic poetry lent themselves well to be a canvas for a 'religious turn' in metaphor interpretation. Taking a cognitive linguistics perspective, selected examples from Old English to Early Modern English are highlighted to illustrate this process. The findings suggest that the forging of an English (Christian) poetry tradition was accompanied by a re-contextualising use of war metaphors. In the events of contextualisation, conceptual metaphors of various kinds, e.g. DEVOUT LIFE IS WAR, LOVE IS WARRIOR and, paradoxically enough, PEACE IS WAR have emerged. Such conceptual metaphors (according to Lakoff et al.'s framework) show to constitute the basis of early Christian self-perception in England.

The doctrine of spiritual warfare has, wrapped in metaphor, survived until today. The motif of the Christian as a soldier, i.e. a *miles Christi*, is still in productive use. In this respect, the former tenor has become a familiar vehicle with the help of which other, more novel and contemporary matters can be evaluated and explained.

This paper contribution strives to elucidate that particular war metaphor uses were handed down from one generation of poets to the next throughout the stages of English until the present day. In their creative efforts, poets have frequently challenged language norms and uses. Hence, they have helped to modify established conceptualisations and to adapt them to the zeitgeist. It is from their conceptual conflicts that diversified contemporary applications of war metaphors grew which, in turn, have remodeled our ways to view the modern world.

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Musik und kognitive Linguistik. Kognitive und semantische Aspekte phraseologischer Einheiten für den Bereich musikalischer Komponenten in der deutsch-spanischen Sprache

Laut dem Musikologen Friedrich von Hausegger (1901: 123) bedeutet die Musik nicht bloss, sie ist. Außerdem ist sie der unmittelbare Ausdruck von Gemütserregungen. Betrachten wir die Konzeptualisierung der Musik im Sprachgebrauch, stellen wir jedoch fest, dass auch Musik semantische Information übermitteln kann, denn abstrakte und a priori bedeutungslose Phänomene wie die Musik können auf der Sprachebene neu benannt werden.

Die musikalischen Konzepte, der Einfluss der Musik auf den Alltag und auf die menschlichen Beziehungen helfen den Mitgliedern einer Gemeinschaft, in ihrer Welt Klarheit zu schaffen und Sachverhalte einzuordnen.

Die kognitive Linguistik beleuchtet durch die Sprache Phänomene des kulturellen Wissens wie beispielsweise die Musik. In unserem Vortrag werden wir in Anlehnung an die Metapherntheorie Lakoffs und Johnson (1980) und an die Frame - Semantik von Fillmore (1982) versuchen, aufzuzeigen, dass die den musikalisch zugrunde liegenden metaphorischen Modelle in vielen Fällen nicht angewandt werden können. Der prototypische Fall der Metaphernbildung (Lakoff & Johnson 1980) vom Konkreten (Bildspender) zum Abstrakten (Bildempfänger) liegt vor, wenn konkrete Substantive auf abstrakte Erscheinungen benutzt werden können, vgl. z.B. Dreck referiert auf die Wendung jdn. durch den Dreck ziehen, die eine abstrakte Begebenheit zum Ausdruck bringt, nämlich, 'jdn. demütigen' und die Metapher MORAL IST REINHEIT bzw. UNMORAL IST SCHMUTZ aktiviert.

Im Rahmen der Musik gehen nicht alle Typen von Metaphern von Konkreten zum Abstrakten hinüber. Um beispielsweise ein Wort wie Ton zu verstehen, muss ein Frame aktiviert werden, der Konzepte wie "adäquate Stimme", "Tonlage", "Lautstärke", "Intensität", "angemessener Umgangston", "höflicher Umgang" u.a. umfasst. Nur über solches konventionalisiertes Wissen, das die semantische Einheit strukturiert, kann verständlich werden, was das Wort Ton bedeutet, vgl. zum guten Ton gehören, im scharfen Ton sprechen. Sprachliche Bedeutungen haben meistens einen rein konzeptuellen Status. Jeder Begriff stellt eine Rahmenstruktur dar, die als ein Netz aus Wissensrahmen verschiedenster Ebenen aufgefasst werden muss.

In unserem Vortrag werden die deutschen und spanischen Phraseologismen, die dem Bereich der Musik zuzuordnen sind, analysiert. Wir richten unser Augenmerk auf die Gefühle, auf die menschlichen Beziehungen und auf das menschliche Handeln, welche durch musikalische Parameter wie Klang, Ton, Einklang, Stimmung, oder durch Musikinstrumente (Saiten) metaphorisch versprachlicht werden können. Zum Beispiel kann die kognitive Metapher DER MENSCH IST EIN INSTRUMENT und die sich daraus ableitende Metapher GEFÜHLE SIND SAITENINSTRUMENTE dazu dienen, Phraseologismen wie eine empfindliche Saite bei jemandem berühren bzw. sp. tocar la fibra sensible näher zu erfassen. Sowohl im Spanischen als auch im Deutschen stehen die Parameter 'Einklang' und Missklang' für menschliche Beziehungen und diese lassen sich auf die Metapher MENSCHLICHE BEZIEHUNGEN SIND ZUSAMMENGEKOPPELTE [MUSIKALISCHE]OBJEKTE zurückführen: dt. im Einklang mit jdm. sein; sp. estar en

armonía con algo/alg. Bezüglich des menschlichen Handelns verweisen wir auf das metaphorische Modell MENSCHLICHES HANDELN IST EINE PHYSISCHE WAHRNEHMUNG, vgl. *einen höflichen Ton anschlagen*; esp. *hablar con un tono educado*.

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E31

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Keywords: second language acquisition, computational cognitive modeling, learning factors, construction grammar

Isolating second language acquisition factors:
A computational model of bilingual construction learning

A systematic study of Second Language Acquisition (SLA) must account for multiple factors regarding the characteristics of the learner, the learning process and the linguistic input. This diversity often makes it difficult to isolate specific learning factors and study their impact on second language (L2) development. As an alternative methodological approach, we present a usage-based computational model of bilingual construction learning and demonstrate its applicability on a series of experiments using bilingual (German and English) input data.

The model iteratively processes a number of argument structure construction instances. Each instance is represented as a set of features (lexical, semantic and syntactic) that learners normally can induce from an utterance and the observed event it refers to. By detecting and clustering similar instances, the model abstracts away from individual verb usages and learns probabilistic associations between various features. A learned construction, thus, represents a group of instances with similar values for each feature. At certain intervals, we pause the learning and test the model's language proficiency using three different tasks. We manipulate three input-related factors, namely **amount** of L2 input, moment of L2 **onset**, and L2 frequency **distribution,** and analyze how such manipulations affect the model's L2 proficiency.

1. **Amount.** Muñoz and Singleton (2011) review a number of studies showing that the amount of L2 input and use correlates with learners' performance in various L2 proficiency tests. To study how our model's L2 proficiency is affected by the absolute and relative amount of L2 input, we manipulate the two respective parameters. The results show that only the absolute amount affects the L2 proficiency of our statistical learner.

2. **Onset.** The negative effect of late starting age on L2 proficiency is almost always observed in human learners. However, manipulating the moment of L2 onset in our model yielded no change in its L2 proficiency. A possible explanation is the positive cross-linguistic transfer between German and English constructions. However, it may well be that the age effect is not explainable in terms of statistical learning alone. Other factors, e.g., biological, may be at play.

3. **Distribution.** It is subject to debate whether and how the distribution of verbs in the input affects construction learning. While some studies demonstrate a positive effect of skewed input on learning, others do not, or even show quite the opposite (McDonough &

Nekrasova-Becker, 2012). We simulate learning of a novel L2 construction by an adult speaker. The results demonstrate that only the balanced input facilitates the learning, and only at early learning stages.

To conclude, our computational model can be a good framework for studying the impact of various input-related variables on L2 learning. While most existing models simulate L2 learning only on the word level (see an overview by Li, 2013), our model addresses the level of language structure. L1 and L2 are represented in the model as complex systems that comprise different features, including lexical, semantic and syntactic.

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P

Analyzing Mexican teachers' knowledge about the executive function development in pre-school children

Educating pre-school children is a complex, challenging and key task. It is in this stage that children begin to develop self-control and regulation known as the executive function. The executive function relates to behavior inhibition, working memory and self-regulation. Cadavid (2008) defines the executive function as any deliberate action to control behavior. Ustárroz (2012) proposes 4 components of the executive function: establishing goals, planning, development (inhibition) and performance. The executive function is linked to external mediation and brain development (Banich & Compton, 2011). This function begins to be developed in early childhood. Thus, the pre-school curriculum in Mexico seeks to develop children's knowledge, emotion regulation and strategic problem solving (SEP, 2011). But the kindergarten curriculum is not the only factor that motivates children learning. Learning is also determined by the ideas, beliefs and knowledge of teachers. It is guided by the knowledge that teachers have about the subject, about the teaching methods and knowledge mediation. Teachers construct their knowledge based on their every day life. They generate new knowledge, integrate previous knowledge or reject it (Mercado, 2002). They use their knowledge to make their students learn. Tardiff (2004) and Gonzalez (2012) state that teachers' knowledge can be classified in personal, professional and experiential. Teachers' knowledge guides their teaching practice. This presentation reports a study that analyzed pre-school teachers' professional knowledge about the development of the executive function also called cognitive control (Banich & Compton, 2011). The study was conducted using an ethnographic methodology to analyze teachers' knowledge of twenty-one Mexican pre-school teachers about the development of the executive function in pre-school children. The research instruments used were observation notes and a focus group. Findings reveal that pre-school teachers professional knowledge about the executive function varies depending on their level of expertise. Thus, the reactions to disruptive

behavior are linked to the years of teaching experience of the participants. Novice teachers have little knowledge about the executive function and thus, they tend to ignore children when they misbehave. Experienced teachers posses more knowledge about the executive function, thus, they are likely to act immediately when the child produces disruptive behavior and they make children reflect right after the problem. This study generates three conclusions: 1. Teachers' knowledge about the executive function needs to be developed. 2. School principals should promote peer tutoring matching novice and expert teachers. 3. Teachers need to reflect about their teaching practice in a systematic way keep written records of their teaching practice so these notes can be useful to them and other teachers. This study investigated a research topic that has not been fully explored especially in Mexico. Further research should be conducted about the executive function to better understand how teachers' knowledge about the executive function develops. Further research could also contribute to find ways to help pre-school teachers to gain more knowledge about the executive function and to apply it to foster pre-school children self-regulation and maturation.

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A31

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Sex, Grammatical Gender and Morphological Transparency

In many languages, including most of the Indo-European family, there is a clear correlation between the grammatical gender of human nouns and the sex of their referents. Nevertheless, it is received wisdom in linguistics that sex and grammatical gender are independent from each other, one argument being that inanimate nouns in these languages have grammatical gender, but no sex (cf. Aikhenvald 2004). However, a number of psycholinguistic studies show that speakers transfer the semantics of sex to referents of inanimate nouns under certain experimental conditions (Konishi 1993, Flaherty 2001, Koch et al. 2007). Interestingly, the strength of these effects seems to be language-specific: As Koch et al. (2007) show, for example, it is much stronger in Spanish than in German. Koch et al. propose three potential explanations for this: first, that the strength of the effect is related to the entrenchment of traditional sex roles in the speech community (Spanish speakers may have more traditional sex roles); second, that it is related to the complexity of the language's gender system (Spanish has two genders, German has three); third, that it is related to the morphological transparency of the gender system (Spanish marks gender morphologically, German does not). We replicate Koch et al.'s experiment with two additions: first, we measure the sex-role attitudes of all subjects, allowing us to test the first hypothesis; second, we include Croatian, which is morphologically transparent (like Spanish) but has three

genders (like German), allowing us to test the second and third hypothesis. Our results show that sex role attitudes do not have an influence on subjects responses and that the Croatian results closely resemble those for Spanish but not for German, suggesting that it is the morphological transparency, rather than the complexity of gender systems that influences the degree of sex-based interpretation of grammatical gender with inanimate objects.

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Keywords: Construction Grammar, Multimodality, empirical evidence

Multimodal existential constructions in German and English

Basic physical interactions with the material and social world, such as giving something to someone, have been shown to serve as blueprints for prototypical ditransitive constructions in language (Goldberg 1995; Bergen & Chang 2005). This paper suggests that they may also underpin multimodal existential constructions integrating speech and manual gestures. Existential constructions in English and German recruit different verbs: While English there is combines unstressed presentative there with the verb be, German es gibt consists of the non-referential pronoun es ('it') and the full lexical Verb geben ('give'). A well-documented path of grammaticalization evidences that this impersonal usage of geben goes back to the source meaning of manually giving something to someone and related ditransitive constructions involving an agentive subject transferring a physical object to an animate receiver (Lenz 2007; Newman 1998).

Drawing on German and English multimodal discourse data, it will be argued that in multimodally achieved existential constructions gestures derived from bodily actions of giving and holding may, e.g., point to the existence of discourse contents. Analyses suggest that gestural existential markers may exhibit characteristics similar grammaticalization processes in language: e.g., reduction in phonetic form and subjectivation (Langacker 2002; Mortelmans 2006); semantic bleaching (Hopper & Traugott 2003); pragmatic/metonymic inferencing (ibid.); ritualization (Haiman 1994); and varying degrees of iconicity and schematicity through abstraction (Givón 1985).

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D43

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Keywords: Construction grammar, experiencer, adjective, German

Adjective Experiencer Constructions in German: Constructional Differences and their Semantics

In German, when emotional or physiological states are expressed by adjectives, two constructional options are available that are normally considered as being fixed according to the co-occurring adjectives. One construction is a copula construction with a nominative NP (1a), and the other is a copula construction with a dative NP (1b):

(1) a. *Ich bin sehr müde.*　　　　　　　[nominative NP + copula + adjective]
　　"I am very tired."
　　b. *Mir ist sehr langweilig.*　　　　　[dative NP + copula + adjective]
　　"I am very bored."

In each case, the semantic role of the NP can be understood as experiencer, but the morphosyntactic realization is different. Traditionally, this difference has been attributed to the valency of the adjectives; the adjective *müde* ("tired") in (1a) requires a nominative NP, while the adjective *langweilig* ("bored") in (1b) takes a dative NP as its argument. In this approach, the morphosyntactic coding of experiencer is regarded as arbitrary and therefore unpredictable. In this paper, I argue that this difference can be explained from a Constructional Grammar (Goldberg 1995, 2006) perspective, i.e., the realization of the nominative or dative NP can be predicted from the combination of the semantic or pragmatic interpretation of adjectives and the semantics of each construction.

One argument for this claim is the observation that there are adjectives which can be used in both constructions, for example, *schlecht* ("bad") in (2):

(2) a. *Ich bin schlecht in Mathematik.*
　"I am bad at mathematics."
　　b. *Mir ist schlecht.*
　"I am feeling bad. "

Here, the same adjective has a different meaning according to the construction in which it is embedded. This suggests, from the constructionist point of view, that each construction has an impact on the semantics of adjectives and coerces them into certain interpretations that are compatible with constructional meanings. In order to substantiate my claim, I present frequently used adjectives of emotional or physiological states from Trost (2006) and analyze what kinds of syntactic constructions they take by using the corpora of the Institut für deutsche Sprache. The construction with a nominative experiencer can be assumed to assign an unmarked property of the adjective to the NP. In contrast, the construction with a dative experiencer foregrounds a temporary and uncontrollable aspect of the adjective. Based on this assumption, I analyze examples from the internet that must be regarded as "mistakes" according to the normative valency description in the dictionary; in

these examples, the adjective prescriptively used with a nominative experiencer co-occurs with a dative experiencer. In this case, the situation described is exactly the one that is characteristic of the constructional meaning of the dative experiencer type. Based on the observations above, I will show that the constructional approach enables the apparently arbitrary constellation of adjectives with an experiencer argument to be explained in an integrated way.

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F43

Keywords: Construction Grammar - Multimodality - empirical evidence

The „Negative-Assessment-Construction": A multimodal pattern

This talk offers an analysis of a multimodal construction of negative assessment, which takes as the starting point a particular recurrent gesture: The Throwing Away gesture. Recurrent gestures show „a recurrent form-meaning pairing" (Ladewig 2011, in press). Thus Throwing Away gestures have a characteristic *form*: cupped hand, palm facing away, downward flap and a *shared meaning*: negative assessment. The meaning is based on the semanticization of an „Finishing Unpleasant Situation" action scheme, in which the *point of departure* is an unpleasant situation, that is *caused* by annoying objects close by, an *action* of removal and an *endpoint* and *goal* in which the unwanted objects are removed and the unpleasant situation is finished (Teßendorf in press).

The Away Gesture is used in three different contexts of use: in conjunction with the modal *egal* („never mind"), the interjection *ach* („alas"), or in free distribution, e.g. independent of a particular lexical item. We suggest that the multimodal construction consists of the „getting rid of something gesture + specifying lexical item". The three contexts would be considered as subtypes of the construction by adding a modal, affective qualification or by simply specifying the referent. In this talk we would like to explore how this relates to Goldberg's „Scene Encoding Hypothesis" (Goldberg 1995) and especially discuss the semantic and temporal relation between the two articulatory modalities.

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P

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Keywords: body-part idioms, light verb hypothesis, cross-linguistic comparison

Predication Patterns in Verb + Body-part Noun Idioms in German, Swedish, English, Russian and Finnish

In a series of corpus and dictionary based analyses of semantic properties of body-part idiom constructions of the type Verb + Noun Complement in five languages (German, English, Swedish, Russian and Finnish) we have analyzed their overall lexical composition (Niemi et al., 2010) and the idiomaticity of the noun complement (Niemi et al., 2013). The total number of idioms in our corpora runs in several thousands.

The studies of the data published this far have, *inter alia*, claimed that idiomatic verbs are expected to be phonologically light (for *light verbs*, see, e.g., Jespersen 1909−1949, Pottelberge 2000). However, our data and even everyday experience show that V+N body-part idioms do contain expressions with both semantically and formally "heavy" verbs: e.g., Ger. *volllabern* in *jmdm. die Ohren volllabern* 'to talk to someone endlessly' (with *voll-* and frequentative *-ern*). Moreover, these idioms may contain predicates that are solely or typically constrained to idiomatic expressions only, as in the Fi. *heristää/heristellä* (with frequentative *-ele-*) *nyrkkiä* and Sw. *höta med näven*, both corresponding to the English idiom 'to shake one's fist'.

In our presentation, we will, using the extensive data sources from the five languages, (a) test the Light Verb Hypothesis, and (b) analyze the complex predication patterns exhibited in phrasal idioms.

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## A82

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Keywords: I-mode/D-mode of cognition, construction, evolution of language

Cognition and Constructions in the Evolution of Language

"Evidence from cognitive neuroscience and cognitive psychology is converging on the conclusion that the functioning of brain can be characterized by two different types of cognition having somewhat different functions and different strengths and weaknesses."(Stanovich 2004:34) To capture these types of cognition, we propose two modes of cognition, one of which is termed *Interactional mode* (or *I-mode*) to emphasize the growing conviction that cognition is not the representation of a pregiven world by a pregiven mind but is rather the one that emerges through the interaction between the subject and

object of cognition. (In an extreme form of the interaction, the subject and object of cognition are not differentiated; they are one, e.g. in the sense of Buddhist psychology.) This cognition mode is diagramed as Figure 1. The ellipse depicts the 'field of cognition,' the circle (C) shows a cognizer or a conceptualizer, and the rectangle with a circle in it represents a state of affairs that emerges through the interaction. The double-headed arrow indicates some interaction between the conceptualizer and the event. The broken-line arrow stands for a cognitive process to construe the event.

Figure 1: I-mode   Figure 2: D-mode
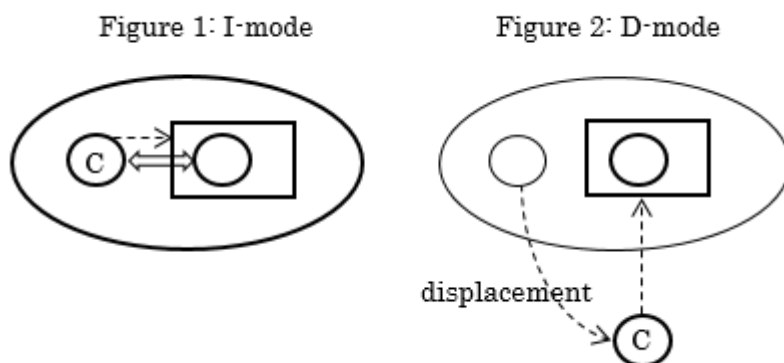
We claim that we might tend to view the world or the state of affairs as if we are not involved in the interaction by displacing ourselves from the interaction and view the state of affairs from outside of the field of cognition in I-mode. This type of cognition is called *Displaced mode of cognition* (hereafter *D-mode* cognition), which is illustrated as Figure 2 above.

We argue that the cognitive transition from *I-mode* to *D-mode* is critical to the evolution of language. The distancing and objectifying function (cf. Langacker 2008: 444) of *D-mode* makes a conceptual basis for the emergence of recursive constructions which is identified as "the only uniquely human component of the faculty of language" by Hauser, Chomsky and Fitch (2002: 1569), whereas displacement itself is a decisive factor for the emergence of grammatical constructions at layer V of the 6-layer scenario of the evolution of grammar (Heine and Kuteva 2007: 306). It is at layer V that categories that are suggestive of concepts relating to displacement and subordination/recursion, such as pronouns, definite articles, relative clause markers, complementizers, case markers and tense markers are attested. Relative and complement markers are formal means for presenting clausal subordination leading to recursion, whereas pronouns and definite markers allow for displaced reference and tense markers represent states of affairs as detached from the here-and-now. In this way the grammatical constructions at layer V shows the characteristics of *D-mode* (i.e. displacement and objectification). If these categories are the decisive feature of human language as Heine and Kuteva claim, the cognitive transition from *I-* to *D-modes* is claimed to be critical to the emergence of human language.

The same functions of *D-mode* may work for the 'humanique' combinatory nature of language (Hauser 2009, Boeckx 2010) and for the emergence of cooperative communication (Tomasello 2008, de Waal 2009, Nowak 2012).

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E62

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Keywords: embodiment, language of space; cognitive linguistics in language teaching; particles; dictionaries

Describing Particles in Dictionaries. A Cognitive Approach.

In cognitive linguistics, there has been extensive research on particles in the context of cognitive polysemy, especially on the particle *over* (e.g. Lakoff 1987). Still, particles are notoriously difficult to teach and describe in a lexicographic context (Coffey 2006), apart from the fact that dictionary users generally refrain from looking them up (Bogaards 1998). This is where this proposal takes up by suggesting 'cognitive' dictionary entries of the vertical cluster *over-under-above-below* which have the advantage of being more accessible to the user using cognitive language input, as well as being neater in representation, since they replace excessively long dictionary entries with often redundant meanings caused by a superfluous split into traditional word classes.

The cognitive particle entries suggested remain true to the traditions of lexicographic presentation (Svensén 2009), their content, however, is based on findings from cognitive linguistics. For this approach, the example sentences of the particle entries from the LDOCE5-dictionary are taken as a corpus and are annotated and grouped according to their core meaning as well as meaning extensions and elaborations (Langacker 1987, 1988), often arrived at via the principles of cognitive metaphor and metonymy (Lakoff and Johnson 1980). Not only does this display the polysemous structure of the items including the distance between meaning nodes, but it also encourages lexical learning (Frisson et al 1996, Tyler and Evans 2004). The different meaning clusters, i.e. senses, are then compared to the meanings suggested by Tyler and Evans in their Principled Polysemy Approach (Tyler and Evans 2003, 2004) and finally, the dictionary entry is created by defining, i.e. paraphrasing the meaning clusters and assigning the original example sentences back to their correct position. All this leads to a neater dictionary entry with a cognitive polysemous structure, where additionally relations between the particles of the cluster can also be made visible.

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D51

Anwendbarkeit der Konstruktion – Ein deutsch-japanischer Vergleich

In diesem Beitrag werden die sog. Resultativkonstruktion und das *bekommen*-Passiv im Deutschen mit äquivalenten Konstruktionen im Japanischen verglichen, und es wird gezeigt, wie unterschiedlich je nach Sprache die Anwendbarkeit der Konstruktion sein kann, daß sie aber zugleich im jeweiligen Sprachsystem ihre guten Gründe hat.

Im Deutschen verfügt die Resultativkonstruktion über einen größeren Anwendungsbereich:

(1) a. Er hat den Boden kaputt getanzt.
    b. *Kare wa yuka o boroboro ni odotta. (Japanisch)
        er TOP Boden AKK kaputt zu tanzte

Das *bekommen*-Passiv zeigt hingegen eine relativ beschränkte Anwendbarkeit:

(2) a. *Er hat den Apfel gegessen bekommen/gekriegt.
    b. Kare wa ringo o tabete moratta. (Japanisch: *-te-morau*-Konstruktion)
        er TOP Apfel AKK essen bekam (Hilfsverb)
        „Ihm zugunsten hat jemand den Apfel gegessen."
    c. Kare wa ringo o taberareta. (Japanisch: indirektes Passiv)
        er TOP Apfel AKK essen-Passiv-Präteritum
        „Ihm zuungunsten hat jemand den Apfel gegessen."

Die obengenannten Konstruktionen, die auf den ersten Blick wenig miteinander zu tun haben, nehmen im Prinzip eine Person als Subjekt, wodurch ein interessanter Prozeß sichtbar wird: Wie sich diese Person zu einem selbständigen Ereignis in Beziehung setzt. Hierbei zeigen sich zwei kontrastive Schemata: „Tätigkeitsschema" und „Wahrnehmungsschema" (Ikegami 1994). Beiden Schemata liegen zwei wesentliche Aspekte des Menschen zugrunde, nämlich der Mensch als Handelnder (Agens) und der Mensch als Wahrnehmender (Ikegami zufolge: „Sentient").

Zunächst wird erörtert, wie beide Schemata in einer Sprache angewandt und erweitert werden; ferner, was die Unterschiedlichkeit überhaupt motiviert. Die unterschiedliche Anwendbarkeit der Konstruktionen (bzw. Schemata) ist letztendlich auf verschiedene Auffassungsweisen eines Sachverhalts zurückzuführen, was beim jeweiligen Sprecher gewohnheitsmäßig geschieht. Ich möchte sie mit den Begriffen „subjektive" und „objektive" Auffassung zusammenfassen (die auf Langacker 1985 zurückzuführen sind):
Subjektive Auffassung: Der Sprecher befindet sich innerhalb des zu kodierenden Sachverhalts und faßt ihn als Betreffender erlebend auf. Auch wenn er in Wirklichkeit

nicht dabei ist, faßt er ihn gleichfalls als Betreffender erlebend auf, als wäre er mittendrin (Selbstprojektion).

Objektive Auffassung: Der Sprecher befindet sich außerhalb des zu kodierenden Sachverhalts und faßt ihn als Zuschauer bzw. Betrachter distanziert auf. Auch wenn er in Wirklichkeit dabei ist, faßt er ihn gleichfalls als Zuschauer bzw. Betrachter auf, indem er sich – sein gespaltenes Selbst darin lassend – nach außen verschiebt (Selbstverschiebung).

Kurz gesagt, neigt das Deutsche zur objektiven Auffassung und das Japanische zur subjektiven (Ozono 2008). Mit dem Fokus auf die Auffassungsebene wird es nun möglich, verschiedene Phänomene – darunter auch die Konstruktion – kategorienübergreifend im Zusammenhang zu begreifen und eine einheitliche Erklärungsbasis zu schaffen. Bei einer distanzierten, objektiven Haltung können die kausalen Beziehungen zwischen Ereignissen leichter erfaßt werden, während dies bei einer „sich hineinversetzenden", „erlebenden" Haltung schwieriger ist. Die größere Reichweite der deutschen Resultativkonstruktion hängt mit der Neigung zur objektiven Auffassung zusammen. Bei einer subjektiven Haltung kann der Sprecher hingegen besser begreifen, was eine Person wahrnimmt, und wohl auch besser mitfühlen. Es hat also seinen guten Grund, daß die japanischen Konstruktionen wie (2b) und (2c) über eine größere Reichweite als das deutsche *bekommen*-Passiv verfügen und dazu noch zwischen positiver und negativer Betroffenheit unterscheiden.

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P

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Aspectual periphrastic structures in Spanish and their peculiarities

The structures consisting of a verb in a personal form, which major lexical meaning is fully or partly lost, and an impersonal form of another verb (a participle, a gerund or an infinitive) which has completely kept its value, the Spanish grammatist unite under the general name "verbal periphrasis" [1] (further: "verbal periphrases", "verbal periphrases").

Formally verbal periphrases are understood as a wide range of structures – temporary, the aspectual (specific), modal, factitive [2].

The purpose of our research is classification and description of aspectual periphrastic structures in Spanish.

We tried to classify the required structures by objective duration, relying on their semantic value: beginning, duration and end of certain actions or events.

The beginning of action is characterized by so-called "ingressive" (´estar a punto de + 1nfinitive ',' ir a + infinitivo´), "inchoate" (´empezar/comenzar a + infinitivo´) and "restitutive" ('volver a + 1nfinitive') constructions.

We can relate to another group of aspectual periphrasis the structures that characterize the completion of action. They are classified on "terminate" ('acabar de + infinitivo', 'concluir

de + infintivo', 'terminar de + infinitivo') and "egressive" ('dejar de + infinitivo', cesar de + infinitivo, 'parar de + infinitivo').

It is of interest to note also on aspectual periphrasis representing duration/course of action which are presented with "durative" ('estar + gerundio'), "reanudative" ('seguir + gerundio'), "durative retrospective" ('llevar + gerundio', 'venir + gerundio'), "durative prospective" ('ir + gerundio'), "productive" ('tener + participio') and "habitual", repeating action repeatedly ('soler + 1nfinitive').

The classification cited above emphasizes the aspectual existence at the Spanish verb as set of the most various means of expression "internal time" situations. However the question of structure of these means, of definition of their status is still unclarified. It is thought that studying of the diverse combinations of the aspectual periphrasis values can be a separate subject of further research.

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E32

Keywords: language acquisition, artificial language, statistical learning, constructions, productivity

Construction learning relies on usage *and* function: An artificial language learning study

In usage-based approaches to language development, statistical regularities in the input are often believed to play *the* determinant role in learning. Compelling evidence for this view comes from a number of studies using an artificial grammar learning paradigm. For example, Wonnacott et al. (2008) and Wonnacott (2011) find that learners of a 'lexicalist' language, in which each verb is restricted to one construction, tend to be lexically conservative (with both familiar and novel verbs). They also show that if instead learners are exposed a class of *alternating* verbs, they are markedly more likely to assume other verbs also alternate. In these studies, the novel constructions that are used are functionally identical, a situation that rarely occurs in natural languages.

In this paper, we report an artificial language learning experiment with three between-subject conditions. Each included six novel verbs and two word order constructions, SOV and OSV. In a synonymous-lexicalist condition, SOV and OSV were not distinguished functionally; three verbs occurred exclusively in SOV and three in OSV order. In the two other conditions, the novel constructions were distinguishable in terms of their discourse functions: i.e., OSV order was exclusively used with a pronominal patient argument (hereafter Pro-SV). In the distinct-lexicalist condition, three verbs occurred exclusively in SOV and three in Pro-SV. Finally, in the distinct-alternating condition, two verbs alternated, two occurred only in SOV, two only in Pro-SV. After exposure, participants were asked questions such as "what happened to <the patient>?", which was meant to elicit a pronominal patient argument; or, "what happened here?" in which case, two lexical NPs would be appropriate.

As in previous work, participants in the synonymous-lexicalist condition were uniformly conservative, using each verb in whichever word order had been witnessed for that verb. In the distinct-lexicalist condition the proportion of lexical conservatism was markedly reduced (67% *vs.* almost 100%). Finally, in the distinct-alternating condition, speakers demonstrated a ready tendency to use a previously unwitnessed verb~construction combination even though only 2/6 of the verbs were witnessed alternating. Thus, although speakers could learn the specifics of the input (synonymous-lexicalist condition), they showed a tendency to take advantage of a functionally-distinct alternation, even when no verbs were witnessed alternating (distinct-lexicalist), and especially when even a low proportion of verbs was witnessed alternating (distinct-alternating). These results suggest that learners tend to exploit functional differences between constructions as a learning cue when such distinctions are available. On the basis of these results, we propose a refinement of a *purely* usage-based account of language acquisition, as it appears that construction learning involves an interaction between function and usage. Learners are willing to overlook evidence of item-specific behavior and generalize, if a previously unwitnessed verb~construction combination better suits the demands of the discourse than a witnessed one.

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E22

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Keywords: Construal, Language Acquisition & Change, Corpus Linguistics, Constructions, Perspective

Assessing the Development of Construal Operations in Corpora

The notion of construal plays a central role in Langacker's (1987, 1991) Cognitive Grammar as well as in other cognitively oriented approaches to linguistic theory (e.g. Croft & Cruse 2004). It captures the key insight that linguistic constructions shape and perspectivise the conceptualisations they evoke in specific ways. While most of the so-called 'construal operations' proposed in the cognitive-linguistic literature (e.g. Figure/Ground segregation, prominence/salience, perspectivation) were originally developed on introspective grounds, recent work in experimental semantics has lent support to some of the key hypotheses underlying the concept of construal (cf. Bergen 2012).

However, the question how this concept can be fruitfully applied to corpus-linguistic approaches has not been satisfactorily answered yet. Ziem (2008), drawing on concepts of Cognitive Grammar and other cognitive-linguistic approaches, has proposed a qualtitatively-oriented approach to the study of frames in corpora. Quantitative studies, on the other hand, have seldom explicitly attempted to operationalize the idea of construal operations.

In this paper, we argue that corpus-linguistic approaches are indispensable to capture the dynamics of construal. Given the assumption that linguistic constructions are tied to specific construal alternatives, current methods of quantitative corpus analysis provide a valuable means to study not only the form side of constructions, but also their meaning. Recently, there has been a controversial discussion to what extent corpus data can offer

direct conclusions about the organization of language in the mind (cf. Arppe et al. 2010; Blumenthal-Dramé 2012).This notwithstanding, we hold that corpus studies prove highly insightful if their results are interpreted with caution and if they are informed by relevant findings from neighbouring disciplines in cognitive science.

Drawing on data from the CHILDES database (MacWhinney 2000), we will present a case study of perspectivation in child language acquisition. From a developmental point of view, it can be hypothesized that perspectivation in language rests on the emergence of sociocognitive skills of perspective-taking (Tomasello 2003). The goal of our study is to relate the acquisition of inherently perspectival constructions to the emergence of sociocognitive skills related to understanding perspectives. These constructions include the active/passive alternation (agent's vs. patient's perspective), past and future tense constructions (temporal stance), and grammatical aspect (involved vs. external viewpoint). We demonstrate that the acquisition of these constructions and their sociocognitive foundations can be investigated using frequency data and identifying patterns of constructional overgeneralization.

In addition, we argue that such studies can fruitfully be complemented by corpus-based investigations of the diachronic development of perspectival constructions. In this way, we can compare the pathways of both the acquisition and historical change of specific constructions. This enables us to gain valuable insights into the shared cognitive factors involved in these processes (Diessel 2012). Overall, then, our study illustrates how methods of corpus analysis can contribute to our understanding of the relation between construal, constructions, and cognition.

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B22

Peeking through the Haze: the CLOUD as a Source for Conceptual Metaphors

The concept of CLOUD has been used as a source for metaphorical language long before the recent notion of *cloud computing* with the internet. In particular, well-established expressions such as *to be on cloud nine* and *to have a clouded mind* indicate that this specific weather phenomenon has long provided fertile ground for metaphors in the English language,

especially regarding emotional and mental states. Due to the universality of meteorological concepts, it is not surprising that such weather metaphors are not limited to English, but can also be found in other languages. However, despite the fact that weather metaphors play a crucial role in the way we conceptualize the abstract domains of EMOTION and THOUGHT, only a few researchers have attempted to explore this relation. While the classic works on metaphor (Lakoff & Johnson 1980, Ortony 1993, Lakoff & Johnson 1999, Kövecses 2002) acknowledge the importance of EMOTION and THOUGHT as target domains, they only dedicate a few pages on the source domain of weather. However, recent investigations on meteorological metaphors in general (Rowlatt 2010, Zolnowsky 2011) indicate a growing interest in this topic. Yet, there are still many questions left unanswered.

In this presentation, I provide an extensive overview of how the concept of CLOUD has been used systematically over the centuries as a source domain for metaphor in the English language. The data for this diachronic analysis were collected from a handful of written corpora that cover the period of time since the Anglo-Saxon era. Among others, the *Old English Corpus*, the *Helsinki Corpus*, and the *British National Corpus* provided rich data sources for this endeavor. Once I had searched these corpora for keywords from the lexical field of CLOUD, I applied the *Metaphor Identification Procedure* as proposed by the Pragglejaz Group (2007) to identify cases of figurative usage. Although the corpus analysis revealed that cloud metaphors have been used for various purposes over the centuries, there is a particularly robust relation between this source domain and the target concepts of THOUGHT and EMOTION. While in the former, the concept of CLOUD usually refers to a state of mental uncertainty (*a cloudy thought*, *a cloud of doubt*), the use of cloud metaphors in emotional language is more complex. The data indicates that this meteorological concept can be used to express positive emotions (*to be on cloud nine*) as well as negative feelings (*to be beneath a dark cloud*).

This presentation not only outlines how the concept of CLOUD can be used in figurative language, but this diachronic approach also highlights how language change has affected cloud metaphors over the last 1200 years. In particular, this project enriches our knowledge regarding the metaphorical relation between weather phenomena and the notions of EMOTION and THOUGHT. Thus, the results of this paper might not only improve our understanding of how previous generations of English speakers viewed the world, but it might also be a useful starting point for further studies that examine how we attempt to make these abstract concepts more graspable.

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Motion, Vision and Speech: A cross-linguistic study

Since Gruber's (1967) work on the verbs look and see, a growing body of research has aimed to reveal parallels between linguistic expressions of the domains of motion and vision. Verbs of motion and verbs of perception appear in similar semantic and syntactic constructions. For example, it has been proposed that verbs of perception are used with a subset of prepositions that are also used with verbs of motion (cf. Slobin 2008). Similarly, the domain of motion, specifically within Talmy's (1991, 2000) framework of lexicalization patterns for motion events, shares certain features with verbs of speaking (Lehrer 1988, Rojo & Valenzuela 2001).

As regards Talmy's binary typology of motion events, there are two aspects according to which languages can be distinguished. Talmy proposes two broad language types, viz. verb-framed languages and satellite-framed languages, depending on where the path of motion is expressed syntactically, in the verb (verb-framed) or in a satellite (satellite-framed). As a consequence, the manner component is often expressed in the verb in satellite-framed languages, whereas it is only optionally expressed in adjuncts in verb-framed languages.

This study considers both aspects that follow from Talmy's theory and compares them with regard to the domains of vision and speech. The analysis focuses on semantic and syntactic properties of verbs of motion, perception, and speaking. Specifically, it will be shown how the semantic components of manner and path are mapped onto syntactic structures in the three domains. Natural language data were collected from speakers of English and German (satellite-framed) and French and Spanish (verb-framed). The data are based on picture-elicited written narratives and contain descriptions of motion, vision, and speaking.

Preliminary results suggest that there are certain relationships between the three domains which are more or less restricted depending on the type of motion that is taken into account. The data shows that different types of motion must be distinguished in the analysis because the different motion types behave differently not only with regard to the semantic components involved but also with regard to syntactic structures they appear in. While stronger typological differences can be observed for translational motion in which the Agent is the Figure, the languages behave more similarly in caused motion constructions, especially a distinct type of caused motion, where the Figure forms part of the Agent, or 'parallel motion', a type of motion where two moving entities move with respect to a Ground. These types of motion seem to reveal stronger similarities when compared to the domains of vision and speech in all languages under investigation.

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Keywords: salience, frequency effects, dialect grammar

On the relation between salience and frequency in morphosyntax: The case of Welsh English

Are there some grammatical features of Welsh English which are particularly salient? And if so, is this connected to the features' frequencies in language use? The notion of salience is defined by Kerswill and Williams (2002) as 'a property of a linguistic item [...] that makes it in some way perceptually and cognitively prominent'. It has so far mainly been investigated in the area of phonology (cf. e.g. Labov et al. 2011, Kerswill/Williams 2002), whilst much less is known about salience in morphosyntax. Similarly, salience has by now only been operationalised as a frequency effect regarding phonetic-phonological variation (cf. Rácz 2013). My presentation explores to what extent a high (absolute or relative) token frequency of a non-standard grammatical feature leads to this feature being salient. I also bring the relation between cognitive and sociolinguistic salience into focus.

My research is roughly divided into three steps. First, it is determined which features of Welsh English are salient - both to insiders (people from Wales) and to outsiders (people from London). Here I am not only interested in which constructions generally stick out as 'deviation from the norm' (cognitive salience, cf. Delort 2009), but also in which of those features can be associated consciously with Wales (sociolinguistic salience). Second, I investigate to which degree salience can be attributed to frequency. I both analyse the role of absolute token frequencies in Welsh English and explore relative differences in frequencies between Welsh English and London English. Based on Rácz (2013), I hypothesise that if variables have a low probability of occurrence in London English, they might become conspicuous to Londoners and gain salience. In a third step, I aim to identify other potential factors influencing salience.

As for the methods, the salience of a set of Welsh English grammatical features is determined through questionnaires. First results suggest that particularly salient features which are consciously associated with Wales are focus fronting (e.g. *A student he was*) and the invariant tag question 'isn't it' (e.g. *You like him, isn't it?*). To find out about the influence of frequency, corpus analyses are applied. The corpora for Welsh English are my self-transcribed 'Radio Wales Corpus' as well as the Welsh section of FRED (Freiburg English Dialect Corpus). As for London English, I use the 'Linguistic Innovators' corpus and FRED-London. The FRED interviews are from the 1970s, thus thirty years older than the recordings in the other corpora, which enables me to investigate potential changes in the use of (salient) features over time. Some other possible factors influencing salience (e.g. attitudes towards a variety, intensity of contact) are tested by means of a language attitudes questionnaire.

By interrelating results from corpus-based, perceptual and attitudinal studies, this project offers a novel approach to salience in morphosyntax. My research is consistent with usage-based approaches (cf. e.g. Bybee 2006) and displays how cognitive and sociolinguistic perceptions can be influenced by language use.

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B12

Untersuchungen zur Struktur onimischer Metaphern bei Ehrendelikten am Beispiel polnischer und deutscher Gerichtsurteile

Vor ca einem Jahr kam es in Polen zu einer heftigen politischen Auseinandersetzung, nachdem der Richter, Igor Tuleya, beim Urteilsspruch das Vorgehen der involvierten Antikorruptionsbehörde (poln. CBA), deren Tätigkeit nicht das Hauptfeld juristischer Untesuchung ausmachte, sondern nur eine Nebensächlichkeit war, mit stalinistischen Methoden verglichen hatte. Seine Aussage lehnte er u.a. an die Tatsache an, dass Beamte Zeugen mitten in der Nacht verhört hatten. Die Oppositionsparteien wollten ihn für seine Aussagen diszipliniert, eventuell sogar verurteilt sehen.

Obwohl seine Worte in den Medien mehrere Tage lang für Schlagzeilen gesorgt haben, hat sich keine der involvierten Seiten darum bemüht, einen sachverständigen Linguisten zu konsultieren. Wäre dies gemacht, könnte mit Hilfe z.B. des Blending-Verfahrens nachvollzogen werden, dass der von Herrn Tuleya angestellte Vergleich einerseits auf tatsächliche Übereinstimmungen im Domänenbereich abzielt und dadurch seine Worte legitim macht, andererseits durch den damit mit einbezogenen historischen Hintergrund stark emotionalisierend wirken kann. Der "Generic space" der beiden Eingangssphären beweist, dass zu einer der stalinistischen Methoden der Nachtverhör gehörte. Der Emotionalisierungsgrad wird aber mit einer derart aufgestellen Metapher besonders bei Familienmitgliedern der Betroffnenen gesteigert, die unter dieser Regieme gelitten haben. Die stalinistischen Methoden beschränkten sich nämlich nicht nur auf den Nachtverhör selbst sondern griffen nach deutlich gewalttätigeren Lösungen. Die Wortwahl von Tuleya kann aus dieser Perspektive als mißlungen eingestuft werden. Dennoch lässt sich vor Hintergrund der heutigen Demokratiestandards die Richtigkeit dieses Vergleichs nicht bestreiten, da die besagten "stiching points" markiert werden können.

Wie der kurz besprochene Fall bewiesen hat, kann die liguistische Blending-Theorie in unserem sprachlichen Alltag dort Einzug finden, wo bisher keine Gebiete für ihre Anwendung geahnt werden konnten. In meinem Vortrag will ich daher die Struktur der onimischen Metaphern bei Ehrendelikten am Beispiel einiger ausgewählter Urteile aus polnischer sowie deutscher Gerichtspraxis untersuchen und dabei prüfen, inwieweit die juristischen Vorgehensweisen die tatsächliche Natur der Sprache zu erfassen erlauben. Diese sollte hingegen aufgrund bewährter Methodologie der kognitiven Metaphernmodellierung dokumentiert und mit Blending-Verfahren aufgeführt werden.

Von besonderer Bedeutung bleibt dabei die Tatsache der Belegung von ethischen Freiräumen, die sich durch Aufstellung einer Metapher und im Weiteren mit der Versinnbildlichung ihrer Struktur nach gewünschtem Musterschema vollzieht, indem das Element aus dem Blending-Bildrahmen von der jeweiligen Streitpartei entweder ausgeblendet oder besonders hervorgehoben wird. Dieses Verfahren markiert die Argumentationsmodellierung im Rahmen der medialen Diskurstaxonomie und wird zur entscheidungstragenden Kraft in öffentlicher Differenzierung zwischen böse und gut gemacht.

C22

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Keywords: compound, spelling, cognitive, construction

Spaces, hyphens or 'nothing' - Are English compound spellings cognitively plausible constructions?

The spelling of English biconstituent compounds principally involves a choice between three spelling variants:

1. Open spelling, in which the constituents are separated by an intervening space (e.g. *opening hours*)
2. Hyphenation, in which the constituents are separated by a hyphen (e.g. *to blow-dry*)
3. Solid spelling, in which the constituents are joined together without the intervention of a physical separator (e.g. *workshop*).

While one could regard this last spelling pattern as the non-use of a separator, the present account will argue in favour of treating solid spelling as the use of a non-separator, thereby making it structurally comparable to the other two options.

A very common idea about the spelling of English compounds is that it follows no rules (e.g. Biber et al. 1999: 326; Merriam-Webster 2001: 99), since many compounds can be encountered with varying forms in general usage (e.g. *summer house/summerhouse*; *bitter-sweet/bittersweet*). However, the empirical analysis of over 10,000 compound types in various learners' dictionaries and corpora does not only find strong tendencies for a considerable proportion of English compounds to favour one particular type of spelling in edited texts but also a significant correlation between the preferred spelling variants and variables such as part of speech, word length etc. (Sanchez-Stockhammer, forthcoming). These findings suggest a prototypical clustering of English biconstituent compounds into three groups with particular spellings and features (e.g. hyphenation of compounds which are marked in some way or another).

This paper explores whether the concept of the construction can be fruitfully applied to the spelling of English compounds. Goldberg's more recent definition of *construction* requires that some aspect of a construction's form or function should either be unpredictable from its components (or other constructions) or that the construction should occur "with sufficient frequency", even when it is predictable (Goldberg 2006: 5). While a number of problems will be seen to emerge if spelling patterns are treated as constructions, a specific type of constructionist application lends itself particularly well to a parallel approach: Stefanowitsch and Gries' (2003) *collostructional analyses*, which investigate the degree of attraction and/or repulsion between words and syntactic slots. By analogy, an *orthostructional approach* would investigate the attraction between particular lexemes (English compounds) and particular orthographic patterns (open, hyphenated and solid spelling). The paper will explore this possiblity and conclude by discussing the cognitive plausibility of such an approach.

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D12

Non-finite clause complementation: object complement constructions

English object complement clauses are known to have various forms: *to*-infinitives, bare infinitives, *ing*-participles and *ed*-participles. The form used in a particular situation is understood to be correlated with the finite verb whose object the non-finite form complements. Reference Grammars of English, such as Quirk et al 1985 and Huddleston & Pullum 2002, describe the formal patterns individually with particular references to the (semantic) groups of the matrix verbs they are found to co-occur with. For example, bare infinitives are specified to complement verbs of perception and verbs of causation, and *to*-infinitives – speech-act verbs, *believe* verbs, verbs of intention, causative verbs etc (cf Quirk et al: 1205f). Since some of these matrix verb groups are shared between the patterns, they are not very helpful in the determination of their functional-semantic specifics. Also differences reported for the status of the NP following the finite verb (being an object in the main clause and/or the subject in the subordinate clause) are present across the individual complementation patterns, so that they are not directly informative about their functional-semantic specifics either. Hence, it seems that, broadly speaking, for the choice of English object complement patterns, one is left with the matrix verbs, which are not even clearly correlated with the formal types.

In order to see whether there is more behind the different types of English object complementation, we carried out an empirical analysis of the bare and to infinitive patterns (to be complemented by the two participial patterns in a further step). The analysis is couched in a usage-based construction-grammar framework and aims at the 'bottom-up' identification of the nature of the object complement patterns at issue, in particular their semantic specifics and their schematicity.

Our working hypothesis is that the formally distinct complementation types represent clusters of more specific constructions. These are verb(-group) specific and it needs to be seen which functions/ meanings can be abstracted away from them to be associated with the more schematic formal templates of verbs complemented by objects and infinitives or participles.

To test these assumptions from a usage-based perspective, the British component of the International Corpus of English (ICE-GB) was searched for relevant data, which were then analysed quantitatively. In particular, the data were submitted to several types of collostruction analysis (cf Stefanowitsch & Gries 2003, 2009, for example). In a first step, the statistical measures of collostruction strength and delta P, as well as the type and token frequencies of the matrix verbs found are interpreted for what they reveal about the verb(-group) specific constructions. Further information on the exact specification of the constructional candidates is gained from a comparison of the (bare and to-infinitive) object complement constructions identified in the analysis.

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F52

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Keywords: Construction Grammar, Multimodality, empirical evidence

German modal particles as multimodal constructions

Although (several branches of) Construction Grammar do not exclude the existence of multimodal constructions per se, most analyses in terms of this linguistic framework to date have focused on the purely verbal level. It is only recently that some first studies trying to integrate multimodality into Construction Grammar have been carried out. However, these studies have shown that there are a number of issues to be dealt with before the existence of multimodal constructions can be taken for granted.

The co-occurrence patterns of gestures and modal particles in German present an interesting case to go into some of these issues. Issues to be discussed include the fact that both gestures and particles can be used individually, without the other element (which encompasses a discussion of external factors which may suppress the realization of the gesture), and the fact that the gesture often overlaps not just with the particle but with all verbal elements it has scope over, which is a problem for determining the size of the construction. It will be shown that these and other issues can be remedied, making the idea of a multimodal construction worth pursuing.

A22

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Keywords: modal particles, gesture, semantics/pragmatics

Modal Particle Meanings: New Insights from Gesture Research

A recurrent issue in the analysis of modal particles is the description of their meaning. Indeed, the meaning of modal particles is highly context-dependent, which makes it hard to offer a general meaning description. Closely related to this issue is the fact that there is discussion about the exact relation between particles with resembling meanings. Replacement tests and translation analyses have been brought in in attempts to come to better grips with the particle meanings, but so far no unanimity has been reached in these discussions.

In this talk, it will be shown that gesture research can shed a new light on the meaning-related issues. This will be illustrated by means of a comparison of the gesture patterns co-occurring with seven German modal particles, distributed over three onomasiologically defined clusters: particles linking questions to the context (*denn*, *eigentlich*), particles underlining the truth of the message in assertions (*ja*, *doch*), and particles marking obviousness or self-evidence (*eben*, *einfach*, *halt*), as illustrated in the examples below (taken from Thurmair 1989). The analysis is based on ca 21 hours of video materials stemming from three different settings (talk shows, televised sports reports, and parliamentary speeches).

(1)   Willst du morgen mitkommen zum Baden? – Hast du *denn* zur Zeit Urlaub?
        'Would you like to join in for a swim tomorrow? – Do you *denn* have a holiday at the moment?'
(2)   Im Auto hat man wenigstens freie Sicht, da hat man *ja* einen Scheibenwischer.

'At least in the car you have an unhampered view; there you have *ja* a windscreen wiper.'

(3)   Warum sind die Frauen so hinter dir her? – Ich bin *eben* unwiderstehlich.
        'Why are women so after you? – I am *eben* irresistible.'

Issues to be discussed in particular include the polysemy of the particle *ja* and the relation of the particles *eben*, *einfach*, and *halt*. Being the most frequent modal particle of German, *ja* is notoriously polysemous, which has lead to considerable disagreement about how its meaning is to be described (see Rinas 2007). It will be shown how the gesture distribution can contribute to mapping out this polysemy. As for *eben*, *einfach* and *halt*, scholars disagree about the precise relation between these particles. Especially the relation between *eben* and *halt* is controversial: Scholars such as Autenrieth (2002) think they are synonymous, while others follow Thurmair (1989) in claiming that they are not. Similarities and differences in the gestures patterning with these particles will be referred to in order to arrive at a more nuanced view on the relation between the particles.

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E83

Aufmerksamkeit und bilingualer Unterricht zu Beginn der Sekundarstufe I

Eine große Anzahl an Studien konnte zeigen, dass frühe Zweisprachigkeit sich sehr positiv auf die kognitive Entwicklung von Kindern auswirkt, so beispielsweise auch auf die Aufmerksamkeit (siehe z.B. Bialystok, 2005 für einen Überblick). Ob solche positiven Effekte jedoch auch für Kinder zu verzeichnen sind, die ein bilinguales Schulprogramm in Deutschland besuchen, ist bisher weniger Gegenstand von Untersuchungen gewesen. Für kanadische Immersionsprogramme konnten Nicolay & Poncelet (2013) aufzeigen, dass bilingual unterrichtete Achtjährige tatsächlich bessere Leistungen in Bezug auf ihre Aufmerksamkeit erbrachten als die gleichaltrige Kontrollgruppe, die monolingual unterrichtet wurde. Ob dies auch der Fall für Fünftklässler ist, die seit der Grundschule bilingualen Unterricht besucht haben, wird im Fokus dieses Beitrags stehen. Die Ergebnisse eines Aufmerksamkeitstests (d2-R, Brickenkamp et al., 2010), den diese Kinder durchlaufen hatten, werden mit Daten von Gleichaltrigen verglichen, die Regelunterricht besuchten bzw. mit Kindern, die zwar im Gymnasium bilingual unterrichtet werden, jedoch keine Vorkenntnisse aus einer bilingualen Grundschule mitbrachten. Die Ergebnisse werden supplementiert mit Daten eines rezeptiven englischen Wortschatztests, um zu erhellen, ob es sich bei den Kindern schon um Bilinguale mit hoher Fremdsprachenkompetenz handelt, deren Vorkenntnisse vergleichbar wären mit denen von Kindern, die schon früh zweisprachig aufwachsen.

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E41

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Translating constructions from English to German: combining corpus and experimental evidence

Applying the theoretical framework of Construction Grammar (Goldberg 2006) to Translation Studies allows the researcher to account for non-compositional and/or frequent regular structures both in originals and their translations. Constructions exist in all languages, but the specific combinations of formal and functional features are claimed to be language-unique (Croft 2001: 6, Goldberg 2003: 222, Szymańska 2011: 108). Therefore, the translator has to select a corresponding form-meaning pairing with similar but not identical features, and set priorities as to which properties of the original construction have to be preserved (Szymańska 2011). The present study aims at investigating the role of clause-level constructions in translations using a combination of corpus-based analyses and a translation experiment.

In the corpus-based part of the study, pairs of clauses characterized by construction shifts are identified in the English-German CroCo Corpus using multi-level annotation and alignment integrated in the corpus (Hansen-Schirra et al. 2012). Construction shifts are operationalized through 1) aligned words in originals and translations belonging to different grammatical functions in the corresponding clauses in combination with 2) differences in the first four grammatical functions, four being the statistical mode of the constructions' length. Constructions that are often shifted in translation are further classified to study possible factors that may contribute to the selection of a non-corresponding construction in the translation process. The corpus-based results from the registers of popular-scientific texts and political essays suggest that even very schematic and frequent constructions, such as [Subj Verb Dobj], often undergo construction shifts. The study has shown that these shifts could be explained taking into account more specific instances of these constructions that are more language-specific (Serbina 2013).

In the next step the identified lower-level constructions should be further examined in a translation experiment to test hypotheses related to cognitive processing of these form-meaning pairings. Using such methods as eye-tracking and keystroke logging, the aim of the experiment will be to investigate whether the translation of constructions that are more typical for English, integrated into the original text, require more cognitive effort than control items (Rojo & Valenzuela 2013).

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P

The Finnish *olemassa* 'in being' locative adverbial as an epistemic comment

In certain northern dialects of the Finnish language, a locative adverbial *ole-ma-ssa* [be-inf-ine] (lit. 'in being') is used productively not only in existential clauses but unexpectedly also in other types of syntactic structures, such as intransitive (1) and transitive (2) clauses and with a predicative (3):

(1) *Ei*   *tohtin-na*   *isä-lle-e*   *itkee*
     no.3SG   dare-PTCP   father-ALL-3PX   cry.INF
     ei   ***ole-ma-ssa-an***.
     no.3SG   be-INF-INE-3PX
     Lit. '[S/he] couldn´t bring herself/himself to cry to her/his father not in their being.'
     '[S/he] couldn´t bring herself/himself to cry to her/his father, surely not.'

(2) *Nii-tä*   *ei*   *näh-ty*   ***ole-ma-ssa-an***.
     they-PTV   no.3SG   see-PTCP   be-INF-INE-3PX
     Lit. 'They were not seen in their being.'
     'They were absolutely not seen.'

(3) *Piru*   *se*   *on*   *tuo,*   *ei*   *se*   *ole*
     devil.NOM   it.NOM   be.3SG   that.NOM   no.3SG it.NOM   be.NEG
     karhu   ***ole-ma-ssa-khan***.
     bear.NOM   be-INF-INE-CLIT
     Lit. 'That is a devil, it is not a bear in the being at all.'
     'That is a devil, it is definitely not a bear.'

When the *olemassa* adjunct appears in a syntactically well-formed structure (e.g. examples 1–3), it does not add any further information to the description of the situation but instead conveys an epistemic stance. In these cases, the *olemassa* adjunct is used by the speaker to emphasize that the described situation is actually valid and true. In other words, the speaker signals a strong commitment to the factuality of the statement. Thus, the presence of the *olemassa* adjunct in these sentences is motivated as it functions as a modal comment expressing epistemic meanings such as 'positively', 'surely', 'definitely'. In my

paper, I will contribute to the ongoing research on epistemic expressions across languages (for example Nuyts 2001, Cornillie 2007) and provide a detailed analysis of the Finnish *olemassa* 'in the being' epistemic comment construction. I will present its syntactic (e.g. possessive, (in)transitive clauses etc.) and areal variation as well as its possible grammaticalization path from a locative adverbial to an epistemic comment.

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D84

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Usage restrictions on the *dativus iudicantis* in spoken and written language

The German dative case has a broad range of functions, some of which have been traditionally assigned to the peripheral category of the "free dative", suggesting that they are not arguments of the verb. However, this category is not homogeneous with respect to syntactic structure and function. This paper focuses on the so-called dativus iudicantis exemplified in (1) and proposes to treat it as a construction in the technical sense of this term.

(1) Das ist   **mir**   zu   schwer.

this   be.PRS.3SG   I.DAT   too   heavy

'This is too heavy, as far as I am concerned.'

In the literature on dative, it has been proposed that dativus iudicantis is subject to very specific syntactic constraints. However, these claims have not been studied empirically and still lack a convincing explanation. This paper seeks to determine the usage conventions, as far as they can be extracted from authentic corpus data of spoken and written language. The study follows a usage-based approach. Methodologically it is based on data from corpora of spoken and written present-day German, which are analyzed in quantitative and qualitative terms. The theoretical framework of Construction Grammar allows us to represent the range of restrictions in a coherent way. As a result, the study will delineate the exact constructional make-up and compare it to more schematic argument structure constructions with dative.

P

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Keywords: memes, constructions, idioms

Internet memes: The creation of idioms and constructions on Web 2.0

The term "internet meme" encompasses a wide range of phenomena circulating on the World Wide Web, from viral YouTube videos to popular websites. Richard Dawkins introduced the concept of the meme – a cultural replicator akin to a gene – in his seminal book *The Selfish Gene.* Although Dawkins refers to the concept of the Internet meme as a "hijacking" of his

original concept – since the mutation of these memes is not left to chance but instead is altered by human creativity, therefore involving elements of design (Dawkins, 2013) – we can still use the replicator metaphor to understand how constructed pieces of culture come into being, spread, and survive. This paper concerns itself with a subgroup of Internet memes that feature a single image with accompanying user-generated captions, whose roots are arguably in the tradition of political cartoons and other types of one-panel visual humor/satire. The single images featured in these memes are sometimes references to popular culture outside of the Internet (e.g. Chuck Norris or "the most interesting man in the world" from the Dos Equis commercials), but are more frequently images that come into being and gain popularity through the subculture of meme generation (e.g. Y U No, Philosorapter). Internet memes are well known for playing with language, sometimes featuring ungrammatical language (e.g. I can has cheezburger, All your base are belong to us). The phrases featured in memes quickly adopt an idiomatic meaning: "The catchphrase, 'All your base are belong to us,' now regularly appears in news or political reports in the broadcast media or the blogosphere, and is used to describe clumsy, heavy-handed take-over bids for positions of power and the like" (Knobel and Lankshear, 211). Significantly, phrases like "All your base are belong to us" can function as both a catchphrase and the productive construction "All your _____ are belong to us" (as in "All your Iraq are belong to us" (Knobel and Lankshear, 211)). In spite of these trends, however, previous scientific investigations of Internet memes focus on issues like their viability or their cultural currency, but fail to investigate their linguistic peculiarities in depth. This paper takes the typological approach introduced in Knobel and Lankshear 2007 to classify the kinds of constructions introduced in memes. It is proposed that single image Internet memes divide into three main categories: concept memes, construction memes, and concept-and-construction memes. It is argued that as a result of investigations like this that internet memes can provide insight into how idiomatic expressions and constructions enter and remain in human language.

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Kognitive Fähigkeiten und Bilingualer Unterricht: Ein Selektionsvorteil?

In bilingualen Programmen erfolgt die Zuweisung der Schüler zumeist nicht zufällig, sondern wird aufgrund von schulischer Auswahl und Elternwünschen durchgeführt. Damit sind Selektionseffekte wahrscheinlich. Als Gründe für die Nicht-Zuweisung zu einem bilingualen Unterrichtsprogramm gelten Schülercharakteristika, die nach Genesee (1992) risikobelastete Schüler kennzeichnen. Neben geringen kognitiven Grundfähigkeiten zählen dazu geringere erstsprachliche Fähigkeiten, ein geringerer sozioökonomischer Status und die Zugehörigkeit zu einer ethnischen Minderheit (siehe z.B. Zaunbauer & Möller, 2006). In diesem Vortrag stellen wir die kognitive Entwicklung bezogen auf Intelligenz und Aufmerksamkeit bei Kindern

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mit und ohne Migrationshintergrund vor, die den bilingualen, teilimmersiv arbeitenden Zweig einer Stadtteilschule besuchen und vergleichen die Ergebnisse mit Kindern aus dem nicht-bilingualen Zweig dieser Schule. Hierbei stehen folgende Fragen im Vordergrund:

- Zeigen sich in dem bilingualen Zug der Schule Selektionseffekte im Vergleich zu dem nicht-bilingualen Zug (siehe Genesee, 1992)?
- Schneiden Kinder mit Migrationshintergrund in den kognitiven Tests schlechter ab als Kinder ohne Migrationshintergrund (siehe Biedinger, 2010)?
- Entwickelt sich die Intelligenz von Kindern, die ein bilinguales Programm besuchen, über die Grundschulzeit hinweg vorteilhafter als die von Kindern, die einen solchen Zweig nicht besuchen (siehe Peal & Lambert, 1962)?

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P

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Keywords: conceptual metaphor; food metaphor; embodiment; contrastive; English-German

A Piece of Cake: Food Metaphors in English and German

FOOD metaphors play a central role in the conceptualization of IDEAS, EMOTIONS, and a wide range of other abstract concepts. In English, idiomatic expressions such as *the icing on the cake, to go bananas, or to be in a pickle* highlight the importance of FOOD as a source domain for different conceptual metaphors. The same phenomenon can also be observed in numerous other languages, such as in Russian (*жизнь не сáхар* 'life is not sugar'), Turkish (al sana çorba parası 'have some soup money'), or Vietnamese (*rót lời đường mật* 'to pour sugar words'). This universality of FOOD metaphors can be explained by the essential role that food plays for all human beings. Over the last few decades, there has been a growing interest among linguists to study these particular metaphors. While Lakoff & Johnson (1980) merely focused on the conceptual metaphor IDEAS ARE FOOD, recent research has shown that FOOD is also a rich source for numerous other target domains (Pinnavaia 2010). In addition, a handful of cross-linguistic studies on FOOD metaphors have been published in recent years (Su 2002, Hrnjak 2007).

In this study, we provide a systematic comparison of FOOD metaphors in English and German. The aim of this contrastive analysis is to shed some light on the similarities and differences between food-related metaphors in both languages. For this purpose, English and German metaphor dictionaries and idiom collections were searched for entries that contain words from the semantic fields of FOOD and DRINK. Once these data had been collected, we categorized the metaphorical expressions according to their source and target domains. Eventually, the results of this procedure for both languages were compared. On the one hand, our research identified numerous language-specific conceptualizations, which might be explained by cultural differences and the influence of literary traditions. On the other

hand, the contrastive study also revealed striking parallelisms between FOOD metaphors in English and German. While SWEET FOOD is often associated with positive target domains (*a piece of cake, life is a bowl of cherries, Zuckerbrot und Peitsche* 'sugarbread and whip'), BITTER, SALTY, and SOUR FOOD is often used to conceptualize rather negative domains (*to rub salt in someone's wound, when life gives you lemons, in den sauren Apfel beißen* 'to bite into the sour apple'). These systematic mappings between both languages seem to be motivated by biological processes. As indicated by recent medical studies (Bachmanov & Beauchamp 2006, Macht & Mueller 2007), the taste of food may influence the mood states of humans and animals.

The present study not only provides a systematic overview of food-related metaphors in English and German, but also hints at a strong relation between certain tastes and positive or negative target concepts. Thus, the present research supports the embodiment hypothesis by Lakoff (1987), who argues that our conceptual system is shaped by bodily experiences. To gather more evidence for this hypothesis, future research on FOOD metaphors in other languages seems worthwhile.

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A14

How do we conceive and store actions and which parameters are at play?

How do we conceive of the world? What is the structure and composition of verbal actions? The following contributions is focusing on the way we conceive and store actions. An analysis of over 2000 French verbs revealed that the majority (if not all) can be traced back to just three dominant source domains "Embodiment", "Nature" and "Instruments" (e.g. French *comprendre* (< Latin *prehendere* 'take' [EMBODIMENT]), *monter* (< Latin *mons* 'mountain' [NATURE], *accrocher* (< *crochet* 'hook' [INSTRUMENT]) and combinations of them (e.g. French *arriver* (< *ad ripam ire* 'to get to the other shore' [EMBODIMENT & NATURE]). The multiple individual, but also shared subcategories and parameters of these three main categories will be analyzed cross-linguistically with the help of image schemas (Langacker 2008, Gibbs 2005) and semantic maps (François 2010, Haspelmath 2003):

1. 'go up'
a. French: *monter* < "Mountain": [NATURE], [-animated], [+static], [+orientation], [+direction], [+form], [+ extension], [+final point], etc.

b. German: *steigen* < "Manner of motion": [EMBODIMENT], [-static], [+orientation], [+/-direction], [-form], [+extension], [+final point], etc.

c. Spanish: *subir* < "Directed Motion": [EMBODIMENT], [-static], [+orientation], [+direction], [-form], [-extension], [-final point], etc.

In the talk, the relation between one single source domain and its different target domains as well as the semantic network between different source domains and their possible target domain(s) will be analyzed with the help of frames. Furthermore, the results of the French verb groups will be contrasted with prominent members of these verb groups in English, Spanish and German, with the aim not only to explain the existing interferences, but also to underline the universal character of the source domain architecture.

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P

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Exploring a Hungarian multilingual learner of Mexican Spanish beliefs about successful language learning

We live in a globalized world where more and more various languages are used simultaneously to communicate in a specific context generating then a multilingual environment where people code switch and mix these languages (Garcia, 2009). Thus, not

only there is considerable interest now in bilingualism all over the world but also in multilingualism (Weber & Horner, 2012). Globalization is fostering mobility worldwide in higher education. Nowadays many students travel to a foreign country to study for some months or years and this experience allows them to learn the language of this country. Although there is research about multilingualism (eg. Cenoz, 2008; Escamilla & Hopewell, 2010), there seems to be a shortage of research analyzing the case of multilingual migrant students in the Mexican context. This paper presents a case study of a Hungarian multilingual learner of Spanish. The purpose of this study was to analyze the participant beliefs about successful language learning. Beliefs are part of teacher and learner cognition (Borg, 2006). A belief is conceived as a proposition that is believed as true by the individual and it guides his thought and behavior (Borg, 2001). Participant's mother tongue is Hungarian, but he has an A2 level of German and Spanish and B2 level of English. At the time of the study he was an exchange student in a public Mexican university and he was learning Mexican Spanish. He is also interested in learning Korean and he has also visited this country. Data was gathered though an in-depth interview and a guided narrative where the participant explained how he became a multilingual speaker of modern languages. He expressed his beliefs about the factors and strategies that have led him to be a successful learner of English, German and Spanish. Data revealed that the participant believes that he had aptitude and motivation to learn languages since early childhood; that collaborative work with friends helped him to learn languages; that immersion for long periods of time and interaction with native speakers has been beneficial to him. He also believes that the knowledge of grammar in his mother tongue has helped him to understand the structure of other languages and have made him a successful language learner. These findings agree with Barcelos (2003), Tapia (2009) and White (2003).

After analyzing the data, the researchers conclude that the trainee is highly motivated to learn various languages and has positive beliefs about the languages he has learned or is learning and about himself as language learner (White, 2008); this has made him travel to various countries allowing him to learn various languages, not only within Europe but also to other continents. He is a flexible multilingual as suggested by Weber & Horner (2012) because he has not been studying in a rigid program. He has chosen the languages to learn and the way and pace to learn them. Further research needs to be done to explore multilingual speakers cognition and beliefs in other educational contexts. This can allow researchers, teachers and learners to better understand this phenomenon and improve teaching and learning practices to foster successful multilingualism.

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A12

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Cognitive Maps of Landmark Orientation

This paper focuses on cognitive maps based on toponyms of environmental landmarks and topographical coordinates in two unrelated cultures, i.e., Eipomek (Papua, West New Guinea), and Dene Chipewyan (Alberta, Canada). It explores the degree to which environmental experience and spatial orientation is reflected in language, i.e., it is a cultural-cognitive view of place names. It is argued that non-linguistic information as cultural practice and implicit knowledge system has its impact upon spatial language and categorization. Furthermore, topographical information of the immediate environment is represented as cognitive maps of topographical coordinates. These coordinates constitute a *gestalt*-like cognitive map based on cognitive contour processes. Data is presented indicating how environmental landmarks and cultural heritage via different semiotic systems such as practices and myths shape spatial categorization. Landmarks are used here as proximate course-maintaining devices for orientation. They profile and determine a detailed topographical cognitive map of the environment as represented cultural-specifically in the different semiotic systems.

B73

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A constructionist approach to idiom formation and interpretation in current minimalism

Summary In this paper, we demonstrate that a strictly derivational approach to the formation of phrases and clauses in minimalism leads to an analysis of idiom formation and interpretation that is in relevant points similar to constructionist approaches. In particular, our approach does not make use of underlying representations and movement for feature checking purposes, relegating idiom interpretation to the interface components in the model of grammar.

Idiom formation in minimalism The strictly derivational version of minimalism we pursue recognizes just the operation Merge (joining two elements) and the principle of derivation layering, according to which a sequence of operations Merge yields an output that is processed by the interface components dealing with sound and meaning, and which may be used as an atomic element in a further derivation. In this approach, idioms may be either the output of a derivation layer, or may be created by Merge 'on the fly'. In both cases, the idiomatic sound-meaning pairing takes place at the interfaces.

Comparison with constructionist approaches Any output of a derivation layer may be seen as a construction (Zwart 2009: 173). More interesting are idioms that are construed by Merge 'on the fly'. The purpose of this paper is to demonstrate that these, too, can be understood in a way that shows important similarities with constructionist approaches.

The problem: topicalization of parts of idioms As shown in (1), parts of idiomatic verb phrases can show up in the left periphery (Trotzke 2010, Fanselow and Lenertová 2011).

(1)   a. *den Löffel abgeben* (German 'to die,' lit. 'pass the spoon')
       b. *Den Löffel hat er abgegeben.*
          the spoon has he passed
          'He died (contrastive).'

Earlier minimalist approaches would describe (1b) in terms of an underlying representation in which the idiom (1a) appears as a constituent, with movement of *den Löffel* triggered by discourse features. However, as *den Löffel* in (1) is meaningless in isolation, fronting it cannot be triggered by a formal feature relevant to its discourse status. Hence the movement is unmotivated, leading us to consider an alternative without movement.

Creating the idiom on the fly We propose that the structure building operation Merge is blind to discourse properties, so that topic or focus interpretation is an emerging feature of the derivation (Trotzke and Zwart in press). To assign a focus interpretation to a split idiom like in (1b), we need a mechanism that distills the idiom (1a) from the clause (1b). The idea is that this mechanism strips the structure of its non-idiomatic material, as in (2b), so that just the idiomatic elements remain (cf. (1a)):

(2)   a. (den Löffel) (hat er abgegeben)   b. (den Löffel) (~~hat er~~ abgegeben)

The mechanism says that we may take (1b) as a token of the type (1a), a well-known domain-general cognitive process. On this analysis, the idiomatic constituent is constructed at the interface, and can then be assigned the relevant discourse features. Importantly, fronting *abgegeben* instead of *den Löffel* destroys the idiomatic reading, as our analysis predicts.

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P

Das Konzept "der Mensch" in alten deutschen Heldensagen und – lieder und in dem Weltbild

Die vorliegende Arbeit widmet sich der Erforschung des Konzeptes der "Mensch", wie die männlichen und weiblichen Gestalten in den alten deutschen Heldensagen und – Lieder. Das Phänomen der "Mensch" als «homo quodammodo omnia» ("der Mensch ist in gewissem Sinne – Alle" [Gregor der Große] gilt in allen Bereichen seines mythologischen Daseins, wie sein Name, der sozialen Herkunft, Lebensraum, Art der Tätigkeit, seinem Merkmale der inneren emotionalen Welt, auf der Grundlage der bereitgestellten kulturell-bedingten

kognitiven Metaphern, und vereinigt sich mit den höchsten Idealen des mittelalterlichen Menschen.

Die Problematik der vorliegenden Arbeit entspricht der aktuellen Forschung, die die Kultur und Folklore in Ihre effiziente Kontinuität mit Live-nationaler Sprache untersuchen. Die Sprache wird bei diesem Ansatz nicht als gesichtsloses System von Zeichen verstanden, sondern als geistige Aktivität des Menschen, die eng im Zusammenhang mit seinem Weltverständnis verbunden. Altes germanischen Heldenepos, wo noch mythologischen Erzählungen über Kult-Helden lebendig ist, stellt ein weites Feld für die aktuellen vergleichenden Untersuchungen dar.

Eine große Bedeutung haben, Fragen des Studiums der Interaktion von Sprache und Denken auf verschiedenen Stufen der Entwickelung der Menschheit, die Sprache und die Kultur, Sprache und Mythos. Man muss beachten, dass es trotz der Entstehung einzelner Werke, welche zum Zweck der Erforschung der Themenkreis «Mensch» gibt, das Problem der Forschung des Menschen im semantischen Raum der Sprache der alten deutschen Heldensagen und – Lieder noch wenig erforscht worden.

Die Arbeit enthält eine Beschreibung der kognitiven Mechanismen der Modellierung der metaphorischen Gestalten, mythologischen Charaktere der Helden des heroischen Epos und ihre Analyse im verschiedenen Aspekt. Hier analysiert verbal-psychologisches Porträt Männer und Frauen des Mittelalters auf der Grundlage ihrer externeren, intellektuellen, moralischen, emotionalen und psychischen Eigenschaften, bestimmt Gemeinsamkeiten und Differenzen in der verbalen Repräsentation von Konzepten «Männlich» und «Weiblich» in der alten deutschen Sprache und die Kultur.

Eine große Bedeutung kommt der Identifizierung von wichtigen Elemente der emotionalen Welt des Menschen im heroischen Epos, der Definition der kognitiven Grund verbalisierten emotionaler Begriff «Zorn», «Trauer», «Angst», «Liebe» u.a. im Mittelalter, sowie der Erforschung und Identifizierung der zugrunde liegenden Ethno-kultureller Konzepte, die mit dem Phänomen «Mensch» eng verbunden sind und in einem gewissen Grade mythologischen Bild der Welt im Allgemeinen.

D21

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Why the *Principle of No Synonymy* is overrated

In the cognitive linguistics literature, references to what is called the *Principle of No Synonymy* by Goldberg (1995: 67) are manifold. Interestingly, the principle contradicts the intuitions by laypeople that there are synonyms. Furthermore, it also runs counter to many explanations in traditional reference grammars (see discussion in Gilquin 2010) and in the generative tradition.

Besides the fact that the principle is problematic when we look at smaller constructions such as morphemes, this paper argues that even if the principle holds that it is often irrelevant due to the considerable overlap in the meaning of constructions. It follows that in a usage-based approach we should possibly concentrate on all the other factors that have been shown to govern language users' choices (e.g. Bresnan 2007) rather than look for the most subtle semantic differences since these will often not be present to language users in the actual communicative situation.

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A32

Quoportive *wollen* as Evidence for a Category of Referral

Boye (2012) sets up a category of epistemicity, reconciling different positions regarding the relation between epistemic modality and evidentiality. The former is defined in terms of epistemic support, i.e. the notion of degree of certainty or commitment, and the latter in terms of epistemic justification, i.e. the notion of source of information, evidence or justification (Boye 2012: 2). Epistemicity is their overarching category and is related to the notion of "justificatory support" for knowledge (ibid.: 3). A reportive evidential, then, indicates that the speaker is justified in giving the proposition because something to that extent was heard by him from some other third-party source. Boye (2012: 32) argues that whereas reportives are epistemic (in his broad sense), quotatives are not, as the latter take scope over speech acts, not propositions. Diewald & Smirnova (2010: 66ff.) remark that (grammaticalised) evidentials are deictic, i.e. are inherently anchored in the current speaker (compare De Haan 2005, Haßler 2010), but quotatives are not. They are either non-deictic (e.g. *er sagt* as a quotative index in the sense of Güldemann 2008 and 2012) or display deictic transfer ("Versetzungsdeixis", pace Diewald 1999), a type of "Deixis am Phantasma" (Bühler 1934). Quotatives shift the perspective from the current speaker towards the referred speaker and may thus evoke a surrogate ground.

Both Boye (2012) and Diewald & Smirnova (2010) underline what separates quotatives and reportives, but the present paper will discuss what unites them. More specifically, it will first analyse a use of the verb *wollen* 'will' with a perfect infinitive, exemplified in (1) below. It combines traits of both quotatives and reportives (pace Mortelmans & Vanderbiesen 2011) and ends up being a hybrid construction, dubbed 'quoportive'. Next, it is taken to be evidence for a category of 'referral' that underlines what is at stake in the use of both reportive evidentials and quotatives (in the form of reported speech). Finally, It is argued that referral is akin and complementary to Boye's system, as well as being compatible with Güldemann's (2008, 2012) view of (direct) reported discourse as mimetic.

(1) Kollegen **wollen** beide später noch beim Mainzer In-Italiener "Da Pepe" **gesehen haben**.
   'Colleagues <u>claim to have seen</u> both later in the Mainz Italian eatery "Da Pepe"

The basis for the study is a corpus of German newspapers, the majority of which was composed manually. The paper touches on a variety of subjects, e.g. functional explanation and analysis of corpus material, the relevance of perspective and the position of the speaker, and the relation between surrogate and actual grounds. Quantitative and qualitative analysis

will focus on tokens of *wollen*, with contrastive analysis of *sollen* 'should' (as a reportive) and selected types of reported speech (as quotatives) being supplied.

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E51

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Keywords: Construction Grammar, Bilingualism, Imitation, Transference

On Imitation in Adult Bilinguals

Imitation is a cognitive strategy that is well-known from different branches of the humanities. We find it among others in anthropology (Girard 2008), sociology (Tarde 1900), and learning theory (Bandura 1962). The strategy is so fundamental, that humans and animals are even known to imitate automatically during communication (Bavelas et al. 1986). In linguistics, imitation is a basic concept within the field of language learning in children. Tomasello has pointed out, that imitative learning is a core capability of humans that distinguishes them from other mammals (Tomasello 2004).

Given this important role of imitation for humans, it would be odd to not find traces of this strategy in other linguistic fields. In this talk, I want to show, that it is indeed feasible to assume, that many language contact phenomena are the result of imitation. I argue, that this process can be covered by the methods and models developed within the framework of construction grammar.

The phenomena under investigation are contact phenomena such as loan translation, transference or interference. Usually, they are described as reflecting a linguistic structure or semantic make-up from language A but using the morphological resources of language B. As such, they stand in contrast to overt contact phenomena such as code-switching and borrowing. I reason that, as long as constructions specify some phonological content, they cannot exist cross-linguistically. Also, constructions are conventionalized in only one language; transferring only parts of them would eliminate their communicational function. The provided interpretation of covert contact phenomena as imitations claims that speakers produce phonological forms in language B in order to refer to the semantic complex of a construction that is conventionalized in language A, without the construction itself migrating to language B. But the phonological forms used have to be sanctioned by already existing constructions in language B. Therefore, speakers do not produce exact copies of the original constructions.

In this talk, I will show on data from various Serbian bilingual communities, how imitation works on different levels of constructional schematicity. Furthermore, I will show how the degree of schematicity allows us to match this constructionist approach with previously established frameworks such as the code-copying (Johanson 2002) and transference models (Clyne 2003) and their categorizations.

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A21

Keywords: motion events, satellite/verb-framed languages, linguistic relativity, bilingual children, intra-typological variation

Intra-typological variation in similarity judgments of mono- and bilingual children – rethinking relativistic effects in memories for motion

According to Talmy's framework languages differ either between verb-framed (vf) or satellite (sf) motion encoding. Vf-languages typically encode the 'core feature' of a motion event, the path, in the verb stem while in sf-languages it is expressed in satellite phrases (Talmy 2003). Consequently, in vf-languages manner of motion is often expressed additionally; as a result, manner is less 'codable', whereas it is highly salient in sf-languages (Slobin 1996). A number of studies have examined possible relativistic effects of such typological differences on the expression of motion events. Slobin's "thinking for speaking" hypothesis (Slobin 2000) claims that language plays an important role in organizing conceptual space; children acquiring a native language learn particular ways of thinking for speaking (Slobin 1996:76). Sf-speakers "have been trained by their languages" to distinct different dimensions of manner (Slobin 2000:113). Thus, the question arises whether speakers of sf-languages pay more attention to manner when committing a motion event to memory and or comparing it to other motion events (Bohnemeyer et al. 2006). The results of previous studies examining mono- (Gennari et al. 2002; Papafragou et al. 2002) and bilingual speakers (Finkbeiner et al. 2002) are contradictory and don't provide clear results. The study by Bohnemeyer et al. (2006) found fine-grained contrasts in path and manner and shows that in vf-languages preferences vary strongly between speakers.

In the present study I examine if a manner or path bias can be found in three different groups (n=15 per group; mean 10 years): (i) native speakers of vf- (French and Turkish) and sf-languages (German); (ii) bilingual speakers of a vf- and a sf-language (Turkish-German) and (iii) bilingual speakers of two vf-languages (Turkish-French). It can be assumed that memory and/or categorization performance for motion events varies for monolingual speakers of the two language types as well as for French-Turkish bilinguals, whereas Turkish-German bilinguals will not show a clear bias for either path or manner.

To test this hypothesis the participants performed a similarity-judgment task (Bohnemeyer et al. 2001), which consists of 34 triads. The targets are 18 motion-event video-animations, which vary systematically with respect to manner of motion (SPIN, ROLL, BOUNCE, SLIDE), path (LEFT, RIGHT, UP, DOWN) and scenarios. Participants had to point to the most similar one to the target scene between two variants.

In contrast to the hypothesis, the results show that participants found same-manner variants more similar to targets than same-path variants, independent of their language: Monolingual French and German speakers strongly prefer same-manner choices, while

monolingual Turkish speakers and the two groups of bilingual speakers have a weak preference for same-manner variants. It seems that similarity judgments are influenced rather by manner of motion than by language. Therefore a relativistic effect of typological differences cannot be maintained. It will be argued that the high degree of intra-typological variation across a sf-/vf continuum (Berthele 2004, Goschler & Stefanowitsch 2013; Slobin 2004) is also reflected by mono- and bilingual speakers when they judge motion scenes with respect to manner and path similarity (Bohnemeyer et al. 2006).

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A81

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Keywords: history of Japanese, (inter)subjectivity, semasiological process, onomasiological process, personal pronouns

Personal pronouns in the history of Japanese: Beyond (inter)subjectivity

The notions of subjectivity and intersubjectivity have been playing an important part for analysis of semantic change across languages (Cuyckens et al. 2010). For the last 30 years, her own work and collaborations with colleagues, Traugott (e.g. 2010) has firmly established these two notions in the study of historical linguistics, especially in the area of semantic change. In her approach, both subjectivity and intersubjectivity project perspectives of speaker onto language, thereby fostering change in meaning. According to Traugott's definition, subjectivity indexes speaker's attitude or viewpoint to the proposition expressed, whereas intersubjectivity indexes the speaker's attention to the addressee's attitudes and beliefs. Thus, these perspectives are the triggering factors of semantic change. When words change their meaning, it is due to the speaker's subjective viewpoint imposed on the objective fact, and the subjective meaning becomes intersubjective in the course of development. Importantly, subjectivity and intersubjectivity form continuum, that is, the latter

comes into existence on the basis of the former and not the other way around. Traugott and Dasher (2002) confirm that semantic change is a semasiological process whereby the outcome is the development of polysemies. It is obvious, then, that (inter)subjectivity contributes to the establishment of semasiological process, as it promotes the extensions of meanings, whereby forms are always kept constant.

This paper examines the development of personal pronouns in Japanese with special focus on first and second persons. It is a well-known fact among Japanese grammarians that Japanese possessed a wide variety of alternative forms to designate first and second persons, indubitably richer than person paradigms present in European languages. Due to social and interpersonal factors affecting their usage, personal pronouns in Japanese are claimed to be open-class items (e.g. Werner 2011). This paper argues that the process underlining changes that occurred to personal pronouns would be onomasiological because this process required alternative lexical items to express related concepts. Thus, Japanese had *ware*, *koko*, *konata*, *watakusi* at its disposal to match the concept of 'first person'. These forms were 'differentiated' (see Löbner 2013) by social/interpersonal factors, ultimately creating 'conceptual hyponymies'. To illustrate another case in which the concept of 'self' (or 'knowledge of selves') was at play, *watakusi* 'I' originally meant 'private possession' (as opposed to *ōyake* 'public possession'), which undertook several meaning shifts ('private self', 'self-benefit') before it finally gained the designation as 'first person' in the 17th century. Although one gravitates towards the idea that *watakusi* is an instance of polysemy, it is shown that differentiations, that is, onomasiological choices, have an advantage over polysemy analysis in accounting for alternate meanings and intrapersonal shifts, without which we cannot fully grasp the development of personal pronouns in Japanese. Emphasis on an onomasiological process in semantic change is a new direction in cognitive historical linguistics. This paper upholds Geeraerts's (2010) insights on the basis of empirical data from the history of Japanese.

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B32

The Metaphor of Metonymy: Spatial Closeness and Inalienability in Grammar

Spatial models are probably the widest accepted way of modelling meanings in cognitive linguistics because they provide the researcher with an easy-to-handle system of conceptual

representations (as, for example, the symbolism of R. Langacker's (2000) cognitive grammar, or L. Talmy's (2000) Figure and Ground geometries).

The spatial metaphor has proved to be a reliable tool to explain, apart from purely spatial meanings (affixes in Nakh-Daghestanian and Altaic languages, or prepositions in Indo-European languages – see, for instance, Herskovits 2009), temporal meanings and even evidentiality. However, there is evidence that some grammatical phenomena which do not relate to spatial meanings may in fact have a spatial origin: reflexives in German (*X wäscht **sich** die Hände*) and French (*X **se brosse les dents***) which directly point to a part of X's body (cf., however, German *X wäscht **sich** einen Apfel*); or different cases in Russian: accusative in *X kačal r'ib'onka* 'X rocked the child' vs. ablative in *X pəkačal gəlavoj* 'X shook [his] head' which mark a separate object and a part of X's body, respectively. These examples suggest essentially different types of space control: it is either an object with which the agent has come in contact temporarily; or it is an object which the agent has under permanent control because the object is a part of the agent.

This paper attempts to link these cases to the basic conception (dating back to the principles of Gestaltpsychologie) that spatial closeness of several entities may trigger inferences about more abstract relations (causal, temporal, etc.). The above examples show that in some Indo-European languages the parts of the body are directly (i.e., morphologically) marked as inalienable. By contrast, many Amerindian languages (such as Chiricahua, see Pinnow 1988) go much further in categorising objects as inalienable: from parts of the body and members of the family to such nouns as 'name', 'dream', 'trace', etc. These nouns are specifically marked in possessive constructions and seem to be part of our 'microworld' in a broader sense; therefore, they are conceptualised as inalienable because of their closeness to humans – both in the physical and cultural space.

A spatial account of inalienability bears important implications concerning the conceptual content of some thematic roles (see Van Valin 2005). For instance, it specifies whether the agent controls the object temporarily or permanently, differentiating, on the one hand, the thematic role of an object (or an instrument) and, on the other hand, the thematic role of an inalienable part of the agent (e.g., such as *hand* or *head*).

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A42

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Keywords: functional-semantic category, categorical-semantic meanings, discourse studies

Category of Singularity as a family of constructions

The interests of interdisciplinary researchers, consolidated in the field of cognitive paradigm, have brought in the limelight an actual global problem of Types of Knowledge and their Verbalization in the Language: [Language and Knowledge Structure 1990; Types of Knowledge and their Representation in Language 2008; Kybryakova 2004, 2009; etc.].

Category is a special format of Knowledge, because all knowledge about the World is stored in our mind in a form of Categories – that is how an ontological model of the world is created [Cassirer 2002, I: 41-47].

Language in the light of modern linguistic philosophy is seen as the form of representing Knowledge [Kanke 2008], and linguistic units, in their turn, are considered as information, categorized in a certain way.

Knowledge, represented in the text (discourse, dictionary, grammar, corpus) is basically the result of turning Theoretical Knowledge about the World into Conceptualized Knowledge through the system of Categories and subjectively interpreted by the author. This knowledge is represented taking into account the norms of speech and the aim of communication in a certain field.

Our research is aimed at detecting and analyzing the system of verbalization of Singularity as systematizing constituent of Category of Quantity. We address constructions, representing Singularity, on morphosemantic, lexical-semantic and lexical-grammatical levels in actual discourse: we explore a wide inventory of constructions, expressing Singularity in two typologically different languages: English and Russian.

The methodology of our study is based on synthesis of cognitive-discursive and functional-semantic approaches as well as on synthesis of two aspects of analysis: Language as a system and discursive. Based on the hypothesis that the core and the most explicit components of Singularity in Russian and English are lexeme *один* in Russian and correspondent lexeme *one* in English, we employ the methodology of revealing dominant semes in the semantic structure of these lexemes, which is done on the basis of their definition characteristics; then we relate them to universal logical-semantic categories. This approach allows us to describe categorical-semantic meaning of Singularity as a language category and elicit constructions, expressing Singularity, in actual discourse on the data of national corpora of language.

As we elicit categorical-semantic information, we can capture meaning varieties, associated with constructions, which represent the functional-semantic category. In our research, we detect four prototypical meanings of Singularity in actual discourse: numeral singularity, accentuated singularity, marked singularity, indefinite singularity and their combinations (see Fig.1).

Figure 1. Semantic Modifications of Category of Singularity
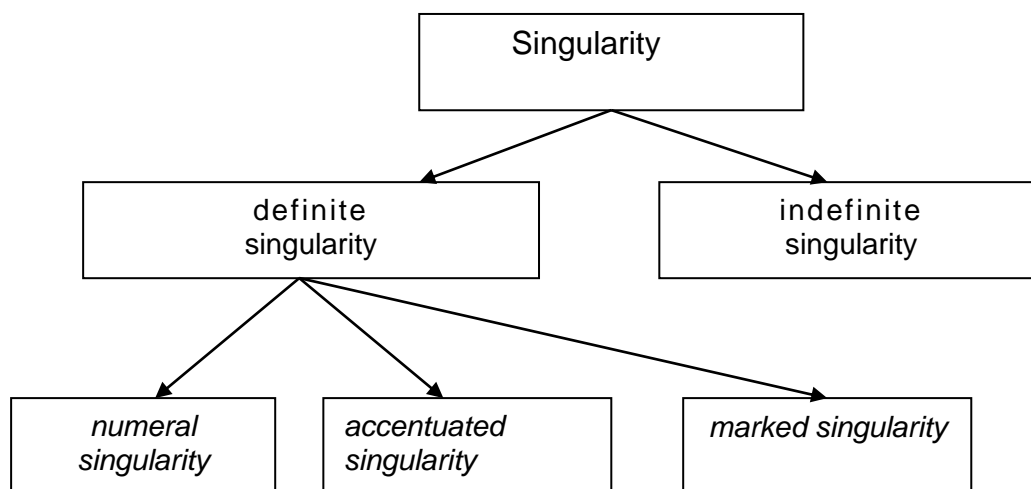
The most active functional-semantic variety to produce combined meanings is marked singularity. This can be interpreted by the fact that Singularity in the system of Language is not primarily perceived as a quantative parameter of an object (Singularity is easy to

recognize), but rather as markedness of an object by some characteristic from some multitude of objects.

Finally, the study has shown, that in formation of the Category of Singularity two types of conceptualization take part: lexical (analogue) and grammatical (language). The conceptual basis of this category is realized in four prototypical meanings, which, as we suppose, are conceptually universal in different ways of their verbalization.

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D81

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Kommen and *gehen* in spoken German

The complementary perspectives on motion events afforded by verbs denoting COME and GO make them an interesting object of study for cognitive linguistic research (Fillmore 1972, Di Meola 1994). Moreover, they are common inputs to grammaticalisation processes and usually heavily polyfunctional (Bybee, Perkins & Pagliuca 1994). As a result, such verbs are also highly frequent in speech: for instance, German *kommen* and *gehen* are both among the five most frequent lexical verbs in FOLK, the German national conversation corpus hosted at the *Institut für Deutsche Sprache* (Deppermann & Hartung 2011).

The present paper compares salient usage patterns of these two basic verbs across different modes (written vs. conceptually oral vs. spoken) and spoken interaction types (private conversation vs. institutional interaction). In a first step, 200 attestations per verb in each of the five (sub-)corpora compared (FOLK-private, FOLK-institutional, DeCOW2012-QS, DWDS-Fiction and DWDS-Science) are coded for a broad variety of morphological, syntactic and semantic co-occurrence properties. Exploratory techniques are employed to identify patterns that are characteristic for different kinds of usage contexts. In a second step, selected patterns are subject to a detailed qualitative analysis within their sequential context and examined for their functional motivations.

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Argument structure in spoken language – Introduction to the session

Spoken language is by far the most important source of speakers' linguistic experience — according to Biber's (1993: 248) estimate, speakers' input contains "roughly 90%

conversation". Spoken language is also the main arena for linguistic inrovation and change. Although these properties make it highly relevant for usage-based lingaistics, the construction-based study of spoken language is still rather marginal. Ir part, this may have to do with principled shortcomings in properly appreciating the social-'nteractional dimension of language within Cognitive Linguistics (Croft 2009) and a resultant neglect of conversation data. The major obstacle, however, would seem to be that suitably large and diversified corpora are much more difficult to obtain and more cumbersome to annotate and analyze than in the case of written language. As a result, it is not uncommon to base inferences to cognitive entrenchment properties of given constructions on the analysis of written data alone, even though the observed tendencies need not carry over to the (input-wise) much more central domain of situated interaction with its many peculiar constraints (Auer2009)

The study of argument structure marks no exception: few constructionist studies have investigated whether, in which sense and why the constructions under consideration show special characteristics in conversation (though see e.g. Imo 2007 for German). As a result, several issues that are of great interest to usage-based approaches to argument structure are as yet largely unexplored: first, for a given language, what are the dominant usage patterns of these constructions to be observed in speakers' primary kind of input? Second, are any of the observed patterns peculiar to spoken language (Newman & Rice 2006)? Alternatively, are they associated with specific genre-/register-based distinctions (Gries 2011), possibly cutting across the written-spoken dichotomy? Or are they rather tied to particular sequential contexts in which they perform more finely differentiated functions, irrespective of such factors as genre/register/interaction type (Deppermann & Helmer 2013)? Finally, which functional explanations can be offered for any such findings in light of the exigencies of real-time spoken interaction?

The panel offers a forum for discussing these and similar questions pertaining to the study of argument structure in spoken language. The case studies presented in the session pursue corpus-linguistic approaches to conversation data that move beyond the analysis of hand- picked individual cases, and they share an interest in a construction-based modeling of their findings. Topics addressed include:

- Argument structure patterns foundational to naturally occurring conversation
- Preferred realisations (lexical and structural) of these patterns and their motivations
- Synchronic argument structure variation, constructional change and grammaticalisation
- Constructional associations with factors such as mode, interaction type and/or sequential context and their functional explanations
- Methodological issues in construction-based corpus research on spoken language

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E61

How to kick a ball: Towards a frame- and construction-based dictionary for language learners

What does it take to understand the meaning of a word? Which kinds of information should be included in a dictionary for L2 learners? How and to what extent is it possible to overcome the general disconnect between vocabulary and grammar in most pedagogical resources (cf.

Holmes 2010: 130, 2012: 15)? By investigating the meanings of words denoting different ways of 'kicking a ball' in the specific knowledge domain of soccer, I address these issues from a FrameNet-based vantage point.

To demonstrate the challenges mentioned above, I show how verbs in the kicking frame exhibit semantic and grammatical differences, which are rarely obvious to the average language learner. To illustrate consider the following authentic examples.

(1) Boya raced in to kick it [the ball] over the line.
(2) Kottila unselfishly laid off for Petri Oravainen.
(3) John Oster crossed from the right.

Without being synomous both *to lay off* and *to cross* denote different ways of kicking a ball. To what extent, however, do the verb meanings differ from one another? Is there a difference in the grammatical behavior of the verbs? Why is it impossible to substitute some verbs by others without giving rise to ungrammatical and/or semantically inacceptabel sentences, such as (4) and (5), while other substitutions yield both semantically and grammatically acceptable sentences, such as (6)?

(4) Kottila unselfishly kicked for Petri Oravainen.
(5) ?? Boya raced in **to cross** it [the ball] over the goal line.
(6) Kottila unselfishly **crossed** for Petri Oravainen.

A useful dictionary for language learners should account for such constraints and licensed patterns (Boas 2013). More specifically, it should provide comprehensive meaning descriptions that allow for semantic distinctions between related lexical meanings, for instance between 'to kick', 'to lay off' and 'to cross'. In other words, it has to offer enough background information to convey, for example, why one can 'cross the ball from the right' but rather not 'cross the ball over the goal line'. Equally important are details about the grammatical behavior of a word, particularly valence patterns a lexical unit could occur in.

As an empirical source I use both the Berkeley FrameNet database (Fillmore/Baker 2010) and the so-called 'kicktionary' (a frame-based online dictionary of soccer language, cf. Schmidt 2010). I argue that a dictionary designed for the needs of language learners requires rich semantic descriptions of lexical units, such as the ones provided in FrameNet. More specifically, each lexical entry has to comprise not only frame-specific semantic information but also knowledge about valency patterns constraining syntactic realizations of frame elements as well as so-called scenes (Fillmore 1977) that provide relevant background knowledge. I take the stance that vocabulary teaching should include, and actively make use of, all these pieces of information. To conclude, I provide a first checklist of feasible features a frame- and construction-based dictionary should exhibit.

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