III INTERNATIONAL CONFERENCE FOR YOUNG RESEARCHERS IN COGNITIVE LINGUISTICS

BOOK OF ABSTRACTS
LIBRO DE RESÚMENES

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News Media in the US: A Contrastive Study of Racial Representation in CNN and Fox News Articles from 2020 and 2022

This study investigates a stylistic change in racial terms consisting of capitalizing race in racial phrases (Flood 2020, Effelson 2020), how racial terminology concerning the African American minority in the US was used in news articles by *CNN* and *Fox News*, and whether the change has persisted from 2020 until 2022. The theoretical framework of this thesis includes socio historical publications, such as books and articles about race in the US, racial injustice in the US, and Critical Race Theory (West 1996, Delgado & Stefancic 2001, Ford & Airhihenbuwa 2010). The framework also considered sociolinguistic studies regarding racial matters and the news media (Carter 2015, Brown & Harlow 2019, Drid 2019, Kumah-Abiwu 2020, Graver et al. 2020, Douglas et al. 2021). Some research that combined Critical Discourse Analysis (CDA) and Corpus Linguistics (CL) in the study of the media (Romero-Trillo & Cheshire 2014, Romero-Trillo & Attia 2016) were also included as theoretical and methodological considerations that proved a useful combination.

This study analyzes in a longitudinal and mixed method approach a corpus of 120 articles in order to discover any tendencies in the representation of the African American minority in the news articles from two networks of opposing ideologies. The corpus was gathered through *Google* advanced search using keywords such as "Black man", due to the stylistic change, and other Politically Correct racial terms (Kosla 2014). As analytical tools it used CL for the quantitative data, by feeding the corpus to the *AntConc* application (Anthony 2022), and CDA for the qualitative study, observing the contexts in which racial terminology was present. The quantitative findings showed the frequency of racial terms used in each year, which were contrasted among each network and the different periods. It also measured any other occasional racial term that did not concern African Americans, such as "White man", for further contrast.

The quantitative results proved that racial terms such as "Black man" had much higher frequencies than other racial items, such as "White man", even in articles that could admit both examples. The qualitative findings discovered plenty of violent contexts in which mostly racial terms involving African Americans seem to be needlessly used and racial terms relating to others were avoided or not included. The results of this study demonstrate that there is an unnecessary overexposure and abundant use of racial terms involving African Americans in *CNN* and *Fox News* articles, which can have a detrimental impact on the public opinion and perception of this minority, agreeing with previous studies on race in the media (Carter 2015, Dobric 2018, Brown & Harlow 2019). The findings also show that the two networks of opposing ideologies have similar tendencies in the ways they represent the African American minority in their media.

Keywords: African Americans, *CNN*, *Fox News*, Critical Discourse Analysis, Critical Race Theory, Corpus Linguistics, race, racial terminology

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Si no las nombras, ellas no existen.
La influencia del sexismo lingüístico en la adquisición de la lengua

Aquello que no es nombrado no existe y aquellas que no son nombradas pueden sentir que no existen tampoco. En los últimos años diferentes voces tanto fuera como dentro de la lingüística, denuncian el sexismo en las lenguas y señalan que el uso de fórmulas machistas, como puede ser la predisposición al masculino genérico en el discurso, invisibilizan la figura de la mujer y fomentan la desigualdad sexual de nuestra sociedad. Basándonos en estos supuestos, nos preguntamos cuál es realmente la influencia que el sexismo lingüístico puede tener en nuestra concepción del entorno y de nosotros mismos, especialmente para las niñas. ¿Afecta el uso de fórmulas como el masculino genérico al autoconcepto de las niñas? ¿Esta posible influencia estaría provocada únicamente por factores lingüísticos o se ve también condicionada por el contexto social? Y, sobre todo, ¿cuándo sucedería este proceso de adquisición del sexismo inherente en la lengua y qué consecuencias puede tener en nuestro desarrollo? Con el fin de establecer un marco inicial para desarrollar una investigación más profunda, hemos llevado a cabo un ejercicio empírico con grupos cerrados de niñas y niños en diferentes procesos de adquisición de su L1. Estas intervenciones podrían servirnos de base para comprender a pequeña escala cómo puede afectar el sexismo intrínseco en la lengua a su conocimiento del mundo, especialmente el de las niñas y cómo aprenderán a restringir situaciones comunicativas dependiendo del género gramatical empleado por parte del locutor del mensaje.

Este ejercicio consistirá en enfrentar a estos grupos una serie de mensajes en el marco de una clase de su colegio y analizar la manera en la que individualmente comprenden los diferentes enunciados y responden a ellos. Adecuando el proceso a las capacidades de cada grupo, esperamos conseguir una serie de resultados que nos permitan diferenciar sus respuestas y entender en qué edades comienzan a restringir semánticamente los inputs recibidos según el género lingüístico que los construye. Del mismo modo buscaremos diferenciar qué influencia tienen los factores puramente lingüísticos y cuál es el peso del contexto social. ¿Se sienten identificadas las niñas de tres años cuando reciben una orden en masculino? ¿Y las de seis? ¿Responden los niños a órdenes formuladas en femenino y cuándo dejan de hacerlo? ¿A quién nombran cuando les preguntan nombres de sus maestras? ¿También a algún hombre? ¿Y si les preguntan por policías?

Palabras clave: sexismo lingüístico, lengua y género, psicolingüística, adquisición del lenguaje

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Money Metaphors We Live By:
An Analysis of Zhu Deyong (朱德庸)'s Artworks from the Perspective of CMT

Conceptual metaphor is a way of thinking in which ideas (target domain) are understood in terms of another one (source domain). Metaphorical thinking is inherent to human beings. Metaphorical expressions are not only found in written or oral language. Pictures are means to express metaphors as well. Comics are considered by McCloud (1994) as sequential art, and due to its multimodal nature (contains written text and picture), reality is represented in unexpected ways. In other words, reality in comics is also represented as A in terms of B.C. J. Forceville and Urios-Aparisi (2009) were pioneers in studying multimodal metaphor (MM) defined as the combination of different modes (image-text) in unusual ways to express an idea. But even though cartoons are multimodal by nature, metaphors found in cartoons are not necessarily multimodal. They can be in the text or in the picture separately (monomodal), or in both modes (multimodal metaphor). Zhu Deyong's comics always resonated deeply with Chinese readers. He is good at depicting different subtle and absurd moments in life by using wonderful drawing skills. By reading Zhu Deyong's works, readers can get many unique interpretations of life and are also inspired to fight against the absurd world. Taking CMT as the foreground theory, 39 comic strips were taken from the comic books series *"Everybody is a patient"* (大家都有病), illustrated by Zhu Deyong. This book focuses on the reality in our daily life. We, human beings, whether rich or poor, pursue love and beauty all the time. However, money is the core. Money leads, reality follows. By making deep analysis of selected comic strips, this study attempts to identify the most prominent money metaphors present. In addition, it aims to show in what ways emotional signs are portrayed in money metaphors. The current research is expected to propose seven money metaphor categorizations, such as, money is a barrier, a drug, a principle, a tool, an exchange, almighty and ambition. Moreover, through the analysis of the panels' pictorial depictions of emotions, it is expected to expose the emotions behind each classification such as, anger, sadness, frustration, anxiety, pain, joy, fear and excitement.

Keywords: conceptual metaphor, Chinese comics, money metaphors

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Online Processing of the CONTROL IS UP Metaphor in Catalan

Conceptual metaphor is a cognitive mechanism by which we organize conceptual structure based on our sensory-motor and sociocultural experience (Lakoff & Johnson, 1980; Johnson, 1987). It plays an important role in understanding, structuring and expressing thought. Information is taken from one domain, which is usually concrete and easy to conceptualize (e.g. SPACE), to better structure and understand another conceptual domain, which is usually more abstract and diffuse (e.g. POWER). In the metaphor CONTROL IS UP there is a correspondence between the control relations among two entities (controller and controlled) and the dimension of verticality. This metaphor can be applied to the hierarchical organization of power structures in Western societies, where the most powerful entities are conceptualized at the top and the least at the bottom. This study explores the role that this vertical power organization plays in the online processing of control relations in native bilingual speakers. More specifically, this research studies the possible influence of metaphorical models in the mental representations of power in these speakers and the activation of the CONTROL IS UP conceptual metaphor in their online Catalan processing. To this end, two behavioral tasks adapted from Valenzuela & Soriano (2009) have been developed. In these tasks, participants had to categorize the type of power structure between entities (i.e. presence or absence of a controller-controlled relationship; e.g., jailor-prisoner vs. knife-fork). These entities, shown on a computer screen, were organized around two conditions: (i) congruency (controlled-up) vs. incongruency (controlled-down), and (ii) without contextual information (task 1) vs. with it (task 2). Participants indicated the presence of a power (control) relationship by pressing keys on the computer; while their reaction times were recorded. Participants were 26 Catalan-Spanish native bilinguals (Matarraña, Aragón) arranged into two age groups: 18-35 (M = 26.7; N = 13) and 35-59 (M = 50.9; N=13). They took the test first in Catalan and one week later in Spanish. Results show that, as expected from previous studies in other languages (Schubert, 2005; Valenzuela & Soriano, 2009), speakers' responses were faster when the controller is presented in congruent positions rather than in incongruent ones in Task 1, both in Catalan and Spanish. However, this finding was not replicated in Task 2. Therefore, this study adds further partial support to the idea that the CONTROL-SPACE relationship is motivated and embedded in conceptual experience and that this metaphor provides conceptual structure to conceptualize power structures in these societies. However, it also poses some open questions for further research such as the role of contexts in these tasks.

Keywords: conceptual metaphor, Catalan, bilingual online processing, psycholinguistics

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Metáforas en la vida política. El caso de los conceptos de democracia y paz en el Discurso del presidente Gustavo Petro Urrego

El presente trabajo surge de una investigación de mayor alcance acerca de la construcción de la acción política en los discursos de Gustavo Petro Urrego, actual presidente de Colombia. Para ello, la perspectiva general que adoptamos, tanto teórica como metodológica, es la del Análisis del Discurso Político (ADP) (Chilton y Shäffner, 2000; Fabbri y Marcarino, 2020 y Van Dijk, 1999). Además, usufructuamos los presupuestos epistemológicos de la Teoría de la Metáfora Conceptual (TMC) de Lakoff y Johnson (1986), así como los aportes de Musolff (2004; 2016) sobre metáforas políticas para explicar las incidencias que estas tienen, como ejes discursivos (Carver y Pikalo, 2008), en la construcción de significados que se dan en las interacciones en el ámbito de lo político. En las últimas décadas ha resurgido un interés por analizar el uso de metáforas en la política debido al carácter variable (Musolff, 2016; Perrez, Reuchamps y Thibodeau, 2019) que poseen y los efectos que producen cuando los actores políticos las emplean con diferentes propósitos. En conexión con lo anterior, siendo Gustavo Petro Urrego una de las figuras políticas más prominentes de la izquierda colombiana, resulta necesario estudiar cómo se tornan persuasivos sus discursos, para un sector político, cuando sus metáforas interactúan con otras características lingüísticas (selección léxica, estructuras sintácticas, etc...) para legitimar las políticas de su programa de gobierno. Por tal motivo, el propósito de este trabajo es analizar las metáforas que se construyen en su discurso en torno a los conceptos de democracia y paz, así como identificar las funciones que estas cumplen y responder a estos dos interrogantes: (1) ¿Cuáles son los dominios fuente asociados a los conceptos de democracia y paz? y (2) ¿Cuáles son las implicaciones de dichos dominios, como ejes discursivos, en la construcción de su acción política? Para el desarrollo de este trabajo seleccionamos cuatro eventos comunicativos (del año 2013 a 2018), los cuales fueron extraídos del canal personal de Gustavo Petro, del Canal *City TV* y del periódico colombiano *El Espectador*. A partir del análisis de datos se precisaron las diferentes metáforas empleadas por Gustavo Petro Urrego al referirse a los conceptos de *democracia* y *paz*, los cuales fueron los términos más recurrentes en los datos analizados con el programa AntConc - Versión 3.5.9 (Anthony, 2019). Los resultados obtenidos muestran que, al concepto de democracia se le adscriben significados que obedecen a metas u objetivos; se percibe como símbolo o como forma de expresión poética, como ser vivo; como un objeto valioso que debe conservarse y por el cual se debe luchar y como una entidad a la cual se le debe temer. Por su parte, el concepto de paz se relaciona con los significados de: logro, finalidad o deseo, forma de expresión, símbolo y proceso comunicativo. El empleo de las metáforas en el discurso político de Gustavo Petro Urrego se hace con la finalidad de construir conceptos más humanizados y materializables lo cual consideramos se encuentra en sintonía con los planteamientos de su programa político Colombia Humana.

Palabras clave: metáfora, discurso, política

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**Expresión corporal del alivio en español y su comparación con diferentes lenguas:
Un análisis multimodal de cómics**

El lenguaje no verbal comprende gestos, posturas y la expresión de emociones a través de la configuración corporal, que se almacena en la memoria como un vocabulario no verbal (Eisner, 1985; Cuñarro y Finol, 2013). En los cómics, Cuñarro y Finol (2013) señalan la importancia de la combinación de expresiones faciales y movimientos corporales para transmitir mensajes y establecer conexiones emocionales con los lectores. Esta perspectiva es respaldada por investigadores como Ekman y Friesen (1978), McNeill (1992) y Allwood (2002), quienes reconocen la relevancia de los movimientos corporales en la comunicación multimodal cara a cara.

El propósito de este estudio es analizar la expresión corporal del alivio, una de las emociones positivas cuya expresión gestual aún está por determinar (Keltner et al., 2019). Para investigar si existen diferencias significativas en la representación gestual del alivio entre idiomas, se realizó un estudio que analizó cómo se representan las expresiones corporales de la emoción de alivio en cómics en cuatro grupos lingüísticos distintos: español, francés, inglés y japonés. El método utilizado consistió en un análisis de varianza (ANOVA) de un solo factor, con pruebas Post Hoc para examinar las diferencias específicas. Los resultados destacaron que el español presenta significativamente un mayor número de representaciones de la mano situada en la espalda, indicando un estado de reposo, en comparación con los otros grupos. Este gesto se asocia con una sensación de calma y relajación durante la emoción de alivio. Además, se encontró que llevarse la mano a la frente se representaba un mayor número de veces en los cómics en español en comparación con los otros idiomas, lo que sugiere una tendencia mayor a representar la emoción de alivio en español mediante este gesto.

Estos hallazgos resaltan la importancia del lenguaje corporal en la comunicación emocional y demuestran que las diferencias culturales y lingüísticas influyen en cómo se representa el alivio en los cómics. Además, subrayan la necesidad de considerar los movimientos corporales de los personajes en un análisis multimodal de cómics, ya que pueden proporcionar una valiosa información sobre cómo se interpreta y se comunica la emoción en diferentes contextos lingüísticos y culturales.

Palabras clave: lingüística cognitiva, multimodalidad, cómics, gestos, alivio

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'Like Autumn Leaves, the Economy Falls':
An Analysis of the Use of 'Like' as a Metaphor Flag in CLIL Written Materials

Figurative language is prevalent in our daily communication and shape our understanding of abstract concepts. Research has demonstrated that children are capable of using and comprehending figurative language from a young age in both their first language (Cameron 2003, Johnson 1999, Özçalışkan 2011, or Pouscoulous & Tomasello 2020) and in any additional languages they may learn (Piquer-Píriz 2008, 2020). This ability is essential in education, where figurative language is frequently used in teacher-student communication and in textbooks, the primary source of language input (Herrmann 2013). However, studies exploring the functions of metaphor in L2 written learning materials are just beginning to emerge (Alejo & García Bermejo 2020).

This presentation aims to examine the use of "like" as a metaphor flag in a corpus of mainstream Content and Language Integrated Learning (CLIL) textbooks used in primary education. To this aim, a corpus containing 98 textbooks aimed at the subjects of Arts & Crafts (n = 17), Music (n = 14), Social Science (n = 34) and Natural Science (n = 33) was compiled. The corpus, accounting for 1,274,097 tokens, was first screened using the corpus analysis tool Sketch Engine to extract all the occurrences of the lemma "like". After that, a manual identification of the uses of like as a metaphor flag, was carried out by two independent researchers.

The results displayed four grammatical uses of "like": as a preposition in nearly half of the 2340 occurrences, as a verb in 20%, as a particle in a verb (e.g. "be like", "feel like") in 23%, and as a conjunction in 1.4%. Events of "like" as a metaphor flag accounted for 10% of prepositional "like" either working alone or as a particle of a prepositional verb. The results will be discussed with the aim of informing language teaching practices by providing insights into the use of figurative language in L2 written educational materials for primary school children.

Keywords: similes, primary school learners, corpus analysis, CLIL

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El estudio cognitivo de la empatía en la recepción de ficciones narrativas: un análisis lingüístico de los mecanismos textuales de "La respiración cavernaria" (2015), de Samanta Schweblin

Luis Galván, al igual que muchos otros teóricos de la literatura en las últimas décadas, ha reconocido las posibilidades metodológicas que ofrece la imbricación entre la teoría de las emociones y los planteamientos de la lingüística cognitiva (2016: 36). De este modo, esta ponencia plantea un análisis del relato "La respiración cavernaria", de Samanta Schweblin (2015), desde la teoría cognitiva de las emociones en la recepción literaria. Al tratarse de una narración en torno al Alzheimer, se plantean tres objetivos principales del estudio: discernir las estrategias narrativas que la ficción ofrece con el fin de generar cognitivamente empatía en el lector; analizar los modos de narrar la enfermedad neurodegenerativa dirigidos a generar empatía y estudiar los procesos cognitivos que atraviesa el receptor durante el acto de lectura para experimentar la empatía estética. Todos estos objetivos irán dirigidos a responder la hipótesis que inaugura esta investigación, es decir, ¿existe un modo de narrar la enfermedad en la literatura que ayude a generar cognitivamente empatía en el lector? Para dar respuesta a esta cuestión, se parte de los principios en torno a la "embodied cognition" de autores como Kuzmičová (2014) o Patoine (2019); los fenómenos de resonancia y convergencia postulados por David S. Miall (2011), las reflexiones en torno al proceso de inmersión narrativa en el que se involucra el receptor en el acto de lectura (Valenzuela 2019: 161; Jarrier, Bourgeon, Derbaix y Petr 2018: 4) y el "role-taking model" (Koopman y Hakemulder 2015: 98) que le permite adoptar el punto de vista y el "punto de sentir" (Patoine 2019) del personaje de ficción. A partir de los objetivos planteados y la metodología propuesta, se enunciará una serie de dispositivos y estrategias narrativas que contribuyen a generar esta empatía cognitiva hacia la ficción, entre los que se podrían destacar los siguientes: espacios de intimidad, focalización interna o narración en primera persona, creación de vacíos narrativos, espacios metonímicos como reflejo de las emociones experimentadas por los personajes, campos semánticos del cuerpo y el movimiento, creación y ruptura de patrones de modalidades narrativas, entre otras.

Palabras clave: embodied cognition, cognitive emotions, empathy

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Translation Patterns of Fixed Constructions in Online Headlines

The presentation argues that the key means of rendering online headlines are morphosyntactic constructions, i.e., any combination of form and function or form and meaning entrenched in human long-term memory (Hoffmann, 2022, p. 4-5). The most numerous of them are item-based constructions which keep their form in any context (Tomasello, 2000, p. 62) and are regarded as fixed in this work. The material of the presentation is non-equivalent fixed constructions from English headlines of the BBC News website (https://www.bbc.com/news) and their translations into Ukrainian on BBC News Ukraine (https://www.bbc.com/ukrainian), selected throughout 2021-2023 by the method of continuous sampling. The research question concerns translation patterns of non-equivalent fixed constructions in the headlines from English into Ukrainian. The two variants of the expanding translation pattern involving the addition of one or more elements to the original English fixed construction are Latinized and Cyrillic. They are used to clarify the location of the denoted entities in the worldview of the Ukrainian readership. The Latinized constructions name an organization or a product which is little known to the Ukrainian readership (e.g., *Amnesty – Amnesty International*), cf. *Covid:* **Oxford** *jab offers less S Africa variant protection – Вакцина* **Oxford** **AstraZeneca** *дає обмежений захист від нового штаму з ПАР – вчені* (BBC 07 Feb 2021). The shortened form *Oxford* is expanded in the translation by the element *AstraZeneca* resulting in the official name of an anti-virus jab as it is known in the world.

The Cyrillic constructions are mainly used in translation as full names of individuals (e.g., *Xi – Сі Цзіньпін*), cf. *Oprah interview:* **Meghan** *accuses palace of 'perpetuating falsehoods' –* **Меган** **Маркл** *звинуватила королівську родину у брехливих нападках* (BBC 04 Mar 2021). In the cited headlines, the fixed construction of the original *Meghan* is rendered by the full name *Меган Маркл* written in the Cyrillic alphabet for the Ukrainian readers to identify her more easily. The textual translation pattern presupposes moving the meaning of the English fixed construction from the headline to the text body. In this case, proper names denote little-known entities to the Ukrainian readership: countries (*The Gambia*), American states (*Arizona*), British cities (*Buckley*), and some companies (*IBM*), cf. **Vistara**: *Italian woman 'punched and spat' on India flight – Італійку зв'язали просто в літаку. Вона "билася і плювалася"* (BBC 31 Jan 2023). The fixed construction denoting an Indian airline, unknown to the Ukrainian readers, is moved in its English form *Vistara* to the main event section of the text being explained by a common noun *рейс* "flight": *Жінку, яка летіла рейсом Vistara з Абу-Дабі, арештували у Мумбаї в понеділок, а пізніше випустили під заставу.*

To conclude, English non-equivalent fixed constructions are translated into Ukrainian according to the expanding and textual patterns.

Keywords: translation patterns, fixed constructions, headlines

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Cognitive and Pragmatic Aspects of Banter

On the basis of 50 examples collected from TV-series scripts, this presentation complements the traditional pragmatic approach to banter with a cognitive-linguistic perspective. Pragmatics focuses on meaning effects (Verschueren, 2017), which in banter involve mock-impoliteness and friendly teasing (Leech 1983: 144). The cognitive perspective examines the conceptual mechanisms involved in producing such effects (Brône et al. 2015). In banter echoing is one such mechanism. It has been applied to irony in relevance pragmatics and its implications for Cognitive Linguistics have been studied in Lozano and Ruiz de Mendoza (2022). Echoing is the repetition of an attributed thought. When some aspect of the echoed material clashes with reality it shows the speaker's dissociation. In banter, the listener knows that the speaker's apparently offensive remark You're so bad! may be accurate as a descriptive echo of what people would think about the hearer's behavior, but does not describe how the speaker feels about it. This is first order dissociation. When built on irony, however, banter involves second-order dissociation. In "You wouldn't be capable of skipping a meal even if your life depended on it", the speaker presents a situation that clashes with an implicit ironic echo of what the hearer thinks (that he can skip a meal easily). In banter, the criticism behind this implicit echo is overridden, producing second-order dissociation.

In terms of cognitive models, the evidence supports a distinction between attribute based and scenario-based banter, The former type is subdivided into three categories, describable in terms of their communicative function: (i) other-directed banter: the speaker ascribes negative attributes to the hearer (e.g., You are mean!); (ii) self-directed banter: the speaker pretends to deprecate himself to seek approval and strengthen bonds (e.g., I have a face for radio and a voice for silent movies); (iii) mixed banter (e.g., My sense of orientation is so poor I wouldn't find my way out of a tunnel, but I bet you would be following me): the speaker's pretended self-criticism is used to actually criticize others in a socially more acceptable way. Second, scenario-based banter involves mental simulations of conjoint humor (Holmes, 2006), with two subtypes: (i) joint fantasizing: participants can either contribute to the simulation or try to outdo each other (Kotthoff, 2007); (ii) *pretended friendliness*: participants seemingly involved in friendly teasing conceal different underlying feelings. The study shows that this combined approach yields a more systematic analysis of the phenomenon compared to previous research.

Keywords: banter, cognitive linguistics, cognitive operations, first and second-order dissociation, pragmatics

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Procesos de categorización en los estímulos cognitivos 'Inmigración' y 'Cambio climático'. Un análisis de compatibilidad léxica

El objetivo de nuestra investigación es averiguar sobre las percepciones categoriales conformadas a partir de estímulos cognitivos basados en temas de relevancia y preocupación social. Dentro de las investigaciones de disponibilidad léxica, se ha examinado el fundamento psicolingüístico de las pruebas de asociación léxica en las que se basa su metodología y se han identificado diferentes estructuras de categorización que tienen lugar durante estas pruebas: prototípicas, radiales, *ad hoc*, etc. (Hernández Muñoz, 2006; Tomé-Cornejo, 2015; Sánchez-Saus Laserna, 2019). Por su parte, Ávila-Muñoz y Sánchez-Saéz (2010) han propuesto analizar las pruebas de disponibilidad léxica desde la compatibilidad léxica, que se basa en el marco conceptual de la teoría de los conjuntos difusos (Zadeh, 1965; Zimmerman, 2001) y que permite identificar diferentes niveles de compatibilidad de los términos obtenidos con el estímulo cognitivo. Estos niveles constituyen una modelización de la accesibilidad a la red léxica asociada al concepto subyacente al estímulo (Ávila-Muñoz y Sánchez-Saéz, 2010: 55-56). Hemos establecido las preguntas de investigación: 1. ¿Qué tipos de categorías se conforman durante la prueba de asociación léxica de los estímulos 'Cambio climático' e 'Inmigración'?; 2) ¿Qué términos son más compatibles con el concepto-estímulo dentro de la red léxica creada a partir de cada estímulo cognitivo? Trescientos estudiantes de la ciudad de Málaga (España) completaron pruebas de asociación léxica para los estímulos 'Inmigración' y 'Cambio climático'. Las listas de palabras obtenidas se procesaron con el paquete DispoCen (Dispocen, s.f.), alojado en el entorno *R* (R Core Team, 2023), para ordenar las palabras según el grado de compatibilidad. Después, analizamos cualitativamente los términos: el estímulo cognitivo 'Inmigración' produjo una organización categorial en estructuras radiales (Lakoff, 1987; Sánchez-Saus-Laserna, 2016, 2019); en cambio, 'Cambio climático' presenta una configuración principal prototípica, según las semejanzas de familia (Tomé-Cornejo, 2016: 268). Además, se presentarán los vocablos más compatibles con la red léxica y, por tanto, con las percepciones categoriales comunitarias.

Palabras clave: categorización, compatibilidad léxica, disponibilidad léxica

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Readers' Mental Models of Characters' Mind Styles

My research aims at theorizing about readers' creation and modification of mental representations of fictional characters' minds. The cognitive perspective is twofold as I aim at investigating the reader's mental workings in the processing of a literary text and characters' cognitive habits as projected in the narrative language. My analysis will focus on the use of language by the protagonist of the novel *Fight Club* (Palahniuk 1997)*,* both as a character-narrator and in his conversations with another character. The Narrator's linguistic behavior throughout the text projects a non-standard mind style which allows the reader to infer his cognitive condition as schizophrenic, before it is explicitly stated in a plot reversal. The cognitive stylistic notion of mind style refers to a character's use of repetitive and idiosyncratic language patterns which reflect their 'conceptual structures and cognitive habits' (Semino 2003). The combination of pragmatic theories, such as Grice's maxims (1975) and adjacency pairs, with notions from socio-cognitive research on mental models (van Dijk 2008) will throw light on how the pragmatic inappropriateness of language can project a character's mind.

In text-processing, readers form mental models of characters from the interaction between textual information and their cognitive processing of those words on the page. This mental working includes processes related to schemata and scripts and also to inferences drawn from the narrative text or from characters' conversations which will be revealing about character's minds. As for characters, their use of language reveals their creation and modification of mental models of their communicative situations, which include categories such as self, their interlocutors, their knowledge of the storyworld and their intentions. My claim is that the pragmatic study of this social interaction (their failure to observe Gricean maxims, lack of understanding of indirectness, management of adjacency pairs) may be revealing of their cognitive habits.

This cognitive stylistics analysis of a character's mind style will throw further insight into the inferring processes in the reader's creation of mental models of characters' minds and into the characters' cognitive habits as revealed in the pragmatic inappropriateness of their linguistic behavior.

Keywords: mental models, pragmatics, mind style, Grice's maxims, adjacency pairs

Casey Ferrara

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Where Do We Begin? Signers' and Non-Signers' Choice of Starting Point in Depictions of Shape

Sign languages have a non-arbitrary relationship between form and meaning for many signs. These signs might involve invoking associations with the sign meaning (e.g., folding and rocking the arms to mean BABY, or touching the lips to mean RED) or may depict the referent itself. One common way that depictive signs signify an entity is through tracing the entity's outline (e.g., for RECTANGLE, manually tracing a rectangle in the signing space). These are considered the standard sign for most shapes. However, this strategy is used as well to convey novel shapes. We aim to uncover formal properties of how deaf signers draw in the air to investigate how much one's visual language experience shapes visual perception. We report on a study of signers and non-signers in which participants were presented images of various shapes and asked to convey them in the air using their hands. We ask what visual information is essential for choosing the point on the shape's perimeter to begin drawing, with an eye to whether signers have distinct strategies from non-signers.

We find that both signers and non-signers are influenced by factors relevant to visual perception, such as whether a shape is open or closed (preferring to start on an endpoint for open shapes) or any axes of symmetry it may have (preferring to start at a point along an axis of symmetry). These patterns are aligned with research suggesting open versus closed contours (Garrigan, 2012) and bilateral symmetry (Wagemans et al., 1992) are some of the most salient organizational visual aspects of a shape. Similarities between groups suggest shared visual-perceptual biases. However, signers were more consistent in their choices of starting point and adhered to these visual-perception strategies in a more predictable way. Given the greater robustness of starting-point strategies in signers' drawings, these strategies may have been incorporated into the grammars. Matters of visual perception important to signers are incorporated into those grammars and, thus, processed by the left hemisphere (Hickok et al., 1998). Alternatively, this group difference might indicate that signing knowledge yields changes to visual perception that make signers more responsive to certain kinds of visual salience and to strategies founded on them. Simply put, language experience can affect perception regarding visual recognition, discrimination, and detection (Lupyan et al., 2020). Our study contributes a novel approach to new types of data relevant to this matter.

Keywords: sign language, iconicity, shape, depiction, visual perception, gesture, drawing

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The Use of Metaphor to Discuss Social Media's Effect on Mental Health in Online Health Blogs

This paper explores the use of social media and mental health metaphors in blogs written by people who suffer from mental and/or physical illness. Social media can be a lifeline for those who suffer the isolating experience of physical or mental illness as it provides a site for peer support, connection, and the opportunity to share and receive coping strategies (Gowen et al. 2012; Naslund et al. 2016). However, engaging in social comparison and being exposed to potential triggers and hostile behaviour online can have a negative impact on people who suffer from illness (Naslund et al. 2016; Clarke et al. 2018).

The aim of this study is to discover how people use metaphor to evaluate social media's role in their experience of living with mental and or/physical illness. In order to do so, a 10,000-word sample was selected from online blogs. A bottom-up approach was adopted to manually annotate metaphorical instances using Steen at al.'s (2010) MIPVU to identify metaphors for the following target domains: (a) Social media platforms; (b) Social media content and features; (c) Social media use; and (d) Mental Health, including mental illness and emotions or feelings. A combination of online dictionaries and WordNet was used to identify source domains, and Hidalgo-Downing and Perez Sobrino's (2022) annotation protocol for evaluative stance and metaphor was applied to identify evaluative metaphors.

Results reveal that people use metaphor to both positively and negatively evaluate social media's role in their lives, depending on how it is used. As such, they frequently employ metaphors to share their experiences of implementing 'healthy' social media use practices. The CONTAINER and BUILDING source domains are employed when people conceptualise their social media feeds as a space or home that they need to keep 'clean' from content that can trigger negative emotions and symptoms of mental illness. Furthermore, the DRUG and FOOD source domains are employed to discuss various aspects of social media use, such as 'detoxes' and 'diets' to eliminate certain content or restrict social media use.

Keywords: social media, metaphor, evaluation

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**Figurative Language Comprehension Assessment:
Studying a Continuum in Figurative Language
Comprehension**

This paper presents the findings of a figurative language comprehension test in Brazilian Portuguese, named COMFIGURA. Built upon the foundations of Cognitive Linguistics, Conceptual Metaphor Theory, and Psychometric principles, this test comprehends five psycholinguistic tasks that delve into four metaphor-related phenomena: one pictorial task and one verbal task on metaphors, and three verbal tasks centered around metonymies, idioms, and proverbs. Each task comprises 6 items composed of one figurative sentence, one open-ended question, and another dichotomous question. In total, the instrument encompasses 30 items. With this test, we aim at presenting a standardized and valid instrument on figurative language comprehension assessment. Beyond this primary goal, the outcomes from this instrument endeavor to shed light on the possibility of a continuum in figurative language acquisition and comprehension. The study involves the participation of 260 individuals (ranging from 2 to 72 years old), who were interviewed in schools in Porto Alegre, Brazil. Results show that figurative language comprehension is subject to the influence of individual variables such as age, education, and reading habits. Furthermore, the test outcomes also reveal a pattern wherein scores tend to improve according to participants' age and decrease according to phenomena complexity. For some phenomena, teenagers exhibit comparable levels of comprehension to adults. Regarding figurative language acquisition, these findings align with prior hypotheses in the literature, proposing a continuum that may start with grasping metonymies, advances to metaphors, then idioms, and culminates with proverbs.

Keywords: figurative language comprehension, figurative language assessment, psycholinguistic tasks

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Gramática cognitiva y tecnología como aliados en el aprendizaje de segundas lenguas

La tecnología posee un gran potencial para la enseñanza de la gramática porque permite mostrar de forma gráfica el significado de las formas y posibilita la simulación y la activación de representaciones mentales del lenguaje, por lo que contribuye a materializar los principios de la gramática cognitiva (Arnett et al., 2019; Arnett & Suñer, 2019). En ese sentido, la tecnología permite que el lenguaje sea más accesible para los aprendices y facilita su comprensión, especialmente en aquellos contenidos gramaticales en los que el movimiento, los cambios de perspectiva o la dinámica de fuerzas desempeñan un papel esencial.

En esta comunicación presentaremos algunos resultados de un estudio procedente de una tesis doctoral donde se observa la intersección existente entre la gramática pedagógica, la gramática cognitiva y la tecnología educativa, y cómo estas áreas de conocimiento interactúan entre sí durante la presentación de contenidos gramaticales. El objetivo que nos planteamos es analizar la percepción de profesores y estudiantes de cuatro presentaciones gramaticales (PGs) desde una perspectiva cognitiva con tecnología. A partir de dicho objetivo surgen las siguientes preguntas de investigación:

1. ¿Cómo perciben los profesores las PGs con tecnología?
    1.1 ¿Qué aspectos del diseño de las PGs apoyan su implementación?
    1.2 ¿Qué aspectos del diseño dificultan su implementación?
2. ¿Cómo valoran los estudiantes las PGs con tecnología?

Para llevar a cabo este estudio, un equipo de siete profesores del IC de Praga diseñó cuatro PGs con tecnología para el nivel A2 en la enseñanza a adultos en línea siguiendo la metodología de los estudios basados en diseño (Design Based Research, DBR), lo cual nos ha permitido entender qué sucede durante el proceso de diseño y su incidencia en la percepción de los profesores y estudiantes.

Los resultados de este estudio demuestran que la multimodalidad desempeña un papel muy relevante en la presentación de contenidos gramaticales tanto para profesores como estudiantes, ya que permite representar visualmente el significado de las formas gramaticales, reduce la carga cognitiva de las explicaciones y facilita la relación entre forma-significado de forma de forma visual, tal y como se había observado en el estudio de Arnett et al. (2019). Además, se señala la importancia de la simpleza del diseño, la necesidad de cuidar la interacción e interactividad de los aprendices, la flexibilidad de las presentaciones de diapositivas, la coherencia entre los diferentes elementos multimodales y la guía de la interpretación de las metáforas multimodales. Por otro lado, sin embargo, hemos encontrado que un uso inapropiado de la tecnología obstaculiza la enseñanza y aprendizaje de la gramática porque desvía la atención de estudiantes y profesores del objetivo de aprendizaje hacia la tecnología, lo cual podría ser calificado como un uso intrusivo de la tecnología.

Palabras clave: gramática cognitiva, gramática pedagógica, presentaciones gramaticales, gramática y tecnologia, tecnologia educativa

Marcos González-Vidal

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Unveiling the Interactive Fabric of Conceptual Metaphors. A Relational Perspective Beyond Containers

This paper discusses the importance of treating concepts as dynamic interactions instead of considering them as containers of features or properties. While Cognitive Linguistics and Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980, 1999;Johnson, 1991; Kövecses, 2002) have proved how our thinking is mediated by metaphors, there is still a tendency to explain this phenomenon as static relations between two independent conceptual domains. In this sense, CMT usually treats conceptual domains as containers filled with properties which are later mapped into other domains, following a specific direction from one source domain to a target domain. Taking a more relational perspective, this paper aims to contribute to the understanding of semantic change and meaning emergence (Geeraerts, 2017) in light of the advances made by embodied cognitive science. Particularly, this emphasis on dynamic interaction is based on a 4E (embodied, embedded, enactive, and extended) approach to cognition (Gallagher, 2017; Di Paolo, Cuffari, & De Jaegher, 2018) as well as on the key principles of ecological psychology (Heras-Escribano, 2022).

Drawing on these antecedents, this paper offers a case study of the mechanical and technological conceptualization of several domains in order to show how a field of tension between concepts is realised in language. In this sense, this study takes a Corpus Linguistics approach by searching for the concepts of CLOCK and MACHINE in the *Corpus del Español* (Davies, 2002-) and *Corpus Diacrónico del Español (CORDE)* (REAL ACADEMIA ESPAÑOLA, n.d.) corpora from the 16th to 17th centuries. This empirical analysis is combined with CMT with the aim of identifying the conceptual metaphors which conform the mechanical conception of the world at the dawn of the Modern Age.

Results show how the conceptual metaphors found, related to MACHINE in general and to CLOCK specifically, reveal a dynamic interplay among conceptual domains that cannot be merely explained through property-based projections. Thus, conceptual metaphors such as THE UNIVERSE IS A MACHINE/CLOCK, GOD IS A CLOCKMAKER, HUMAN IS A CLOCK, ORGANISATION IS A MACHINE, among others, project mappings related to harmony, equilibrium, cause-effect determination or to the notion of *system* that are not contained in the source domains, but emerge only once they are in interaction with specific target domains. Finally, this paper will discuss how this approach may differ from other theories such as conceptual integration or blending theory (Fauconnier & Turner, 2010).

Keywords: Conceptual Metaphor Theory, Corpus Linguistics, 4E Cognition, clock, machine

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El proceso de escaneo mental en eventos traslaticios español-inglés a través de tipologías discursivas. Un estudio de corpus con Sketch Engine

Según Langacker (1987, 1993), cuando concebimos un objeto en movimiento a través del espacio, esto implica llevar a cabo un proceso de exploración mental a lo largo del dominio espacial. El autor sostiene que al concebir objetos en movimiento, el escaneo mental puede ser secuencial, enfocado en las transformaciones sucesivas, o sumarial, enfocado en la acumulación gradual de perspectivas para formar una imagen completa de la escena.

Este tipo de procesamiento cognitivo es relevante para entender cómo funcionan los patrones de lexicalización a la hora de expresar el movimiento en diferentes tipos de lenguas, concretamente en aquellos casos en los que una lengua, hace uso del patrón de lexicalización de una lengua tipológicamente opuesta, como ocurre al emplear estructuras del patrón inglés, una lengua de marco satélite (LMS), en el español, una lengua de marco verbal (LMV), tal como los distingue Talmy (1985, 2000).

A partir de estos antecedentes, el objetivo de esta investigación es indagar a través de un análisis exhaustivo de corpus cómo la elección entre un enfoque sumarial o secuencial, según el contexto discursivo, influye en la adopción del patrón LMS o LMV por parte de hablantes nativos de español. Para lograrlo, llevaremos a cabo un examen minucioso de los 7 verbos más frecuentes relacionados con el movimiento en español, seleccionados a partir de un listado lematizado extraído del corpus Spanish Web 2018 o esTenTen18. Este corpus consta de una impresionante colección de 20 mil millones de formas lingüísticas y está disponible en la plataforma *Sketch Engine* (www.sketchengine.eu).

Los resultados preliminares indican que un mismo verbo de manera de moverse puede adoptar ambos patrones de lexicalización según los aspectos de la escena que se deseen destacar. No obstante, considerando los resultados obtenidos tanto en términos cuantitativos como cualitativos, es posible concluir que los hablantes nativos de español utilizan con mayor frecuencia el patrón LMS, y por ende, un escaneo sumarial de la escena, en contextos tales como el discurso periodístico, títulos, listados, anuncios de venta de productos y secuencias de acciones.

Palabras clave: escaneo mental, lingüística de corpus, patrones construccionales

Alfredo J Hernández-Abella

Universidad Nebrija

Gramática Cognitiva e Instrucción Basada en Conceptos para la Conciencia Lingüística Docente. Un acercamiento sociocultural a las creencias aspectuales de nativos de español

A pesar de los notorios avances de las aplicaciones de la Gramática Cognitiva (GC) en la enseñanza de lenguas extranjeras en general, y del *aspecto verbal* (perfecto/imperfecto) en español en particular, el trasegar de esta vertiente de la Lingüística Cognitiva (LC) no es comparable con su historia acaecida en L1. Esta asimetría se hace más evidente en la formación del magisterio, cuyos contados asomos recientes incorporan con éxito la LC con la Instrucción Basada en Conceptos (IBC) de raigambre vygotskiana (Negrete-Cetina, 2020). Siguiendo una metodología mixta, la tesis proyectada persigue informar resultados derivados de la aplicación de dos estudios enmarcados en la Teoría Sociocultural vinculada a la LC (Negueruela Azarola, 2011) en el seno de clases intactas y a partir de las creencias gramaticales aspectuales de alumnos-maestros monolingües; población a la que la LC puede ofrecerle alternativas reflexivas de educación sobre su lengua (Giovanelli, 2015). Así, el primero verificará la hipótesis de supremacía de la efectividad de la IBC concretada en un cuasiexperimento que analizará si existen diferencias significativas del Conocimiento Metalingüístico Declarativo (CMD) del *aspecto* resultantes de una enseñanza de corte cognitivo prototípico, que incluye la categoría de *delimitación,* con respecto a los desempeños paralelos de un grupo con instrucción de corte clásico. Extrapolando a García (2019), adelantaremos un segundo estudio descriptivo longitudinal en el grupo de IBC para explorar el proceso de internalización del *aspecto,* categoría inconsciente en la mente del nativo. En esta vía, nos aproximaremos a la Conciencia Lingüística Docente (Giessler, 2012) operativizada en las verbalizaciones 'conceptuales de la vida cotidiana' propias de *usuario*. Seguidamente, describiremos las cualidades de la sofisticación del CMD, modificación correspondiente a los 'conceptos científicos' (en términos de Vygotsky), mediados por la *delimitación*, y que son esperables por parte de un *analista* que se forma para desempeñarse como *profesor*.

Palabras clave: creencias gramaticales, aspecto verbal (perfecto/imperfecto), *Concept-Based-Instruction*, conceptualización, delimitación, conocimiento metalingüístico declarativo, conciencia lingüística docente, L1

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Gesturing About the Abstract –
An Extension of the Integrated Systems Hypothesis

Language is inherently multimodal (Kendon 1986; McNeill 1994). Visual information, in the shape of gestures, and verbal information, in the shape of speech or signs, are integrated automatically and early in language comprehension, and together they have a facilitative effect on online language processing, as proposed by the integrated systems hypothesis (Kelly, Healey, Özyürek & Holler 2015; Kelly, Özyürek & Maris 2010). Along the same lines, mismatched information (i.e. conflicting information in different modalities) delays comprehension (Kelly et al. 2010; Kelly et al. 2015). However, the integrated systems hypothesis has thus far only been tested on concrete representational gestures.

The current study extends previous research on multimodal processing from more concrete concepts into the domain of time, which, building on the metaphorical mapping TIME IS A LINE, often is manifested as forward or backwards-moving gestures along the ego-centric sagittal axis in English (the former for future events, and the latter for communicating about the past) (Casasanto & Jasmin, 2012). The study aims to explore the influence of speech-gesture (mis)match on processing of temporal adverbials in English, with regard to response time and response accuracy in an online priming experiment. The task of 75 monolingual speakers of English was to decide whether a written prime (PAST or FUTURE) was related to different non-spatial temporal expressions in English (such as last year, next month), embedded in 32 simple sentences following subject-verb-object-adverbial structure. The spoken temporal expressions occurred simultaneously as either a forward- or a backwards-gesture. Depending on the tense of the sentence, these were coded as matched or mismatched.

Response accuracy and response times were analyzed separately for sentences in past and future tense, by fitting two Bayesian generalized linear mixed models each. In contrast to previous studies, accuracy was not influenced by gesture (mis)match in either tense. Gesture (mis)match, however, demonstrated an effect on response time, yielding 225 ms slower responses in the mismatched condition with adverbials in the past, and 108 ms slower responses in the mismatched condition sentences in the future tense. This study therefore provides further support for the integrated systems hypothesis, and extends it into the abstract domain. It further highlights the significance of temporal gestures along the sagittal axis in English, even in non-spatial temporal adverbials**.**

Keywords: gesture, multimodal language processing, metaphorical language, integrated system hypothesis

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A Bottom-Up Approach to the Study of the Spanish Resultative Construction

Until recently, the Spanish resultative construction has gone virtually unnoticed in the literature, where its existence has been completely denied or it has been labeled as a "pseudo resultative" structure in that it is only similar to its English counterpart in form. Rodríguez Arrizabalaga's (2014; 2016) studies on the Spanish resultative construction have consolidated its status as an autonomous pattern, although little is still known about its distinctive syntactic, semantic and pragmatic properties. On the other hand, most cross-linguistic studies in the field of Construction Grammar overemphasize the role played by high-level constructions, disregarding the rich semantic information supplied by the verbal predicate. For these reasons, I propose a bottom-up contrastive study à la Boas (2003; 2005; 2010) of English and Spanish resultatives based on fine-grained analyses of the predicate's frame semantics. The main objective is to determine to what extent the features that differentiate the Spanish resultative construction from its English counterpart can be predicted from a close-examination of the conceptual event or frame evoked by the predicate. To that end, first, I observed whether there are syntactic or semantic properties of the Spanish resultative construction that have no parallel in the English language, and then I examined if they can be attributed to lexico-semantic specifications derived from the event-frame evoked by the predicate and its frame elements. The study involves a total of 1173 corpus examples of English and Spanish transitive property resultatives containing a small sample of Levin's (1993) Cooking Verbs and Verbs of Coloring and their Spanish equivalents, as the Spanish resultative construction only appears in specific and well-defined semantic-pragmatic contexts. For the analysis of the predicates' event-frames I relied on the FrameNet database and the definitions provided by the RAE and Merriam-Webster dictionaries. Results show that the information contained within a predicate's event-frame can determine the semantic nature of the subject (animate vs inanimate), the type of patient (referent) and the syntactic structure of the resultative phrase (preference for an adjectival or prepositional realization, the choice of the introductory particle and the degree of morphosyntactic complexity). Moreover, I observed that these specifications may vary not only between languages, but also between predicates within the same verb class in the same language.

Keywords: resultative construction, frame semantics, construction grammar, Spanish, English

Yaqiu Li

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Conceptual Complexity of Motion Verbs and Semantic Structures of Movement Constructions in Mandarin Chinese

The purpose of this communication is to draw attention to the question how movement constructions in Mandarin Chinese operate on the level of deep structure from a cognitive semantic view. This problem will be dealt with in two processes: how the conceptual components merge in Chinese motion verbs and based on different types of motion verbs, we'll figure out how the semantic structures of movement constructions form in Chinese. Following the model of lexicalization of motion events (Talmy, 2000), we can consider each motion verb as a microcosm in which several conceptual elements (*Movement*, *Figure*, *Ground*, *Path*, *Manner*, *Cause*, etc.) merge (*conflation patterns*, Talmy, 2000: 21-60). For example, in Mandarin Chinese:

(1) 他掏出钥匙来开了门进去 (*Love in a Fallen City*, 1986: 381)
tā tāo-chu yàoshi-lai kāi-le mén jìn-qu he take-out key-come open-ASP door enter-go
3sg V_1-DIR N-DIR V_2-Accpl N V_3-DIR (M_1+MAN+P+FD)-P FI_1-DEIC
He took out the key, opened the door and entered.

(2) (旗袍)和水里捞起的一般 (*Love in a Fallen City*, 1986: 329)
(qípáo) hé shuǐ-li lāo-qi-de yìbān dress as water-in pull-up-DE same as N PREP
SN-PREP V-DIR-DE ADV FI (M+MAN+P+FD)-P
... as if her dress had just been dragged out of the water

To figure out how the conceptual components merge in these motion verbs, we'll have to see firstly if each conceptual component bears the same semantic weight; If not, how to identify the 'saliency', or the semantic core? From this semantic salience, how to prioritize the other components? Since motion verbs are grammatically homogeneous, they can be distinguished from each other only by their semantic content (Jackendoff, 1983:149). Inspired by two fundamental approaches in cognitive linguistics: prominence view (Langacker, 1987, 1990, 1991, 1992, 1995, 2000, 2002) and attentional view, especially the encyclopaedic semantic approach centered on the theory of *Case Grammar* (Fillmore, 1971) and *Frame Semantics* (Fillmore, 1982, Fillmore & Atkins, 1992), I will firstly analyse the conceptual complexity of motions verbs on account of 7 different types of Chinese motion verbs. Then based on the analysis of conceptual complexity of motion verbs, I will propose a categorization of Semantic Structure (SS) of movement constructions in Mandarin Chinese, which includes 3 types of basic semantic frames and 10 secondary semantic frames. To achieve these aims, I will rely on a corpus of literature (two novels) and television (subtitles of six films) that I constituted (about 300 verbs in Chinese are listed).

Keywords: conceptual complexity, semantic structures, motion verbs, movement constructions, Mandarin Chinese

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The Role of Raising Metaphor Awareness in L2 Production and Formal Assessment: A Longitudinal Study at B2 Level

The importance of metaphor in L2 learning and teaching has long been acknowledged (Low, 1988), emphasising its integral role in L2 speakers' overall communicative competence (Littlemore & Low, 2006). Consequently, the ability to effectively use metaphors in L2 learners' speech and writing should be viewed as a crucial aspect of L2 competence assessment. Yet, although metaphor researchers have been promoting the advantages of raising metaphor awareness in L2 classrooms (Boers, 2013; Boers & Lindstromberg, 2006, 2008; De Knop et al., 2010; Low, 1988; MacArthur, 2010; Piquer-Píriz & Alejo-González, 2020), little is known about whether metaphor-related learning gains result in enhanced production quality in high stakes ESOL examinations, particularly in relation to the CEFR descriptors (Golden, 2021; Littlemore et al., 2014; Nacey, 2013; O'Reilly & Marsden, 2021).

This presentation reports on a longitudinal study investigating L2 metaphor production, focusing on both the teaching process and learning outcomes to better understand formal assessment practices. Specifically, the study analysed the impact of incorporating metaphor awareness in an EFL syllabus to explore whether CL-oriented distributed learning of metaphor can assist L2 learners in using metaphors in speech and writing as their language skills develop. The research further examined whether integrating metaphor-mediated instruction with regular classroom activities enhances *Speaking* and *Writing* proficiency, as assessed by the *B2 First for Schools* Cambridge English qualification. Focusing on Spanish learners of English preparing for B2 level, the quasi-experimental study compared the metaphor production and L2 proficiency of 20 secondary school students taught by a CL-trained teacher using CL-oriented methods (experimental group) to 20 who were not (control group). Both groups used identical mainstream B2 training materials. Data were collected from authentic exam papers administered under controlled conditions, serving as pre-test and delayed post-test measures. Adapted versions of VOICE (2021) and MIPVU (Steen et al., 2010) were employed to transcribe non-native spoken English and identify metaphor use in oral and written discourse, respectively.

Results revealed that all participants incorporated a large number of metaphors into their oral and written outputs in the post-test. However, the heightened metaphor awareness of the experimental group was evident in their significant increase in metaphor use (measured in density rates) and a broader range of metaphors, including topic-related uses. Although neither group reached B2 level in overall performance, both excelled in productive skills. The teaching treatment significantly improved learners' *Speaking* proficiency, but its effect on *Writing*, particularly vocabulary, was more limited.

The findings suggest that metaphor-related learning gains do not necessarily translate into higher ESOL exam scores. Notably, correlations are not causal relationships. The efficacy of the metaphors used and other factors beyond their application, such as task demands and assessment criteria, may also play a role. Metaphors might be undervalued or overlooked, even when they directly address the set topic, especially given the lack of explicit recognition of vocabulary depth in the CEFR descriptors. As MacArthur (2021) argues, understanding how metaphors are formally

assessed in standard testing environments exams is crucial to better inform EFL teachers on how to enhance metaphors in L2 classrooms.

Elaine Millar

Universidad de Cantabria

Analysis of Metaphors Related to Mental Health in English for Medical Purposes

Numerous studies have shown that figurative language devices such as euphemism and metaphor hold an important position in healthcare communication, providing language users with frameworks to describe highly abstract concepts related to physical and mental well-being (Demjén & Semino, 2020; Tay, 2013; 2020). There is also plenty of evidence to suggest that these devices can be a source of confusion when used in English L1/L2 intercultural communicative exchanges (Goddard & Ye, 2014; Magaña, 2019; Wierzbicka, 2014). As such, there can be little doubt that figurative language should be addressed in an English for Medical Purposes (EMP) syllabus. Moreover, as with most language courses, ELT publishing plays a significant role in the development of EMP syllabi (Ferguson, 2013). This paper reports on a study assessing the use of metaphors related to mental health in the texts and activities of two medical English coursebooks. The study's aim was to measure the presence and variety of metaphor-related words and expressions in the materials, and to see how these are pedagogically addressed. The analysis revealed that metaphoric constructs had a strong presence in the activities focused on doctor-patient interaction, and that these related to various conceptualisations (e.g., UNHAPPINESS IS DOWN / HAPPINESS IS UP, SPLIT-SELF METAPHORS). However, they are not explicitly addressed from a pedagogical perspective and, as such, supplementation would be needed if the subject is to be fully explored with learners.

Keywords: ELT, English for medical purposes, coursebooks, metaphors

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Examining Phrasal Verb Instruction through a Cognitive Linguistic Lens

In many English Language Teaching (ELT) contexts, phrasal verbs have long been perceived as an irksome language feature (Riguel, 1985). Semantically, these lexical grammatical constructions are extremely productive and their frequent usage in English L1 discourse makes them an essential subject of study for learners of English as a second/foreign language (EFL) (Biber et al., 1999). Conventional pedagogical treatments of the feature typically mix discrete grammatical rules with representations of phrasal verbs as arbitrary vocabulary items (Kurtyka, 2001). This approach does little to help learners understand the inherent logic behind the phenomenon and has led to a common misconception that phrasal verbs can only be learned through rote memorisation or incidental acquisition. However, phrasal verbs have received a considerable amount of attention in the Applied Cognitive Linguistic literature (Lakoff & Johnson, 2003; Mahpeyhar & Tyler, 2014; Tyler & Evans, 2003). Building on the premise that language is embodied and motivated, more engaging approaches to phrasal verb pedagogy have become available (Littlemore & Low, 2006; Martin-Gilete, 2022). Activities involving the exploration of motivated polysemy via pictorial elucidation and figurative thinking are attractive for learners and should ultimately help them to gain a deeper understanding of the conceptual frameworks that underlie phrasal verb constructions. The aim of this paper is to determine if such techniques are incorporated within published ELT materials. Drawing from a review of classroom-based action research, a pedagogical analysis was carried out on 47 phrasal verb exercises in 12 EFL coursebooks for adult learners of general English. Findings from the analysis reveal that some traces of Applied Cognitive Linguistic informed approaches are present in the materials, including pictorial elucidation and treatment of polysemous particles. However, the predominant tone of the activities points to a more 'traditional' perspective. In the metalinguistic discourse, emphasis is placed on grammatical rules and phrasal verb meanings are described as arbitrary. Thus, this study indicates that there is room to enhance phrasal verb instruction in published EFL materials.

Keywords: applied cognitive linguistics, English language teaching, phrasal verbs, prepositional verbs, EFL coursebooks

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Intra-Language Variability of Path Framing andManner Encoding

Typological research can provide insight into the complex mechanisms of languages, although it also risks creating unwarranted generalisations. A case in point is Talmy (1985), who distinguished between verb-framed (henceforth V) languages and satellite-framed (henceforth S) languages, based on how the path of motion is linguistically encoded. While this typology appears suitable from a descriptive perspective, it is well-known that variability exists in how language users frame the path of motion and that some languages adhere less to the typological expectations than others (Slobin 2004). Even though V- and S-languages are not categorical, Talmy's typology has been used in research to predict cognitive patterns (Hickmann et al. 2018), while, historically, little attention has been paid to intra-language variability in path of motion framing.

This study investigates the following research question: How well highly proficient users of English, Spanish and Swedish adhere to typological expectations in terms of path of motion framing and manner of motion encoding? Through a survey with video stimuli portraying *directed motion events* (DMs) and *directed caused accompanied motion events* (DCAMs)*,* event descriptions are elicited and gathered as data. The stimuli consist of 20 DMs, 20 DCAMs and 10 distraction items. The DMs and DCAMs systematically vary combinations of four manners and six path types. Data is collected through a survey to see if path framing is expressed. Data collection is still ongoing but so far, descriptions were gathered from 30 participants with about 10 from each language group, by sending out links to the survey on various online platforms. More than 600 event descriptions were collected, coded and analysed with, and will be further analysed through, entropy computation, Bayesian mixed models, frequency and correlation tests to quantify the non-event related variability.

Preliminary findings show that the event properties are not able to account for variability in path and manner encoding. The Swedish speakers were more consistent in their path framing than Spanish and English speakers, inter- and intra-speaker. The Spanish speakers showed the least consistency in path of motion framing, both inter- and intra-speaker, when describing the events. The English speakers reveal high inter-speaker variability regarding path framing, but not to the same extent as the Spanish speakers. The DCAMs, where manner becomes more obvious in the event, caused an increase in manner encoding for the Spanish speakers. Comparatively, the Swedish and English speakers exhibited no significant change in manner encoding between the event types. Implications are discussed.

Keywords: motion events, typology, variability

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An Analysis of some Hyperbolic Patterns Within the "X is Y" Construction in the Light of Cognitive Modeling

This proposal explores some constructional patterns within the more general English construction "X is Y" and how they are capable of generating hyperbolic effects in terms of cognitive modeling (Ruiz de Mendoza & Galera 2014, Peña & Ruiz de Mendoza 2022). Hyperbole is understood in this proposal as a cross domain mapping between two conceptual domains, a source domain (or magnified scenario) and a target domain (or observable scenario) (Ruiz de Mendoza 2014, Peña & Ruiz de Mendoza 2017, 2022). Peña and Ruiz de Mendoza (2017, 2022) have distinguished between inferential (e.g., *My sister lives at the other end of the world*) and constructional hyperbole (e.g., *It's been ages since we all sat down together*). Whereas inferential hyperbole only uses context to create a highly implausible scenario, constructional hyperbole makes use of linguistic devices that tend to be interpreted as hyperbolic. In this proposal we will focus our attention on constructional hyperbole. The corpus compiled for this study consists of 300 hyperbolic examples extracted from *COCA* and the existing literature on hyperbole. Within the "X IS Y" family of constructions, where both X and Y are noun phrases, we will study three subconstructions: "NP1 is NP2" (e.g., *Lawyers are sharks*), "NP1 is NP2 and NP2 is NP1" (e.g., *I am Plagg and Plagg is me*) and "NP1 is NP2 and NP3" (e.g., *I am a lifesaver and a heartbreaker*). First, we will analyze the nature of each of the slots, namely, if each of the slots refers to a person, an animal, a supernatural being, a place or a part of the body. For example, in *Mary is a gazelle* (Carston & Wearing 2015), the first noun phrase (NP1) is a person whereas the second one (NP2) is an animal. This proposal also explores in each of the three subconstructions the role of hyperbolic markers (Author 2021), such as the use of "absolute" in *Johnny is an absolute genius, another Einstein* (Walton 2017), and of mitigators like 'For people of my generation' and 'in a certain sense' in sentences like *[For people of my generation] Kingsley Martin, in a certain sense, WAS the New Statesman* (Barnden 2022).

Keywords: hyperbole, hyperbolic construction, cognitive linguistics, hyperbolic markers, hyperbolic mitigators

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Los años que llevamos a cuestas:
El tiempo transcurrido como un objeto que se posee

El objetivo del presente trabajo es investigar las bases metafóricas de algunas construcciones de tiempo transcurrido con llevar, como las expresiones de localización (p. ej., llevo dos meses en EEUU) o la perífrasis verbal de gerundio (p. ej., llevamos dos años esperando este congreso), entre otras. Se trata de expresiones gramaticalizadas que presentan un aspecto continuativo-retrospectivo, esto es, refieren un estado o un evento cuyo inicio está delimitado por un argumento temporal, pero cuyo final no está delimitado, sino que se extiende más allá del momento de referencia. Para ello, se lleva a cabo un análisis cuantitativo y cualitativo de un corpus diacrónico formado por más de 1000 ocurrencias de las construcciones de tiempo transcurrido con llevar, que abarcan desde el siglo XVI hasta el siglo XX. Los resultados preliminares sugieren que en el origen de estas construcciones subyace la metáfora conceptual EL TIEMPO TRANSCURRIDO ES UN OBJETO QUE SE POSEE, que motiva numerosas construcciones temporales en español antiguo y actual (p. ej., tres años ha que vive aquí; tengo 26 años). Además, se muestra que, por lo que respecta a las construcciones con llevar, las construcciones de localización son las más antiguas, mientras que la perífrasis de gerundio es la construcción más reciente. Desde una perspectiva más amplia, la presente investigación pone de manifiesto la importancia de la metáfora como elemento desencadenante en los procesos de gramaticalización.

Palabras clave: construcciones temporales; posesión; metáfora conceptual; gramaticalización

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Las conceptualizaciones metafóricas del "estallido social chileno" de 2019-2020 en el discurso de los grafitis lingüísticos

Este estudio aborda el lenguaje metafórico expresado por grafitis en el contexto de las protestas de 2019-2020 en Chile. Con base en el Análisis Crítico de la Metáfora, se adoptan como objetivos de investigación describir las conceptualizaciones metafóricas construidas por grafitis presentes en la ciudad de Concepción y explicar su alcance en la construcción y transmisión de ideologías. Para esto, se aplican las etapas de identificación, interpretación y explicación de la metáfora, descritas por Charteris-Black (2004) e Imani (2022). Como resultado, se evidencia la construcción de un macroescenario cognitivo, que articula las metáforas LA PROTESTA ES UNA GUERRA y LAS INSTITUCIONES SON CRIMINALES, junto con escenarios de fuego y espacialidad, para representar las manifestaciones sociales como una guerra en contra de entes criminales. Dicha conceptualización tiende a polarizar el entendimiento de los participantes del conflicto chileno, promover la práctica de la protesta social y viabilizar la transmisión de creencias ideológicas en virtud de conocimiento aceptado y compartido socialmente.

Palabras clave: metáfora conceptual, escenarios, análisis crítico de la metáfora, graffiti, protestas en Chile

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Motion Descriptions in Konkani from the Talmyan Approach

The present paper is an attempt to investigate an important aspect of spatial cognition namely, the linguistic encoding of motion events. The language under study is Konkani which belongs to the Southern group of Indo-Aryan languages (Miranda, 2018). This paper mainly focuses on examining the encoding of concrete motion in the researcher's (Author1) variety. In the background of the major typological categories of languages proposed by researchers like Talmy (2018), an attempt is made here to understand the typological nature of Konkani.

Research questions:

1. Which semantic components of a motion event are prototypically represented in Konkani motion descriptions?

2. To what typological category does Konkani belong to with respect to the encoding of the core of motion event?

Objectives:

1. Analyse the semantic content of linguistic units appearing in Konkani motion descriptions.

2. Explore the typological category of Konkani language with respect to the encoding of the core of motion.

3. Come up with schematic representations for various paths.

Methodology and data:

The researcher began her initial systematic investigation on the topic by examining her narration of The Frog story (Mayer 2003). This was followed by a careful introspection of day today conversations involving motion events as well as imaginary situations. Wilkins' (1999) questionnaire was used for more insights on motion lexicalization and different motion verbs. Based on the initial observations, the researcher feels that Konkani typically encodes the path in the verb. Some path verbs in the language are: ɔsɔp "to go"; yevɔp "to come"; pɔɖɔp "to fall"; $_\mathrm{d}\widehat{z}^\mathrm{ɦ}$ɔɖɔp "to fall" (esp. of rain, shedding of leaves, feathers); $^\mathrm{dɣ}$vɔp "descend"; t͡sɔɖɔp "ascend", "climb"; gũvɔp "to move in circular motion", "twirl"; pavɔp "to reach".

The researcher intends to examine more data to corroborate her generalizations and for more insights. For this purpose, data from two other informants speaking the same variety has been collected. It includes Frog story narrations and motion descriptions elicited with the help of short animations/videos based on Wilkins' motion verbs. A few other verbs have been elicited using Levinson's Motion Verb Stimulus kit (2001).

Expected results: 1. Semantic content of linguistic units and their inter-relations will become explicit. 2. The typological category of Konkani will become clear. 3. Schematic representations of paths will be possible.

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**Conceptual Metaphors as a (De)Legitimizing Strategy in the Interwar Period.
A Case Study**

The main goal of this paper is to describe and reach an understanding of the (conceptual) metaphors used in nine speeches by U.S. President Herbert Hoover in the context of the Interwar period and exploring their legitimizing potential. It also seeks to further explore how conceptual metaphors are used by politicians to shape a message with the ultimate aim of gaining or maintaining power. In order to understand the legitimization of political actions as well as their role in identity-building, this research is based on concepts from Critical Discourse Analysis. Metaphor analysis is a crucial part of CDA, as it is concerned with forming a view of reality and justifying political action (Charteris-Black, 2005). This paper seeks to analyze (i) how metaphors conceptualize political issues, (II) how they help construct world views, (iii) which source and target domains were more prominent.

This research also accounts for a crucial use of language: legitimization. Legitimization refers to the process by which speakers accredit a type of behavior (Reyes, 2005). It is from the political speech that leaders justify their agenda to maintain or alter the direction of their country or the world. Legitimization offers an answer to the question 'why' 'Why should we do this in this way?' (van Leeuwen, 2007). Language choices result in a construal of reality which reflects our concealed ideas, values, and our position before others. With the aim of studying how conceptual metaphors are used as a (de)legitimizing strategy, nine speeches by Hoover were analyzed. The speeches were delivered between 1928 and 1932, two of them prior to Hoover becoming President. They comprise campaign speeches, Presidential Nomination Address, Inaugural Address, and the Annual Message to the Congress. Preliminary results show a significantly lesser use of conceptual metaphors than speeches delivered by his predecessors Harding or Coolidge. The study proves that linguistic analysis can provide an insight into how the message is spread and ultimately how power is gained.

Keywords: critical discourse analysis, conceptual metaphors, legitimization, political discourse, US presidents

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Intensificación y movimiento lateral de cabeza en enunciados deacordativos

Diversos estudios sobre los gestos de cabeza han señalado la relación entre el movimiento vertical (*nodding*) y la expresión acuerdo (ver Darwin, 1872; Andonova & Taylor, 2012); mientras que el movimiento lateral (*shaking*) aparece vinculado a la expresión de negación y desacuerdo en diversas lenguas (ver Jakobson, 1972; Kendon, 2002; Bross, 2021; Harrison & Ladewig, 2021). Por otro lado, en las investigaciones de McClave 2000 & Calbris, 2011 se defiende que el gesto lateral de cabeza puede también emerger junto a enunciados que no expresan negación. Entre los contextos que señalan, esta comunicación pone el foco en la asociación entre el movimiento lateral de cabeza y la intensificación. De esta forma, partiendo de la polifuncionalidad del movimiento lateral de cabeza (marca de negación y marca de intensificación), se plantea ¿qué noción tiene una mayor saliencia en enunciados deacordativos intensificados? ¿en el nivel gestual prevalece el movimiento vertical vinculado a la afirmación o el movimiento lateral aparentemente asociado a la negación y/o a la intensificación? ¿existe una interferencia de la intensificación en la caracterización gestual en enunciados que expresan acuerdo? Para responder estas cuestiones se comparan los gestos de cabeza emergentes en construcción «*I [ADV] agree*» (en inglés) y *«estoy [ADV] de acuerdo»*. Tras realizar un estudio de corpus para determinar los adverbios más comunes en esta construcción, en este trabajo se analizan: *completely, strongly, totally, completamente* y *totalmente*. Para ello, se ha empleado el corpus multimodal *NewsScape*, asociado al consorcio internacional *Red Hen Lab*. Se han descargado un total de 1000 testimonios. En la etiquetación se han seguido criterios formales: *vertical, lateral, balanceo* y *ausencia de movimiento* (Wagner, Malisz & Kopp, 2014; Yániz, 2022). De acuerdo con estudios previos realizados para el francés, sueco, japonés, estonio, hebreo israelí e inglés (McClave et al., 2007; Gaëlle Ferré et al., 2007; Inbar & Shor, 2019) que, sin embargo, se basan en un número muy limitado de casos, en este estudio se comprueba que en los enunciados deacordativos intensificados en inglés y español la caracterización gestual que emerge con una mayor frecuencia es el movimiento lateral de cabeza independientemente del adverbio intensificador seleccionado por los hablantes. Esta evidencia permite discutir que la presencia de la intensificación interfiere en la caracterización gestual prototípica de la afiliación.

Palabras clave: gestos, movimientos de cabeza, intensificadores

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Automatic Activation of Location Information in the Perception of Chinese Spatially Implied Words: Evidence from Vertical Stroop Paradigm

Embodied cognitive theory suggests that cognitive processes are deeply rooted in the human body's interactions with the world. The study of the relationship between language and cognition is a powerful tool to examine embodied cognitive theory. Spatial cognition is the collection of mental structures and processes that support our spatial behavior, which involves complex and various abilities such as motor abilities. There is converging evidence showing that the associated sensory-motor brain areas are automatically activated in the top-down cognitive process and then lead to motor responses. Empirical evidence from native German and English speakers indicates that location information (e.g*., up*) is automatically activated when people process spatially implied nouns (e.g., *airplane*) and then automatically affect subsequent motor responses. However, little is known whether it is the same case when processing Chinese words. In the present study, usingtheVertical Stroop paradigm, we investigated whether location information is automatically activated when processing Chinese spatially implied words and then influences subsequent motor responses. The congruence between the response direction and the direction implied by the words was manipulated as the dependent variable. Forty right-handed Chinese speakers took part in the experiment. Theparticipants were presented with vertical-spatially implied Chinese words (e.g., 太阳, 草地) in each of the four font colors (i.e., blue, red, green, orange), and they were asked to respond with an upward or downward movement based on the font color. The association between the font color and the direction was counterbalanced and instructed to the participants at the beginning of the experiment, followed by familiarization and practice sessions. The findings reveal that if the direction represented by the font color (e.g., *up*) matches the typical location of the word's referent in the real world (e.g., 太阳), the participants will respond significantly faster, compared to the mismatch condition ($p < 0.001$). This result strongly suggests that location information is automatically activated in the perceptive process of Chinesespatially implied nouns. The present study contributes to our understanding of the cognitive processes during the perception of spatially implied words. It also highlights the significance of embodied cognitive theory in explaining the relationship between language and spatial cognition.

Keywords: embodied cognition, Chinese spatially implied words, Vertical Stroop Paradigm

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Word's Phonemes and the Word's Meaning

Empirical findings from experiments and cross-linguistic studies indicate that specific speech sounds are often associated with the concept of size. More specifically, high front vowels are frequently linked to the notion of "small," while low back vowels are generally associated with "large." It is in this context that our research explores how the addition of high vowels in pairs of Moroccan Arabic words can convey smallness, by examining phonetic characteristics. Our research hypotheses include the idea that the insertion of high vowels in words is likely to result in sharper sounds, shorter words, and a meaning related to smallness. We also assume that these phonetic modifications align with established patterns of sound symbolism, such as the correlation between high-pitched sounds and smallness. Furthermore, we investigate the variability of these patterns across languages and cultures.

Our methodology relies on building a corpus of word pairs that illustrate this linguistic construction, ensuring data cleanliness and case normalization. Subsequently, we conduct a meticulous phonetic analysis of the sound characteristics of words before and after the addition of the high vowel. To support our findings, we compare these data to established sound symbolism patterns, highlighting both similarities and differences.

We anticipate that the addition of the high vowel to words will result in an increase in the sharpness of sounds, a reduction in word length, and a meaning associated with smallness. We also hope to find evidence that corroborates the notion that these phonetic modifications reflect existing sound symbolism patterns, thus confirming the validity of the theory of sound symbolism. Finally, we expect to identify potential cultural or linguistic variations in these patterns, which could enrich our understanding of how languages use sound symbolism to express meaning. These findings will contribute to shedding light on the role of phonetics in the construction of linguistic meaning and deepening our knowledge of sound symbolism in linguistics.

Keywords: sound symbolism, phonetic features, conceptual mapping