

Cognitive Linguistics in the Year 2025

Language Contact in a Cognitive Perspective

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Book of Abstracts

KEYNOTE SPEAKERS

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Contact effects: just as experience-based as everything else in language

One of the key contributions of Cognitive Linguistics to the field of contact linguistics is the articulation of the usage-based approach, first suggested by Ronald Langacker. It has been further developed by many, most prominently in the study of language acquisition. The implications of a usage-based approach to theorizing are profound, in the sense that they upend many of the basic assumptions long held in linguistic theory. While firmly established in language acquisition research, its impact on other fields is less visible, including contact linguistics. In my talk, I review some of the usage-based work that has been done in this sub-field, go over its accomplishments and challenges, and suggest some avenues of future research. I'll also argue that perhaps it is better to talk of 'experience-based' than 'usage-based'. First, the term 'usage' tends to focus on the speaker only, while language use takes place mostly in social interaction. The importance of exposure, comprehension and common ground gets backgrounded a bit. Second, the term is also associated with frequency effects. While such effects are demonstrably of enormous importance in determining anyone's specific linguistic knowledge, exclusive focus on frequency clouds our insights into salience, the other major factor of impact. All in all, I hope to show that a usage-based approach helps understand contact effects, and that consideration of contact effects helps further developing this approach.

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Cognition and creoles

Creole languages are languages that have inherited most of the lexicon of another language, aptly called the lexifier, but very little of that language's grammatical machinery (syntax, morphology, phonology). Creole grammars are largely innovated, with minor influences from the lexifier and from other contributing languages (Parkvall 2000; Daval-Markussen, Friis Bøegh & Bakker 2017; Lefebvre 2011)*, often called substrates and adstrates.

Such languages with innovated grammatical systems are associated with the sociohistorical circumstances of sudden encounters between populations, typically the consequence of colonization, forced or voluntary labor migration and slavery, and discontinuity

of grammatical transmission. There are recognized creole languages with Dutch, English, French, Portuguese and Spanish lexifiers in the Atlantic, Indian and Pacific Oceans, Arabic creoles in interior Africa, Malay creoles in South East Asia and a few Amerindian creoles in North and South America, with Chinook/Nootka and Tupinamba lexifiers (Michaelis et al. 2013; Bakker 2020; Grant 1996; Collins 1980).

It is an undeniable fact, that creole languages display more grammatical similarities with each other than with their source languages (Taylor 1971; Bickerton 1981; Jourdan 1991; Baker 2001; Kihm 2011). Yet, proposed typological profiles for creoles (Bakker et al. 2011; Daval-Markussen 2013; Daval-Markussen & Bakker 2012) have been attacked. Most criticism is raised on the basis of non-linguistic grounds (Bakker 2023), and relevant scholarship ignored (Schneider 2012; Murawaki 2016).

In my presentation I will focus on properties of languages that are connected with general human cognitive skills (Pinker & Bloom 1990). Cognitive linguistic universals such as categorization and the grammatical expression of time appear rarely continued from the lexifier, indicating an earlier interruption of language transmission.

Some of the widely-shared properties but not universal properties of creoles, are the tense-mood-aspect distinctions (Givón 1982; Bakker 2008; Maurer & the APiCS Consortium 2013), the semantic distinctions in the article systems (Bickerton 1981; Haspelmath & APiCS Consortium 2013a), the positions of negative markers (Haspelmath & APiCS Consortium 2013b). Some of these have been explained earlier by Derek Bickerton as the result of a biological endowment for language, a so-called bioprogram (Bickerton 1984). My alternative explanation is in universal aspects of pragmatics and cognition, building on semantic categories that emerge in dialogues in stressed situations of communication, partly going back to a stage of reduction, partly expansion, in which new grammatical distinctions were developed.

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MACIEJ EDER

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The dynamics of language change from a quantitative perspective

Language is an extremely complex phenomenon, subjected to a constant change. The factors responsible for the change can be thought of as hidden forces that manifest themselves on the surface as countable differences in lexis, syntax and so forth. While identifying all the above forces would be a non-trivial task (to say the least), one can safely assume that sociolinguistic dimension plays a prominent role here; in particular, language interference might prove

impactful. The talk will revolve around a few language changes that can be pinpointed by means of quantitative methodology. To this end, a few statistical models will be introduced. Specifically, linear regression and logistic regression will be discussed in detail.

ADELE GOLDBERG
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Language without rules

Constructions provide the ‘rules’ of combination that constrain how the function of wholes relate to the meanings of the parts. But unlike rules, constructions are highly sensitive to similarity and frequency. Constructions instead emerge as clusters in memory as will be illustrated with two particular and diverse examples: an historical change in English binomials, and English island constructions.

ELŻBIETA TABAKOWSKA
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Experiencing (Cognitive) Grammar and (Self-)translating (Simple)Poetry

In my presentation I will argue that some knowledge of grammar, and of Cognitive Grammar in particular, helps to explain how poetry can be understood and experienced, and what happens when it becomes translated.

Works devoted to translating poetry could fill many fat volumes, and the subject cannot be approached, with any sense of responsibility, by someone who has at her disposal a limited knowledge and a limited amount of time. Therefore I will exclude many aspects crucial for literary scholarship: the intricate matrix of literary traditions, cultural contexts and historical, social and political backgrounds. Instead, I will focus on a few simple, contemporary lyrical poems, adopting the cognitive model of grammar as a theoretical framework for the analysis.

Following main principles that underlie the theory of contemporary Translation Studies, I assume that translation is a cognitive and creative process, with the translator functioning as a mediator between two realities, each evoking images that become expressed in terms of one or the other language. It might seem that an obvious candidate for the best performer cast in the role of mediator would be a self-translator.

Self-translation has been attracting attention of scholars, but they are interested mostly in broad contexts of various asymmetries between languages, cultural systems, or historical and political conditions. In contrast, I will focus on the role of grammar in the creation of (poetic) images, seen as conceptual extensions of visualisations based on visual perception.

In conclusion, I will argue that a self-translator’s access to knowledge inaccessible to “normal” translators need not be an asset, nor can it guarantee a “good” translation.

Exploring language contact phenomena from a cognitive perspective

The notion of language contact hinges on the recognition of codes as different socio-culturally and cognitive entities that interact with each other. This conception of languages as entities has become insightfully criticized to counter ideological views of national languages and ownership of languages (cf., e.g., Blommaert 2010 and recently Pennycook 2024). Dissatisfaction with the conceptualization of languages as material, i.e. bounded, entities and contact among these “languages” as involving the exchange of units between languages or the mixing of units from different languages has also arisen among linguists interested in phenomena of how codes interact in language use. This inspired the more recent terminological proposal of translanguaging and translingualism (e.g. Canagarajah 2013; Jenks & Lee 2020), which highlight that language contact is based on speakers dynamically merging bits and pieces of diverse codes and producing hybridized codes as a result of that. A recent terminological debate on the use of the term codeswitching vs. translanguaging (cf. Treffers-Daller 2025 and the various reactions to her paper) is a testament to this conceptual struggle among researchers investigating forms of language interaction, i.e. language contact. The crux of the matter lies in both acknowledging conceptualizations of languages as dynamic, fluid, variable and ever changing while also conceding that units of different conventionalized codes do interact and shape each other in such processes, both online as part of language use and potentially between languages as systems when approached from an historical perspective of language development.

Related to this epistemological discussion, the vexing question looms large of how language contact is manifest in language use so that actual linguistic proof of it can be established. Since the start of modern contact linguistics with the works of Haugen (1950) and Weinreich (1953), the field of research has witnessed a great range of terminological proposals that describe phenomena of language contact. Rarely, however, have these terminological categories been motivated through speaker cognition. This talk will take a step towards exploring basic phenomena of language contact from their possible cognitive underpinnings. Drawing from different insights into multilingual speaker cognition on the one hand, and showing systemic implications of types of language contact on the other, a typology of language contact phenomena emerges that will be illustrated with examples from English influence on German and from other language contact situations. The examples will illustrate the potential interrelations among the major types of contact phenomena and highlight some intricacies of their classification.

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***The English translation of Polish cultural references in the video game
The Witcher 3: Wild Hunt***

Keywords: translation, culture-specific elements, Polish culture, cultural differences, video games

Polish video game *The Witcher 3: Wild Hunt* and in its two expansion packs, i.e. *The Witcher 3: Heart of Stone* and *The Witcher 3: Blood and Wine* feature references to Polish culture, including cuisine, legends, customs, clothing, references to literature, history. The analysis provides an insight into the English translation of these culture-specific items and focuses how they are presented to an English-speaking audience. The research also offers an assessment of the effectiveness of the English translation of the Polish cultural elements. The theoretical part focuses on various definitions of the word culture and analyses cultural differences. It also briefly discusses the translation techniques based on Kozłowska and Szczęsny's (2018: 56-80) classification and examines the translation strategies used in translating culture presented by, for example, Hejwowski (2015) and Wojtasiewicz (2005). The material analysed in the study was collected manually in the wake of the researcher's gameplay, whereas the English translations were found on the Internet. The selected items that include references to Polish culture are juxtaposed with their English translations, which leads to the conclusion that culture is challenging to translate. Since the comprehension of the original meaning of the text is prioritized, the references to Polish culture are lost in translation. Needless to say, due to the use of the technique of functional equivalent and the strategies of dynamic equivalence and communicative translation the same reaction and level of immersion in English speaking players as in Polish players are evoked.

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***Culture specific or universal? A cross-linguistics study of emotion conceptualization
in Turkish and Albanian***

Keywords: idioms, emotion, conceptual metaphor, cultural schemas, language contact

The centuries-long coexistence of Albanians and Turks during the Ottoman Empire era resulted in significant linguistic and cultural exchanges. While previous studies have examined lexical borrowings from Turkish into Albanian, little attention has been given to conceptual

borrowing. This study investigates whether the Turkish language's influence on Albanian extends beyond vocabulary into conceptual structures, particularly in the metaphorical expressions of emotions. It investigates whether Turkish and Albanians use the same body parts to express the same emotions and whether these mappings are universal or culture-specific.

Grounded in Conceptual Metaphor Theory (Lakoff & Johnson 1980), this research views idioms as reflections of underlying cognitive structures. According to this framework, abstract experiences—such as emotions—are understood through more concrete and embodied domains, particularly the human body. Cultural Linguistics further provides insight into how shared cultural schemas and historical contact can shape conceptualizations of emotions. Cross-linguistic research has revealed universal patterns in emotion conceptualization—driven by shared bodily experiences—and culturally specific variations influenced by social and historical factors (Kövecses 2005; Sharifian 2011).

A descriptive-comparative analysis was conducted on body-part idioms expressing emotions in Turkish and Albanian. Idioms were gathered from the Dictionary of Proverbs and Idioms (Turkish Language Association, TDK) and the Dictionary of Albanian Phraseologisms (Thomai 1999). Additionally, English dictionaries were utilized for potential comparison. Findings reveal conceptual similarities in metaphorical emotional mappings, supporting the presence of shared cultural schemas. However, cultural differences emerge in the specific body parts used to conceptualize emotions. For instance, in both languages, the heart is the primary source domain for the conceptualization of sadness. Turkish also employs the liver/lung (*ciğer*) as a metaphorical vehicle for sadness, whereas this mapping is doesn't appear t in Albanian, despite the loanword "ciğer" in the Albanian language. Additionally, in Western civilization the heart is typically associated with positive emotions. These variations highlight the relationship between our shared human experiences and the unique ways culture shapes our cognitive frameworks.

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Where literature meets philosophy: Biblical names in L. Cohen's song poetry

Keywords: Poetry, philosophy, Biblical names, Leonard Cohen, art

Leonard Cohen's songwriting is renowned for its rich spiritual imagery (Nadel 2007) and frequent allusions to biblical literature. The relationship between literature and music in the life and work of Leonard Cohen is an issue that has never ceased to intrigue researchers (Mus 2021: 370). Examining the use of Biblical names and related metaphors in Cohen's songs enables unveiling the intricate tapestry of metaphorical and philosophical language (Biskub & Tsap 2023: 4).

This research paper examines the most frequently used biblical proper names – including people, places, and divine names – in Cohen's entire discography (studio albums

1967–2016 and the posthumous *Thanks for the Dance*). The purpose of this study is twofold: first, to quantify Cohen's use of biblical names and identify the key figures and locations of Biblical origin that unveil his musical landscape; and second, to interpret the significance of these names in the context of his poetic themes (love, faith, betrayal, redemption, etc.). To identify biblical proper names in Cohen's lyrics, a comprehensive textual analysis was conducted across his entire officially released songwriting catalogue. The primary sources for lyrics were Cohen's official songbook and album liner notes, supplemented by verified online lyric archives at leonardcohen.com.

Every song's lyrics were carefully read and all occurrences of proper names (capitalized names referring to specific people, deities, or places) were extracted. A predetermined list of biblical names was used as a reference to filter these occurrences. This list included figures from the Hebrew Bible/Old Testament (e.g., Adam, David, Isaac, Moses), the New Testament (e.g., Jesus, Mary, Paul), divine names and epithets (God, Lord, Jehovah), and biblical place names (Babylon, Jerusalem, Eden, etc.).

In conclusion, we state that understanding Cohen's biblical references is significant because it illuminates his art's deeper layers and helps establishing artistic and philosophical references in modern song poetry. The results have shown that Cohen as a poet was skeptical of easy piety. His lyrics frequently critique religious hypocrisy or oversimplified faith. Importantly, Cohen's Jewish perspective meant he was comfortable with ambiguity. In Jewish theology, especially modern, it's not uncommon to "wrestle" and to hold paradoxes which he maturely applied in his poems. Cohen also adopted elements of Christian salvation history in his art, but he did so poetically rather than confessionally.

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Middle ground, sweet spot, the best of both worlds, happy medium – conceptual metaphors in business communication

Keywords: business communication, conceptual metaphor, persuasion, corpus linguistics

Business discourse has long been a subject of interest for scholars in the field of linguistics. In recent years, there has been a proliferation of publications by both Polish and foreign scholars which apply the cognitive linguistic approach to the study of business, marketing and advertising language (Mateo & Yus 2009; Kaleta 2019; Mao 2020; Ishchuk & Ishchuk 2023; Al-Shboul et al. 2024 to name a few). The present study aims to contribute to this field by offering a qualitative analysis of expressions used in business negotiations to refer to the quality of merchandise: the middle ground, the sweet spot, the best of both worlds, and the happy medium. The scientific framework underpinning this analysis is established by Conceptual Metaphor Theory. The hypothesis concerns the persuasive potential of employing various

synonymous expressions in business negotiations. The sources of language data comprise private conversations and dictionary entries, which are consequently compared with data obtained through corpus study (COCA, BNC). The topic of this presentation was inspired by real-life events and appears applicable to other instances of business communication.

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Phonological adaptation of Anglicisms in Polish cognitively strikes back in L2 English pronunciation learning

Keywords: phonological adaptation, exemplar connection, usage-based phonology

From a usage-based perspective, what may start as an instance of a codeswitch becomes a loanword when used repeatedly. When such words of foreign origin are assimilated to the Recipient Language sound system, it is characteristically accomplished basing on the perceived similarity, referred to as a combined effect of family resemblance and fuzzy boundaries (Zenner et al. 2019). Kang (2011: 8) states straightforwardly that when the source input contains a non-native segment, this item is replaced with the “closest” equivalent via perceptual factors, with sound substitution commonly prevailing over phonological importation or sound borrowing (Olkowska 2010). Among users these loans may inspire contact-induced cross language phonological effects. One of these is the potential interaction or overlap in the context of acquiring Source Language inventory of segments in instructional settings, for example when an L1 speaker of Polish is learning English as an L2. The paper focuses on one such instance, namely mastering the English half-close front vowel [ɪ] by young adult speakers of Polish as L1 in formal instruction in English pronunciation at an advanced level. Two sets of data were selected for evaluation: 12 (pseudo)Anglicisms ending in an –ING sequence (e.g. *katering*, *camping*) and 20 words with the targeted vowel in the stressed (mono)syllables (e.g. *kiler*, *czip*). In Polish these are regularly realized with the [i] sound. This adaptation was hypothesized to have an adverse effect on the production of the target sound in two groups of participants: secondary school leavers and first year English undergraduates at the start of their pronunciation instruction. The selected Anglicisms provided exemplar connections through sharing phonological (and semantic) similarity, and thus had a conserving effect of strengthening memory connections and building stronger representations than the foreign RL source elements (Bybee & Becker 2010). The effect was possibly amalgamated due to person-

based entrenchment, where frequently repeated encounters of a unit, in any of the language systems, leave memory traces (Behrens 2009) and more robust effect on production (Walker 2012). As a result, in the investigated cases in L1 to L2 learning these adapted Anglicisms (similarly to cognates – cf. Brown 2015), through their patterns of use, provided the undesirable production effect.

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BARBARA CHMIELEWSKA

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The role of SPACE in communication between conductor and orchestra in gesture and language

Keywords: gesture, space, communication, cognitive semantics

In the context of a concert, the act of communication between the conductor and orchestra is a highly demanding endeavour. Conductors cannot use verbal communication and thus face significant challenges in conveying complex messages to the orchestra, often encompassing both precise instructions and abstract feelings and emotions. A further challenge arises from the necessity for musicians to decode these messages immediately and simultaneously to maintain the synchrony with the group. It is therefore vital that all gestures employed by conductors are both meaningful and easily comprehensible. Conductors must therefore acquire extensive knowledge and experience in order to choose appropriate gestures. However, this is merely the first step in a highly complex process of communication with an orchestra. Conductors must know how to use the gestures effectively to achieve the desired effects, while being aware of the optimal location for such gestures so that they are visibly accessible to all members of the orchestra.

The purpose of this paper is to analyse the role of space in communication between conductor and orchestra. I will investigate how conductors conceptualize space and how they use different gestural spaces to convey different types of messages and instructions. The analysis of the videos documenting conducting masterclasses with Marin Alsop published on YouTube by “Narodowa Orkiestra Symfoniczna Polskiego Radia” shows that the majority of gestures employed by conductors are grounded in image-schemas, predominantly FRONT-BACK and CENTRE-PERIPHERY. On my analysis I noticed that gestures performed in the centre, that is, in front of the conductor’s body, serve to evoke control, and they are frequently

employed during musical passages of heightened complexity, wherein the conductor must exert precise control over the performance. In contrast, the gestures executed on the left or right of the conductor's body are used to either change the colour or the character of the musical piece or to indicate when particular instruments should start playing. With regard to the FRONT-BACK image-schema, when the gestures are performed in front of the conductor's body but at a considerable distance from him, they are interpreted by the musicians as the act of separation. Conversely, when the gesture was brought towards the back, closer to the conductor's body, it was interpreted as a sign of bringing the sound and the musicians closer, thereby enhancing contact and control. During the analysis, the theoretical frameworks of gestures proposed by McNeill and Kendon were employed, alongside the methodological approach of cognitive semantics.

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Comprehension levels and attitudes towards Anglicisms in Polish media discourse

Keywords: Anglicisms, perception, Poles, media

English increasingly influences national languages, particularly through media discourse. Our former qualitative study (2018–2025) on spoken language on television, radio, and the internet confirmed large-scale corpus findings (Zawadzka-Palucktau et al. 2023) that new Anglicisms are notably present in contemporary Polish, especially in public discourse. Their frequency varies by register, being lower in formal contexts (e.g. news and political commentary) and higher in informal settings (e.g. morning shows and podcasts). Journalists, politicians, academics, actors, and online content creators play a key role in promoting these borrowings. The adoption of English borrowings stems from both linguistic and extralinguistic factors. While some fill lexical gaps in Polish, others are driven by fashion or social prestige, distinguishing speakers from the general audience.

English loanwords are widespread in media discourse, necessitating an assessment of their comprehensibility and social acceptance across age groups. Our 2025 survey-based study examined the perception of these borrowings among Poles aged 45+, using excerpts from public statements. Data collection was conducted online and in person to ensure broad participation. The study employed a quantitative approach, using a structured questionnaire with multiple-choice and Likert-scale questions to measure comprehension levels and attitudes toward English loanwords, with statistical analysis identifying patterns across demographic variables such as age, gender, education, profession, urban vs. rural residence, linguistic competence, as well as exposure to foreign languages and cultures. The findings indicate that the reception of English borrowings varies depending on the context, as well as on sociodemographic profile. Most respondents acknowledged that English loanwords in contemporary Polish serve a range of functions, from practical to persuasive and image-building.

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How to live with the agonist and the antagonist in us? A force-dynamic account of the emotion of fear and (lack) of self-confidence

Keywords: fear; cognitive linguistics; force dynamics; agonist-antagonist; self-confidence

As noticed by Plutchnik (1994: 139), “[b]ecause emotions are complex states of the organism involving feelings, behaviour, impulses, physiological changes and efforts at control, the measurement of emotions is also a complex process” (cf. Lewandowska-Tomaszczyk & Wilson 2010; Baider & Cislaru 2014). Taken from the theory of Force Dynamics, introduced by cognitive linguist Leonard Talmy (2000), the aim of this cognitive account is to analyse the mechanism of fear and (lack) of self-confidence from its trigger to the human reaction. The account distinguishes a force-dynamic scheme in the case of fear and self-confidence, with the two force-exerting elements present, namely the force entity, called the agonist, and the force entity opposing it, called the Antagonist. A third relevant factor is the balance between the two forces, which is the most recommended condition for a human to achieve in the fear/confidence state. The outcome of the force-dynamic scenario depends on both the intrinsic tendency and the balance between the forces. Hence, in our analysis of the emotional and/or psychological dependencies between the forces, this mutual relationship can be effectively reflected in terms of (emotional / psychological) force between the agonist and the Antagonist.

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Metaphors Understanding/Knowing is Hearing, Understanding/Knowing is Seeing in Georgian language and culture

Keywords: conceptual metaphor, sensory modality, hearing, vision, intellection

This paper discusses two instantiations of the generic-level conceptual metaphor Cognition is Perception namely, Understanding/Knowing is Hearing and Understanding/Knowing is Seeing in Georgian language and culture. Cognitive linguistics, cultural studies and Gardner's theory of multiple intelligences form the theoretical framework of the study. The empirical data (comprising the Georgian morphemes/words for hearing, vision and intellection as well as

idioms and proverbs involving the mentioned lexical items) have been drawn from the authoritative dictionaries and corpora of the Georgian language as well as some samples of written and spoken discourse genres.

The study of scholarly literature and the analysis of the empirical data have revealed the following:

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

As for transfield extensions, the conceptual metaphors Understanding/Knowing is Hearing and Understanding/Knowing is Seeing are of equal significance for the Georgian language community (Cf. Sweetser 1990; Evans & Wilkins 2000). Alongside some widely accepted image-schemas linked to hearing modality (hear>heed>understand>obey), the Georgian lexical units for hearing reveal a tendency to develop the meanings of considering, getting the message, grasping the idea, understanding, believing, learning of sth, realizing, knowing. The reverse process of semantic shift from intellection to hearing is also attested in Georgian. The study is an attempt to interpret the primacy of the conceptual metaphor Understanding/Knowing is Hearing for Georgian language and culture from the perspective of Gardner's theory of multiple intelligences (2011). It has been observed that for Georgian culture, musical and interpersonal intelligences are of certain significance. The paper argues that the importance of the conceptual metaphor Understanding/Knowing is Hearing for the Georgian language community is linked to the primacy of the mentioned intelligence types for Georgian culture.

The Georgian vision lexemes have developed the meanings of understanding, believing, considering, imagining, realizing, knowing, foreseeing, analyzing, examining.

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Image schemas in co-verbal gestures: Bridging a competence gap between an instructor and a novice

Keywords: image schemas, shooting instructions, iconic gestures, motor activity, embodiment

In this paper I would like to suggest that the notion of language contact can be extended to situations in which the interlocutors speak the same natural language (e.g. English or Polish), but language itself is not sufficient to make communication successful. In such situations resources other than language are recruited to achieve communicative success. Using data coming from shooting instructions, I will argue that iconic gestures structured by image

schemas can provide a common point of reference for the interlocutors and thus facilitate communication.

The data come primarily from videos available on the YouTube channel, in which experienced instructors share their expertise on selected aspects of shooting a pistol. The focus of my analysis is on how the execution of the most important element of the shot – the trigger pull – is explained. I found that the motor activity (i.e. the trigger pull) is framed in terms of a number of image schemas that serve the purpose of creating a mental image of the trigger pull and the whole shot, which are typically manifested through iconic (representative) gestures: the image schemas FRONT-BACK and MOTION help to depict basic pistol mechanics (e.g. the motion of the trigger, the movement of the slide, recoil) as well as emphasize the safe orientation of the pistol, UP-DOWN and LEFT-RIGHT image schemas are evoked when explaining the principles of sights alignment, while FORCE, COUNTERFORCE and BLOCKAGE play an important role in depicting the pressure of the finger on the trigger.

I believe that the framing of gestures by image schemas in the context of shooting instructions contributes to successful communication in this context. Firstly, image schemas make the motor activity being taught more schematic by filtering out the irrelevant motor information. Secondly, they highlight the most important aspects of the shot and provide a systematic framework for the whole instruction.

Methodologically, the analysis is based on cognitive semantics and follows the trend of investigating the role of image schemas in co-verbal gestures (e.g. Cienki & Müller 2008; Hampe 2005; Mittelberg 2018).

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Metaphors in contact: The role of metaphors in psychotherapy discourse and its translation

Keywords: therapy discourse, metaphor, cognitive linguistics, translation

The aim of this study is to analyse selected instances of metaphors present in the discourse of psychotherapy, in its two areas: (1) descriptions of the patient's (or client's) body features, such as posture, with their interpretations, aimed at formulating a diagnosis, and (2) the therapist's recommendations for the patient in the form of practical exercises. The particular branch of psychotherapy considered in my study is bioenergetics, founded by Alexander Lowen in the USA in late 20th century. It is based on the assumption that effective therapy begins with the body, which contains and reveals the suffering of the psyche. The source material for the present analysis comes from the book on bioenergetics written in Polish by the therapist Marzena Barszcz, based on her professional experience (Barszcz 2018). In the book, the diagnostic descriptions of the patient's body, especially the posture, aimed at detecting places where suffering and pain accumulate, display the use of metaphors as tools of diagnosis and advice. These and possibly other roles of metaphor as a tool of diagnosis, learning and healing

in selected passages from the book will be explored by referring to the theory of metaphor offered by cognitive linguistics (cf. e.g. Lakoff & Turner 1989; Fauconnier & Turner 2002; Kövecses 2010, 2015), as it is fundamental for this theory that metaphor is a tool of cognition. Finally, the place of metaphors in psychotherapy discourse will be highlighted from the perspective of translation.

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Conceptual oxymora go cultural (or, haven't they always been there?)

Keywords: conceptual oxymoron; cultural cognition; cognitive cultural model; oxymetaphonymy; oxymora in use

The conceptual oxymoron apparently derives from “the ability of the human mind to combine contradictory and divergent concepts to explain events and experiences“ (Gibbs 1994, as reported by Shurma & Lu 2018: 143). Being rather elaborate conceptualizations, oxymora exhibit a contiguity (if not a certain affinity) with metaphors and metonymies, so that as a result their architecture can be captured in the form of oxymoronic complexes, where the rather cumbersome notion of oxymetaphonymy can in fact be very useful (see Gozzi 2003 for inspiration).

But to describe that architecture is not enough. This talk extends Gibbs's reference to the human mind (above) onto what has been called cultural cognition, which is culturally situated, enactive, dynamic, and unequally distributed across members of a cultural group. Therefore, it is proposed here that we confront the cognitive oxymoronic-complex architecture with contextualized use (through corpora search) and attempt to capture the results in relation to cognitive cultural models (in the sense of Blount 2014) or, to use a more familiar and simpler term, cultural models (as those are understood in a recent account by Wolf & Polzenhagen 2024). A range of far-from-obvious oxymora, such as violent inclusion, male depression, radical centre, radical lukewarm tea, and possibly others, will be addressed here in this kind of inquiry.

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“It sounds better in English” – A method for testing the perceived greatness of English vis-à-vis ‘minor’ languages

Keywords: linguistic dominance, testing lexical richness, vocabulary of English, semantics

Language contact is typically asymmetric and generates two types of outcome: (1) lexical and grammatical impact on recipient languages, and (2) cognitive impact, including perceptions of the qualities of the donor language. Using English and Danish as prototypical examples of a donor and a recipient language, respectively, outcome 1 has been investigated in several studies (e.g. Gottlieb 2020, 2021, 2023), while outcome 2 has received much less attention.

This study focuses on a conspicuous aspect of this cognitive impact created by the global dominance of English: the sense of linguistic inferiority found in many so-called minor speech communities – where a central, but never-tested, claim is that English is somehow ‘greater’ than other languages. The key research question is “how to determine whether English, in terms of lexical richness, is superior to a given ‘foreign’ language”. To create a sound and scientifically valid basis for comparisons of this kind, I have established criteria for defining and counting lexemes in a language, including standards for inclusion of dialectal and sociolectal items, foreignisms, specialized language, inflections, derivatives, polysemy and homography, and for minimal usage frequencies (cf. Kubát & Milička 2013). This presentation demonstrates that, with all aspects fairly considered, the lexical richness of two languages, in casu Danish and English, may be compared within specific semantic fields – supplemented by contrastive analyses in randomly selected sequences of the alphabet.

In this Dano-English lexical richness contest, Danish turns out to be superior to English in fields like medical terms, kinship terms and times of day, while in various specialized fields, the English vocabulary is indeed larger than that of Danish. A key factor in deciding which language, in a given semantic field, comes out on top, is the extent to which that language operates with a dual set of terms. Whereas in some areas English, unlike Danish, offers Latin-based alternatives to ‘standard’ lexemes, Danish words with Nordic roots are often supplemented by assimilated Germanisms – plus 15,000 Anglicisms.

In conclusion, the widespread notion of the superiority of English seems based on prestige and power rather than on the actual lexical inventory used by English speakers.

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***Language contact and the conceptualization of ‘private equity’ related terminology
in Polish, Hungarian and Estonian***

Key terms: conceptualization, terminology, specialized translation, language contact

The term ‘private equity’ (PE) can refer mainly to the invested capital, an investment fund or a company offering related services. Even within the three major categories, however, the specific conceptualizations of the term show substantial variability and context-dependence which has its consequences in translation (Bajčić 2011). As a result of language contact, understood here as a lexical and semantic transfer, the term PE with its language-specific equivalents is used in Polish, Hungarian and Estonian where each language system reflects different conceptualizations and construals.

The aim of the talk is to examine the use of PE in English and the way this term has been adopted to the requirements of three national specialized languages with the subsequent differences in its conceptualization (Faber 2012). Thus, I will compare and contrast both lexical forms used in parallel corpora and the differences in conceptualization that stand behind them. The study is based on the data obtained from Juremy - a concordance search tool in all combinations of the 24 official EU languages and a corpus of texts generated by three major PE funds operating in Central and Eastern Europe (CEE), where the cross-border integration is a significant trend in the CEE private equity landscape.

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***Cognitive and social dimensions of codeswitching among first- and second-generation
German speakers in Australia***

Keywords: codeswitching, Cognitive Sociolinguistics, heritage German, English, Australia

Beyond cognitive processes and language exposure (Backus 2014), bilingual codeswitching in migration contexts is shaped by socio-historical factors and the language ideologies of the host

country. Building on our previous work on such influences (Hunt & Davis 2019, 2022), this paper proposes an investigation of borrowing and codeswitching patterns, as defined by Poplack (2018) among speakers of heritage German in Newcastle, Australia. Adopting a cognitive sociolinguistic framework and applying a functional usage-based methodology, the research will analyse evidence of real-time cognitive processes in codeswitching, such as co-activation, cognitive control and inhibition, and will explore context-driven codeswitching shaped by pragmatic needs and sociohistorical factors.

The participants providing the spoken data for the study belong to either one of two groups of L1 German speakers in Australia: 1) first-generation migrants who have lived in the country for several years or decades; and 2) the second-generation born to at least one German-speaking parent. Language data will be drawn from semi-structured narrative interviews, where participants recount family histories, personal experiences and language biographies, supported by data derived from a demographic questionnaire.

The study will first quantify the frequency of lexical borrowings and codeswitches at the phrasal and structural level, before qualitatively analysing the content and context in which they occur. The analysis will focus on how sociolinguistic variables, such as age, length of residence, place of birth, language education, and socio-economic status, affect codeswitching. These factors will be then further considered within the broader socio-historical context of German speakers in Australia.

The paper will address the following questions:

- How do language exposure and cognitive activation shape codeswitching patterns among first- and second-generation German speakers in Australia?
- What social variables influence codeswitching in each group of speakers?
- How do language ideologies and historical context affect codeswitching in each group of speakers?

This study aims to provide a preliminary understanding of why, when, and how codeswitching occurs among heritage German speakers in Australia, highlighting the cognitive and social factors influencing bilingual language use in the migration context.

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Can the levels of English influence on genetically unrelated and related languages be compared?: A contrastive case study of Anglicisms in Japanese and Italian using the GLAD Database

Keywords: Anglicism, contrastive study, lexical borrowing, Japanese, Italian

This study discusses whether the degree of English influence on genetically unrelated and related languages can be comparatively measured, focusing on a case study of Anglicisms in Japanese and Italian, with references to other languages in the GLAD Database. Recent studies (Imamura et al., forthcoming; Cicillini & Pulcini, forthcoming) have compared English influence across four East Asian languages—Japanese, Korean, Cantonese, and Mandarin—and across three Romance languages—Italian, French, and Spanish, respectively. The former

study argued that such influence can be reasonably assessed through several aspects of lexical borrowing: the number of overall borrowed items, borrowed affixes, and borrowings within basic vocabulary. However, the applicability of this method to Indo-European languages, which are genetically related to English, remains uncertain due to inherent linguistic similarities. Expanding on this prior research, the present study extends the scope of comparison to an Indo-European language, Italian, and investigates the same aspects of lexical borrowing, along with phonological borrowing, to assess English influence on both Japanese and Italian. To enable a fair comparison of the overall number of Anglicisms, the Japanese dataset in the GLAD Database was adjusted to match the inclusion criteria of the Italian dataset. Furthermore, the study compares the borrowing of affixes and basic vocabulary items (based on Swadesh's 207-word list) using corpus-based usage data. Based on these contrastive analyses, we also discuss how factors such as linguistic similarity to English—e.g., the presence of cognates and shared lexemes/morphemes in Italian—as well as differences in data compilation methods may present challenges to making valid cross-linguistic comparisons.

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Noun-incorporation as an example of iconicity in Japanese grammar

Keywords: Japanese, noun-incorporation, construction family, iconicity, double-nominative construction

The Japanese language features a double-nominative construction, exemplified by a very notorious sentence:

Zo-wa hana-ga naga-i.

Elephant-TOP(NOM) trunk-NOM long-NPST

The elephant has a long trunk.

This construction has been analyzed as consisting of bi-clausal and mono-clausal types (Langacker 2017, Kumashiro 2016). These types differ not only in structural specifics, such as the degree of autonomy of the second nominal, but also in the semantic relationship between the two nominals. The tighter mono-clausal type typically involves an inalienable possessive relationship between the nominals.

I would like to propose that noun-incorporated adjectives (e.g., *reigi-tadashii* (manner-correct) - polite, *kuchi-omoi* (mouth-heavy) - untalkative, *gaman-zuyoi* (endurance-strong) - patient) extend this constructional cline. I also would like to propose that the primary driving factor behind this univerbation is the principle of iconicity as the form of the resulting expression mirrors its classification meaning. This principle is evident in other Japanese word formation processes. One such example is noun compounding - Japanese tends to compound

adjectives and nouns that function as classifications (e.g., *shiro-wain* (white-wine) - white wine, *taka-isu* (high-chair) - bar chair). To support this claim, I will present results from a large-scale corpus study mapping the semantic relationships between incorporated nouns and incorporating adjectives. The study aims to demonstrate the motivation behind these constructions and provide a deeper understanding of how iconicity influences Japanese grammar.

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Loan translations and direct borrowings in Albanian: Analyzing Albanian speakers' perceptions

Keywords: loan translations, Albanian language, direct borrowing, perceptions, lexical choices

This paper focuses on two main objectives: first, to investigate the inventory of loan translations and their direct English equivalents used in Albanian; and second, to explore the perceptions and attitudes of Albanian speakers toward these lexical choices. Utilizing data from the GLAD database (<https://glad.ivdnt.org/lexit2/?db=publicglad&lang=en>), which currently documents 284 translation loans in Albanian, the study identifies 232 loan translations used exclusively in Albanian and 52 loan translations that co-exist with their English etymon. The identified cases are classified into three categories: loan translations, loan renditions and loan creations, with distinctions drawn based on the formal similarity or divergence between the English etymon and its replica (Pulcini 2023: 121). Borrowing usually incorporates the transmission of a concept in the clothing of its foreign language form, while conceptual transmission per se does not exclusively rely on borrowing but can also be processed language internally (Onysko 2007: 30). In this transmission process close attention needs to be paid to the details of its local production in the emerging conversational context which it both shapes and responds to (Auer 1998 :7).

In light of the increasing use of English in Albania, the research further examines the motivations behind speakers' preferences for direct English borrowings versus their translated counterparts. A pilot sample of fifteen pairs from the GLAD database will be analysed to gauge Albanian speakers' perceptions and attitudes regarding these lexical choices in the second part of the paper. A questionnaire will be administered across three age groups (14–18, 19–22, and 23 and older) to ascertain whether awareness and preferences for loan translations vary across cohorts. The study will also collect demographic data including gender, age, and English proficiency, to identify patterns in the frequency of usage and the contexts in which individuals

opt for either loan translations or their equivalent direct borrowings. Ultimately, this research aims to understand whether the oscillation between languages is motivated by the desire to express sensitive concepts more comfortably, to employ distancing strategies (Pavlenko 2004: 48), or by pragmatic, ethical, and social factors that reflect a sense of egocentrism, snobbism, or the prestige associated with high-register communication (Rrokaj 2013: 2). By contributing to the understanding of language contact phenomena in Albania, this study highlights the evolving dynamics of language use across different age groups.

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Split infinitives: Do prescriptive rules still apply?

Keywords: split infinitives, prescriptivism, chunking, context

Although split infinitives, such as to boldly go, were once considered grammatically improper by prescriptive norms in English, previous literature shows their usage has risen since the mid-20th century. Studies have also identified several features of split infinitives, including adverb types, idiomaticity (e.g., *try to*; Close 1987), and formality (Calle-Martín & Miranda-García 2009; Mikulová 2011; Swan 2016). However, some 21st-century speakers still view them as grammatically incorrect and advocate for alternative placements (e.g., *boldly to go*, *to go boldly*; Swan 2016: 90). These apparent contradictions raise two research questions explored in this study. (1) To what extent does the ‘do-not-split-infinitives’ rule still influence spoken English? If the rule remains strong, social factors should outweigh language-internal ones; if it is obsolete, language-internal factors should play a decisive role in determining adverbial placement. (2) What contextual factors influence adverb placement in relation to the infinitive? To address these questions, this study uses the Spoken BNC2014 corpus to examine three adverb placement patterns (*boldly to go*, *to boldly go*, *to go boldly*). Various language-internal and -external variables, some identified in prior research, are examined through multinomial logistic regression to determine their relative influence. The findings indicate that social factors have little influence on adverb placement. Instead, the idiomaticity of verb-complement combinations (e.g., *break down*) and the presence of idiomatic infinitive markers (e.g., *want to*) are the strongest predictors. Age is the only social factor influencing placement, with older speakers tending to avoid split infinitives. These results suggest that adherence to prescriptive norms is diminishing in modern spoken English, with speakers prioritizing meaning and idiomatic flow – namely, chunking (Bybee 2010) – over rigid grammatical rules. By examining the interplay between linguistic preferences and contextual constraints, this study provides cognitive linguistic insights into the evolving role of grammar rules in spoken English and highlights the declining influence of traditional prescriptive norms.

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Where an image and a word meet – A cognitive analysis of creative processes in humour comprehension and translation

Keywords: word and image in contact, cognitive processes in translation, creativity, visual thinking, humour in children's literature

Translation, viewed as a problem-solving task, is a set of steps taken in order to transfer a meaning from one language to another. In children's literature the meaning is often hidden not only in words but also images. Words and images stay in contact, overlap or live their separate lives but, combined, provide humorous effect on a reader. The article attempts to show how writers and / or translators may use thinking in words and images to create and / or recreate humorous stories for children. It refers to the theory of conceptual blending, the model of mental maps, the theory of creative cognition and the theory of visual thinking in order to describe how human mind works at verbal and visual levels and how this knowledge can be applied in humour creation and translation in texts dedicated to children. The word-image contacts shall be discussed by references to English children's literature (Julia Donaldson, Roald Dahl, Michael Bond) and its translation into Polish and Portuguese.

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***The language of stitches:
A contrastive analysis of handicraft terminology in English and Polish***

Keywords: cognitive semantics, contrastive analysis, craft terminology, translation

This study investigates the lexical and metaphorical representations of crochet and knitting stitch terminology in English and Polish. Employing a cognitive semantic framework, the research analyses linguistic data from diverse sources, including multilingual patterns, online video blogs, social media posts, and book publications. The analysis aims to identify similarities and differences in how these crafts are linguistically encoded across the two languages. A central research question explores the specific challenges encountered in translating crochet and knitting instructions between English and Polish. The research highlights the interplay between cultural heritage and contemporary global trends, particularly the impact of social media, on the handicraft terminology. Furthermore, the study examines linguistic phenomena such as borrowing and terminological unification. The findings reveal how the structure and metaphorical extensions of language reflect the evolving cultural perceptions and practices associated with crochet and knitting within English and Polish-speaking craft communities.

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***Code-switching acceptability in Spanish-English bilinguals:
The impact of language environment***

Keywords: Code-switching, bilingualism, acquisition, acceptability

It has been known that code-switching (CS), the alternation between two languages within the same discourse, is influenced by various factors, such as proficiency (Poplack 1980). Although prior studies have primarily focused on early bilinguals, there is evidence suggesting that late L2 bilinguals can also develop sensitivity to CS constraints, also mitigated by proficiency (Giancaspro 2015; Koronkiewicz 2018; Toribio 2001). However, the role of acquisition context in CS acceptability remains underexplored, as most research examines US L1-English L2-Spanish bilinguals. The current examines how age of acquisition (early sequential vs. late L2) and context (Spain vs. US) influence intraclausal CS acceptability.

Participants (N = 138) were Spanish-English bilinguals from three groups: heritage Spanish speakers in the US (n = 45), late L2 Spanish learners in the US (n = 45), and late L2 English learners in Spain (n = 48), all with intermediate-to-advanced proficiency. A written acceptability judgment task assessed ratings of code-switched sentences using a 7-point Likert scale. Target structures included subject pronoun switches (n = 16), adverb switches (n = 24), and inalienable possession switches (n = 18), each tested in grammatical and ungrammatical conditions, in both switch directions. Example stimuli are shown in (1).

(1)

- a. Juana cree que yo vivo near the beach.
'Juana thinks that I live near the beach.'
- b. *Juana cree que yo live near the beach.
'Juana thinks that I live near the beach.'

Linear mixed-effects models examined interactions between language, condition, and bilingual group, with random slopes for participant and item. All groups rated ungrammatical switches lower than grammatical ones. However, heritage speakers were most likely to reject ungrammatical switches, followed by late L2 Spanish bilinguals, while late L2 English bilinguals were least likely to do so. L2 English learners in Spain exhibited distinct CS patterns compared to L2 Spanish learners in the US, despite similar proficiency, likely due to differing

CS exposure. These findings suggest that acquisition context influences CS constraint development. Despite differences, as a group, all bilinguals did not merely map grammar rules from one language or the other, reinforcing that CS is governed by bilingual grammatical competence.

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Tok Pisin and English: A case of cross-cultural variation in metaphor

Keywords: culture, metaphor, Tok Pisin, source domain, target domain

As contact languages, pidgins and creoles serve as a good illustration of the processes of linguistic accommodation in intercultural communication (Mühlhäusler 1992 cit. in Sebba 1997: 288). Having vocabularies of European languages overlaid on semantic patterns of their indigenous substrates, they often use figurative concepts different from those functioning in their lexifiers. The present paper builds on these assumptions for a comparison of metaphors in Tok Pisin, a creole used in Papua New Guinea, and English, its main lexifier. Basing on the theoretical and methodological framework of contemporary cognitive linguistics (Kövecses 2006: 157-161), it argues for the presence of four distinct forms of metaphor variation between the two languages: (1) congruence – a generic-level metaphor is “filled out” with “unique cultural content at a specific level” (Kövecses 2006: 158) in Tok Pisin; (2) Tok Pisin and English differ in the range of conceptual metaphors used; (3) Tok Pisin uses a different element of a source domain to conceptualize the same target domain; (4) Tok Pisin uses the same element of a source domain to access a different target domain. The paper supports the claims by analysing expressions for diverse concepts, such as emotions, the mind, parts of various entities, sense modalities, outward appearance, physical condition, etc. gathered by means of the lexical method from the print dictionaries of Tok Pisin by Baing et al. (2022), Michalic (1983), as well as other sources.

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Negotiating neurodiversity
Semantic contact as epistemic resistance in online discourse on ASD and ADHD

Keywords: neurodiversity, semantic contact, cognitive semantics, discourse

Neurodiversity, a concept developed collectively within the online community of autistic people in 1990s (Botha et al. 2024), refers to the natural variation in human cognition and neurological functioning. It emphasizes that cognitive differences such as autism or ADHD are not merely disorders to be cured but essential aspects of human diversity. This perspective challenges deficit-based models in medicine, instead advocating for the acceptance and celebration of diverse ways of thinking and experiencing the world (Price 2022). As the worldwide, grassroots neurodiversity movement gains momentum, i.e. in activist press and on social media, language becomes a critical tool in shaping both self-identity and public perceptions of neurodivergent individuals (van Dijk 2009).

The semantic fields, discourse markers and mental spaces (Fauconnier:1994) used to describe neurodivergence vary significantly across contexts. In medical literature, the language tends to emphasize deficits and impairments leading to pathologizing and stigmatization. In contrast, neurodivergent communities have developed their own linguistic norms, fostering solidarity, and advocating for recognition. In this paper, we present a thesis that the discursive negotiations surrounding neurodiversity extend beyond issues of social justice and public perception; they also have an important epistemological dimension. From a Foucauldian perspective (Foucault 1969), medical discourse on neurodiversity exemplifies a top-down exercise of power, while the narratives emerging from social media function as acts of resistance—performative assertions, and a bottom-up call for contact, searching to reclaim the subjectivity of neurodivergent individuals and assure better understanding of their particular conditions.

Drawing upon cognitive semantics (Fauconnier 1994), this contribution explores the intersection of these linguistic domains through the lens of semantic contact. Semantic contact refers to the interaction, negotiation, and potential convergence or divergence of meaning across distinct discursive domains. Using a triangulated methodology, this study compares the discursive patterns prevalent in medical literature sourced from PubMed with those observed in popular and activist discourse on social media (TikTok and Twitter). By analysing both, this study aims to comprehend the dynamic process by which different epistemic communities—scientists, clinicians, neurodivergent individuals, activists, and the general public—shape, contest, and redefine the semantics of neurodiversity-related concepts.

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Contemporary language of Polish photographers

Keywords: LSP, photography, corpus, morphology, semantics

The specialized language of photography remains underexplored in Polish. There are few monolingual lexicographic resources available (Iliński & Kreyser 1981; Langford 1992; Latoś 1976), and no comprehensive bilingual dictionaries bridging English and Polish in this domain (Łukasik 2018). Similarly, contrastive linguistic studies focusing on photography as a language for specific purposes (LSP) are scarce. Meanwhile, photography remains a dynamic discipline that has a growing community of both professional and amateur practitioners. The rapid development of photographic technology and software underscores the need for a deeper understanding of its terminology.

This paper aims to examine the language used by Polish photographers by analyzing a corpus of texts sourced from popular Polish photography blogs published over the past five years. This corpus serves as the basis for extracting key terms and collocations in Polish. These linguistic elements are then subjected to morphological and semantic analysis. The morphological analysis investigates word-formation processes, revealing how new terms emerge and integrate into the language (ten Hacken & Thomas 2013). The semantic analysis explores how photographic concepts are created and named, uncovering the motivations behind specific lexical choices.

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***English language borrowings as neologisms and context markers
in Polish slang discourse of teenagers and young adults***

Keywords: borrowings, context marker, English, Polish, slang, young adolescents

The presentation focuses primarily on the factors identifying contexts and conditions of the use of English (slang) language borrowings in the discourse of Polish teenagers and young adults, their etymology and context of use. Secondly, the speaker's choice between native words and borrowings in Polish (Tomaszczyk 2018), will also be considered and interpreted as significant

cognitive socio-cultural context markers (McDonald 2005; Lewandowska-Tomaszczyk 2013, 2025). The contextual conditions used for the selection of native - non-native lexis are related to semantic precision and expressiveness of the selected phrases as well as to particular social and pragmatic factors (Storjohann et al. ed. 2025). Furthermore, the cognitive and processing language conditions, together with semantic and social-pragmatic factors, considered speaker- and context-oriented markers, are also shown to play a role in the selection of a particular form. Finally, factors connected with language attitudes and ideology will also be discussed as the conditioning which contributes to the native – foreign lexis choice by the speaker.

The research methodology used in the study is rooted in a social cognitive framework, with the data both corpus-driven, particularly from the Polish media corpus monco.frazeo.pl and from the language of the current press articles (particular weeklies), juxtaposed to the much earlier data presented in the works by Mańczak-Wohlfeld 1997, Witalisz 2016, and recent ones discussed in Witalisz 2022 and Cierpich-Kozieł et al. 2023, for Polish, and Gottlieb et al. (2018) - for other languages. Furthermore, spoken language used by Polish-English bilingual adolescents and young adults in direct observations will be juxtaposed to their comments (direct and posted in social media) and enriched by the subjects' opinion on such neologisms spread among their peers. In the presentation an interaction of the above social-cognitive and cultural-linguistic parameters will be shown on the example of recent English borrowings to Polish such as nominal loans, including *sigma*, *beef*, *giga chad*, *rizz*, and verbal ones *triger*, *dissować*, and others.

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***On the emergence of conditionality in children:
Exploring the role of language in the case of Dutch***

Keywords: child language acquisition, conditionality, corpus study, Dutch, temporality

Language interacts with the way we conceptualize the world. But which comes first in children? When Polish two-year-olds utter pluralized nouns, for instance, have they already established the concept of countability? Or is it in fact the other way around: countability emerges through the child's acquisition of plural morphemes? Such language-concept interactions form the current focus. By investigating the emergence of conditionality in Dutch children, this paper argues for a facilitating role of language, or a linguistic origin, in developing concepts. Conditionality in Dutch is usually expressed by the so-called conditional connective, i.e. 'if', as in many other languages (Traugott 1985; Dancygier & Sweetser 2005; Rescher 2007). But *als*-clauses can also describe a wide range of temporal, modal and logical relations between two situations/events (Schouten 2000). These multiple meaning layers encoded in *als* can hardly simultaneously emerge in child Dutch development. A corpus study is thus conducted to investigate when children acquire the conditional semantics of *als*, among all its possible meanings. The distribution of *als*-sentences in the spontaneous speech from nine monolingual Dutch children (1;06-5;06) in 248 transcripts in CHILDES (MacWhinney 2009) is first analyzed based on a standard classification (e.g. Comrie 1986) (Table 1).

To investigate the age when the conditional meaning of *als* is acquired, the first appearance age (Table 2) and the median age of first appearances (Table 3) of various types of *als*-clauses are then registered. An Independent-Samples Median Test shows significant differences among the ages of the first emergence of various types of *als* ($\chi^2(4, N=80)=50.927$, $p=.000$; Table 4). What is relevant to the current focus, is the acquisition order revealed by these results where the conditional meaning of *als* emerges after its temporal meanings. This order of acquisition cannot simply be explained by the input frequency. Instead, it aligns with cross-findings reported for a wide range of languages and moreover with Comrie's hypotheticality continuum (1986). The current findings in Dutch further suggest the child's development of conditionality through his/her understanding of temporality – facilitated by the polysemic status of *als*, a consequence of a diachronic development of conditional expressions from temporal ones (Heidolph et al.1981).

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From idiom to metaphor: How nonstandard language is regularised in a culture

Keywords: metaphor, idioms, corpora, World Englishes, variation

Extensive work has been dedicated to examining variability in the source and target domains of Conceptual Metaphor Theory (see, inter alia, Kovecses 2006; Wolf & Polzenhagen 2009). We also know quite a bit about how Conceptual Metaphor Theory offers new ways of studying variation in World Englishes (Callies & Oynsko 2017). Where these respective paradigms fail to capture variation is the terminological (or more to the point, conceptual) disagreements on Idioms and Metaphors. The current paper seeks to investigate the differences between idiomata and metaphors in World Englishes. Utilising various ICE corpora (Greenbaum 1996), the GloWbE corpus (Davies 2013), and the Corpus of Regional African American English to gauge where the tipping point between idiom and metaphor belongs. Are idioms speech acts without the courage to be called metaphors? If we are launching a truly inclusive view of variation in conceptual metaphor, does that mean we will stop talking about idioms altogether?

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The crossmodal morphological borrowing in Turkish Sign Language

Keywords: morphological borrowing, crossmodal, fingerspelling, sign language, language contact

The linguistic notion of "morphological borrowing" is widely acknowledged as a unimodal phenomenon. However, Kubuş's (2008) pioneering observation reveals that TİD can borrow morphemes belonging to Turkish through fingerspelling. Notwithstanding their rarity, the Turkish relational suffix +II and the agentive suffix +CI predominantly retain the phonotactic characteristics of the source language, Turkish, when borrowed. In all cases, these elements merge with the noun/adjective roots (see 1-2):

- (1) ANKARA + L-I 'inhabitant of Ankara' (Kubuş 2008: 84-85)
- (2) BANKA 'bank' + C-I 'banker' (Taşçı 2013: 100)

However, the TİD corpus (Dikyuva et al. 2017) revealed that the borrowing of formatives (i.e., MAT) and/or the borrowing of morphosyntactic patterns (i.e., PAT) may differ from their appearance in the source language Turkish (see 3–6):

- (3) BİLMEK 'know' + C-I 'wise person' [21.009 S:03:04]

(4) HASTALANMAK ‘to sick’ + C-I ‘sick-maker’ [72.015 S:05:10]

(5) TASTE^GOOD ‘delicious’ + L-I ‘delicious’ [65.002 S:07:14]

(6) SAĞIR GRUP ‘deaf group’ + L-I ‘member of Deaf community’ [21.009 S:07:11]

This phenomenon, which is unprecedented in the field of sign language studies (to the best of our knowledge), gives rise to the notion of "crossmodal morphological borrowing". The present study utilizes the corpus-based survey method to identify the type of cross-modal morphosyntactic borrowing that occurs in the form of fingerspelling and to question the appearance of the binary classification of MAT and PAT, widely accepted in the (unimodal) morphosyntactic borrowing literature (Sakel 2007; Matras and Sakel 2007). The preliminary findings suggest that in the target language TİD, the suffixes +II and +CI (i) can be attached to verb-type roots without the need for a nominalizer morpheme contrast to Turkish, and (ii) do not require that the derived word has a translation equivalent in the Turkish lexicon, (iii) preserves phonotactic features of Turkish in a very limited way, (iv) exhibits morphologically redundant derivations in some aspects, and (v) has different functions from the source language.

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Contact-induced variation in loan translations from an onomasiological perspective

Keywords: contact-induced variation, loan translations, constructions, cognate words, onomasiology

This paper explores several contact-induced phenomena concerning mainly collocations, light-verb constructions, and adverbial phrases. A sample of loan translations from English has been taken from mainstream Spanish newspapers to showcase the spread of this type of indirect borrowing as well as their presence in large electronic corpora.

Loan translations Recipient language equivalents

dar soporte a (to give support to), *apoyar* (to support), *ofrecer apoyo a* (to give support to)
en profundidad (in depth), *a fondo* (to [the] bottom)

entrar en pánico (to go into a panic), *dejarse llevar por el pánico* (to let oneself be taken by the panic)

por accidente (by accident), *por casualidad* (by chance)

por elección (by choice), *por decisión propia* (by own decision)

tomar acciones (to take action), *tomar medidas* (to take measures)

As illustrated above both the loan translations and the recipient language equivalents have been used in the analyses as this study takes an onomasiological approach to loan translations, thus

going top-down from the concepts to the forms used to express them (Zenner et al. 2012: 753; Winter-Froemel et al. 2014: 121). Preliminary results foreground the role of English cognate words in the use of the constructional variants in Spanish (Zenner et al. 2018: 136) and the selection of a linguistic structure because of similarity in form (Hakimov 2021: 465).

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Should we expect a simplification of the order of the components in the German infinitive clause?

Keywords: faculty of language, language acquisition, language processing

The paper deals with the assumption that “linguistic processes taking place around us are the same as those that have operated to produce the historical record” (Labov 1972:101, in De Cesare et al. 2024: 4), linking it to the position of the verb in German structures. Bearing in mind (i) the prescription of the final position of the verb in the written language in the Early New High German (De Cesare et al. 2024) and (ii) the preference for the second verb position reported in current psycholinguistic studies (De Cesare et al. 2024) as well as (iii) the generally increasing tendency to use the second position of the finite verb after the German conjunction *dass* (that), not to mention the common use of s-v word order after the conjunction *weil* (because) observed especially in the spoken language, the paper provides multimodal cognitive evidence explaining why contemporary German speakers tend to use simpler structures.

The starting point for the discussion is the biolinguistic and biocognitive view on the faculty of language. The focus is (i) on the processual aspects of conceptualisation understood in line with Langacker (2008) as all multimodal mental phenomena, allowing a person to interact with their environment, and (ii) on the question whether the tendency to simplify syntax in the German (spoken) language is a result of not overloading memory only. The ever-increasing influence of the English language, especially the similarity of simple infinitival constructions in both languages like 'Ich versuche zu verstehen'/'I try to understand' is taken into consideration, next to the theoretical implications concerning grammaticalization of *zu* (to) (Haspelmath 1989), conceptual content of *zu* (to) and the semiotic phenomenology (Zlatev 2018). The research material consists of statements from the German morning television programmes and news.

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***Understanding without speaking:
Passive language proficiency in second language acquisition***

Keywords: passive language proficiency, bilingualism, latent knowledge, second language learning

This paper explores the phenomenon of passive language proficiency in the context of second language acquisition (SLA)—specifically, the ability to comprehend a foreign language without actively producing it. The research examines the linguistic and cognitive dimensions of passive competence, including exposure through non-instructional input such as media and informal contact (Ellis 2008). Emphasis is placed on the asymmetry between receptive and productive skills, as well as on the role of implicit knowledge and frequency of exposure (Nation & Webb 2011). The study proposes a typology of passive learners based on comprehension skills, motivation, and contextual factors, and discusses strategies for activating latent receptive knowledge into productive use (Barcroft 2015).

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Toponomastic tautologies: Lexical strategies in language contact

Keywords: place names, tautology, ambiguity, language contact, conceptual foundation

The paper deals with the relationship between ambiguity and tautology in language contact scenarios. It focuses on the cognitive basis of toponomastic tautologies as a naming strategy of recipient language speakers. The systematics of multilingual tautological place names and their conceptual foundations in language contact are discussed.

Among the most common place names are appellatives, such as the German *Hausen* “settlement”, *Neukirchen* “new church”, *Neustadt* “new town”, and *Mühlhausen* “settlement with a mill”, the Austrian *Berg* “mountain”, *Hof* “farm”, *Bach* “stream”, as well as *Neusiedl* “new settlement”, and English *Newton* and *Castlehill*. However, a good appellative does not necessarily make a good name – ideally, place names should be unambiguous. As ambiguity

is ubiquitous in appellative place names, a universal linguistic strategy can be observed: tautology as a multilingual naming practice. For example, *Pendle Hill* contains three ‘hills’ in three languages (Primitive Welsh, Anglo-Saxon, English), the *Val d’Aran* means ‘valley’ twice (French, Basque) (cf. Vennemann 1999), and *Mount Maunganui* literally means “mountain big moutain” (English, Maori) (Concise Oxford Companion to the English Language).

In general, tautological compounds are not formed because speakers are ignorant of the exact meaning of the foreign word (cf. Grzega 2003 and Wierzbicka 1987 for an account of language-specific tautological constructions). Instead, multilingual tautology in place names avoids systematic real-world problems of orientation. The problem arises as a result of the act of toponomastic naming, i.e. from a speech act born of the need for unambiguous orientation in a landscape. Since a set of appellatives seems to suggest itself for this act of naming in real-world communication, this set of appellatives is used with more than chance frequency. It is the tautological co-naming of a concept shared by donor and recipient language speakers that makes these appellatives unique names that are nevertheless understandable.

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Modelling the German ditransitive construction as a network in child language acquisition

Keywords: first language acquisition, Construction Grammar, network modelling, corpus linguistics, ditransitive construction

In recent years, Construction Grammar (CxG) research has increasingly focused on the representation of grammatical knowledge within constructional networks (e.g. Diessel 2019). However, due to their inherent hyper-dimensionality (Goldberg 2019: 7), modelling such networks poses considerable challenges. As Ungerer & Harmann (2023) point out, network diagrams in CxG research are usually “small, simplified illustrations of the theoretical network architecture rather than detailed descriptions of their empirical reality” (Ungerer & Hartmann 2023: 41). Additionally, little is known about how such networks develop in language acquisition (although see Ibbotson et al. 2019).

In an explorative case study, I address these gaps by analysing the internal organisation and the development of the German ditransitive construction in natural language data. Ditransitive constructions (e.g. I give you some flowers) consist of a subject, verb, a direct and an indirect object (=4 slots), typically conveying a meaning of physical transfer. The analyses are based on data from the Leo-corpus (Behrens 2006), the densest corpus of German child language, documenting one child’s language from ages two to five. Limitations in terms of generalizability resulting from the use of data from a single child are offset by the high density of the corpus. All target constructions were extracted and coded for their lexical fillers in the 4 slots of the construction, as well as their word order. Based on this coding, the formal similarity of each exemplar to every other exemplar is determined and exemplars sharing more lexical

and structural features are clustered together. These analyses show whether the construction emerges from the data as a single, prototypically organized cluster of exemplars, or as a network of individual clusters of different sub-patterns of the construction. I will further investigate whether the child's internal organization of the construction matches that of the input, and if the construction develops from a single prototype or from individual clusters of sub-patterns.

Using natural language data, this study aims to contribute to our understanding of the internal organization and emergence of constructional networks in language acquisition and offers computational methods for modelling constructional network structures.

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Language contact, multilingualism, and Cognitive Evolutionary Linguistics

Keywords: language evolution, language contact, multilingualism, Cognitive Evolutionary Linguistics

In this talk I argue for a cognitive evolutionary linguistics approach (Verhagen 2021) that puts the reality of language contact and multilingualism center stage in investigations of language evolution. Specifically, I argue that the explanatory target of language evolution should be the emergence of (and ability to acquire and use) multilingual repertoires (instead of 'languages'). To support this argument, I consider different strands of interdisciplinary evidence. First, more than half of the world's population is bi- or multilingual and findings in cognitive neuroscience and psycholinguistics indicate that the human brain is built to accommodate multiple communicative codes (Marian 2023). Furthermore, research on the frequency of language contact and language contact phenomena such as translanguaging practices suggests that people flexibly acquire 'multilingual repertoires' (Matras 2020), that is dynamic and fluid pools of linguistic resources employed as context-dependent tools for interaction. In translanguaging, multiple languages, varieties, and linguistic features are blended and combined, and are used fluidly and dynamically to co-create meaning in particular communities of practice. People manage, negotiate, and navigate the use of multilingual repertoires influenced by community conventions, language use routines, and institutional and social settings to maximise their expressive potential (Matras 2020). There is also good reason to believe that the multilingualism prevalent in hunter-gatherer populations is representative of the way humans were for most of human history as well (Evans 2022). In addition, recent models of human evolution suggest that homo sapiens evolved from an interconnected patchwork of populations in different parts of Africa (Ragsdale et al. 2023). Such models suggest an early emergence of multilingual repertoires in human evolution.

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Cognitive perspectives on AI-assisted translation: Pragmatic borrowings and conceptual transfer

Keywords: cognitive translation studies, lexical adaptation, Natural Language Processing (NLP), hybrid translation approaches, cultural sensitivity training

The increasing use of Artificial Intelligence (AI) in translation is reshaping cross-linguistic interaction, particularly in adapting borrowed terminology in fields like business, medicine, and law. This study explores the cognitive mechanisms behind AI-assisted translation, focusing on how AI models (e.g., Google Translate, DeepL) process loanwords, calques, and conceptual transfer. Using Construction Grammar and usage-based approaches, it examines categorization and re-categorization processes in AI's handling of cross-linguistic lexical items.

To address AI's limitations, the research proposes a hybrid approach combining AI-generated translations with human post-editing to ensure quality. Cultural sensitivity training is integrated into AI training data to improve handling of idiomatic expressions and context-specific language. Human oversight ensures that translations remain culturally appropriate and contextually accurate.

The study addresses three questions: (1) How do AI models adapt borrowed terminology without real-world experience? (2) What are the cognitive differences between human and AI translation strategies? (3) How do users perceive AI-generated borrowings in terms of naturalness and cognitive effort? Methodologically, it compares human and AI translations of parallel corpora and gathers user perception data via surveys. Findings aim to inform the development of cognitively aware AI models that better integrate pragmatic and cultural nuances.

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Finnish “tahtoa” – A multifunctional verb in change and in contact

Keywords: cognitive semantics, contact linguistics, modality, language change, verb semantics

In my presentation I explore the Finnish verb “tahtoa” and the change in its usage over time from the dawn of literary Finnish in the 16th century up until the start of the Early Modern Finnish in late 19th century. In my research I set out to discover what might be the external and internal factors driving that change, and use cognitive semantics as my theoretical frame for this enterprise.

The primary meaning given in dictionaries for the verb “tahtoa” is ‘to want’, but, in some contexts, the said verb can have the meaning ‘to tend’. Prior research (Kiuru 1977: 272, 274) carried on Finnish dialects shows that ‘to tend’ meaning is particularly prominent in contexts where the verb “tahtoa” is either used in negation, or in utterances describing something negative or unwanted. The etymological equivalents for the Finnish verb “tahtoa” in Karelian and Estonian, two languages closely related to Finnish, have similar uses (Karjalan kielen sanakirja: tahtuo, Viro-suomi sanakirja: tahtma).

Many of the earliest texts written in Finnish are translations, and due to this there is semantic and syntactic transfer from the languages of the original texts, most often from Swedish and to a lesser extent from German. I analyze the attestations of the verb “tahtoa” as well as its collocations on complements in annotated digital corpora of Old Written Finnish and Early Modern Finnish available online at <https://www.kielipankki.fi/korp/> together with the translation equivalents in the original texts, when readily available.

In my research I also pay heed to the parallel development in Estonian (Habicht et al. 2010) as well as previous research carried out on Finnish modal verbs, such as “pitää”, ‘should’ (Elsayed 2017). In addition to this I pay attention also to the discoveries in the research carried out on Germanic contact languages that have affected Finnish.

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Metaphorical blend FAMILY HOME IS A PRISON in the diaries of Polish lesbians

Keywords: lesbians, diaries, blends, cognitive metaphor theory, conceptual integration theory

The study is based on the assumption that Polish lesbians may form an experiential and communicative community. Their specific minority experience (as females and as non-heteronormative persons) is manifested in the conceptual and linguistic structures that they create. Both the tools of conceptual metaphor theory (Lakoff & Johnson 1980) and conceptual integration theory (Fauconnier & Turner 2002) were used to analyze the metaphorical blend FAMILY HOME IS A PRISON, which is found in many female memoirists diaries. The analysis was also extended with contexts as understood by Zoltán Kövecses (2021) and with the component of emotion postulated in the works of Agnieszka Libura (cf. 2011). The linguistic data came from autobiographical accounts collected as part of a competition organized in 2020 by the LGBT+ History and Identities Research Lab at the University of Warsaw's Institute of Applied Social Sciences. The use of multiple tools from different cognitive theories is intended to indicate that full conclusions about the linguistic constructions under study can be drawn only when analysing them on different conceptual levels (image schema, primary metaphor, mental spaces, generic space, blend) and taking into account different contexts (social, cultural, discursive, bodily and cognitive). Presented study is part of a broader research project within a doctoral dissertation that examines numerous blends based on primary metaphors characteristic of the lesbian diarists under investigation.

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***Process quantification over fuzzy rating scales:
Polymorphic lexicalisations of LOW in Mandarin, Spanish and English***

Keywords: lexical quantifiers, process quantification, fuzzy rating scales, process dimensions

Upper ontologies such as BFO and DOLCE define processes as entities having temporal parts, none of which stands for the process as a whole [Arp 2015:122], (Jarrar & al. 2017: 1). The situation described by "John ran through the forest" thus qualifies as a process, as no given interval of John's running is equivalent to the entire running of John. The speed of his running, the time it takes, the distance covered, etc., offer different perspectives to quantify this process.

Under each of these, lexical discrete quantification values (e.g. "6 km" for the distance) can be used, while non-discrete ones ("much", "fast", "far", etc.) express a rating on a fuzzy nominal scale (Benoit 2009: 1123), as could be, under the speed perspective, the one harboring the concepts SLOW, FAST and, possibly, intermediate degrees.

Perspectives of this type define distinct quantifiable dimensions, which, when rated conceptually as LOW, could lexicalise in English as "slowly" (rhythm), "quickly" (duration) and "a little" (distance). The same rating being applied to all three dimensions, it follows that the value we here term LOW is polymorphic, in the sense that it applies to unrelated dimensions but consistently identifies the same segment on a common LESS to MORE fuzzy scale. Moreover, lexicalisation frequently gives rise to polysemy ("quickly", for example, used either to express a swift running mode, that is, a rhythm, or a short running time, which points to a duration; "a little", to express either duration or distance).

We intend to show the conceptual underpinning of process quantification and the polymorphic nature of values (focusing on LOW), by exploring the possible referents of *xia* in Mandarin, *poco* in Spanish (Fernández Leborans & al. 2011: 77) and a little in English when applied to processes. It will equally become apparent that, in the case of *xia*, the polysemy reaches out to dimensions other than LOW, that is, to a type of processes, where instead of materialising quantification, it stands for a direction value, namely, DOWN or OFF (Yang & al. 2023: 2). The congruence between LOW, DOWN and OFF suggests that fuzzy rating scales are essentially cognitive.

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Cognitive approach to the language/dialect distinction: theoretical foundations and application to the Spanish/Valencian situation of diglossia

Keywords: cognitive prototypes; Gestalt psychology; variation and pluricentric languages; language-dialect continuum; Valencian/Catalan

Within the conceptual framework of cognitive prototypes, we assume, following López García, (2010: 35), that a language is not an objective reality, but a prototypical mental category to which we ascribe its dialectal varieties. Besides, with the development of Cognitive Sociolinguistics, the independent or subordinate behavior of a given variety has been approached as a general categorization mechanism (Kristiansen 2013: 3).

In our paper, we will start from the hypothesis that the construct of a social category of a linguistic variety by its speakers is elaborated through the same mechanisms that operate when

categorizing reality through prototypes. To prove this hypothesis, we will identify four basic cognitive mechanisms of the prototype categorization (Ungerer & Schmid 1996: 1-59; Taylor 1995: 42-61): proximity, similarity, differentiation and social function. Then, we will show how they correlate with four perceptive Gestalt laws (respectively, Proximity; Similarity; Closure and Good Form: Koffka 1935), which, in turn, as already studied by López García (1989: 95-110), underlie the four kinds of subject recognized by Sandmann (1979: 103-104). Next, we will explain how these same cognitive laws also intervene to establish the perception of a variety as a language or dialect, by analysing the specific case of Valencian, a linguistic variety spoken in Spain. To do so, we will study the naming process of this variety through the surveys of the Linguistic Atlas of the Iberian Peninsula (ALPI). Subsequently, using Geeraerts' concept of onomasiological salience (2010: 23-24), we will explain how the naming of the Valencian variety reflects a social construct that corresponds to Rosch's (1976) basic level of prototype categorization.

As a result of the research, we will show how the application of these four Gestalt laws to the case of the Valencian language makes it possible to predict the emergence of an identity conflict (Fishman 2015; Lledó 2011: 336-348), within a situation of double diglossia: Spanish (A+) and Catalan (A) / Valencian (B), since in the case of the Valencian variety, these four perceptual laws do not converge, but rather oppose in pairs.

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Differential object marking and its predictive processing as an animacy cue among child heritage speakers of Spanish

Keywords: differential object marking, predictive processing, heritage speakers, spoken production, linguistic input

Heritage speakers (HSs), owing to their unique pattern of language acquisition shaped by impoverished input quality and quantity, display linguistic behavior akin to both child monolingual speakers and adult L2 speakers (Montrul & Bowles 2009). Their spoken production and predictive processing of grammatical features may also exhibit similar divergent patterns. The present study investigates whether child HSs of Spanish use differential object marking (DOM)—a vulnerable feature in heritage Spanish grammar (Montrul & Sánchez Walker 2013; Jegerski & Sekerina 2019)—in a target-like fashion in spoken

production tasks, and whether they anticipate upcoming sentence constituents on account of their animacy in an eye-tracking experiment.

Fifty-four child HSs of Spanish from the Netherlands and the United Kingdom, and thirty-one monolingual children from Chile participated in three experiments to determine the factors underlying the use and predictive processing of DOM. In the picture description and story retelling tasks, the proficiency, amount, and context of use of Spanish predicted the accurate use of DOM in spoken production. Task effects were noted as participants made commission errors in the former but not in the latter task. Furthermore, the eye-tracking experiment revealed that child HSs anticipated the target referent when they heard the DOM in the test sentence, but not in its absence. These results mirror the target-like predictive use of DOM as an animacy cue by Chilean monolingual controls. Crucially, both age and birth order conditioned the predictive behavior of the HSs. We argue that the presence of predictive behavior among child HSs in only the DOM condition can be explained by the unstable grammatical representation of DOM, which may be due to the polyfunctionality and low perceptual salience of the phenomenon, as well as the qualitatively and quantitatively different linguistic input child HSs receive.

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Code-switching and code-mixing in Slovene youth slang: An analysis

Key terms: Slovene; English; code-switching; code-mixing; youth slang

During the past decades, the speech of young Slovenes has become increasingly filled with Anglicisms. While Šabec (2009) commented on the switching between Slovene and English in Slovene blogs, the present paper aims to analyse some examples of recorded conversations of several groups of young Slovene native speakers. The analysis of their slang is corpus-based, the corpus comprising transcribed conversations of different participants, obtained by covert recording. The gathered linguistic material is authentic, spontaneous, and not influenced by the presence of the researcher or the knowing one is being recorded. The participants' consent to use the gathered material for research purposes has been obtained later, on condition that certain parts of the conversations are anonymized.

The youth slang analysed abounds in code-switching and code-mixing, both inter- and intrasententially. The analysis aims to find out if there are some common features in the use of English-based vocabulary in the everyday discourse of young Slovene speakers; one of the rather surprising traits, for example, is a certain preference for the use of English adverbs instead of Slovene ones. With English influence reaching way beyond the usual lexical level

and entering the systemic core of the language by changing certain word-formational and syntactic patterns, the Slovene youth slang starts exhibiting some characteristics of a fused lect.

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Total fixation duration reveals multiple linguistic factors influencing the salience of nominals in sentences

Keywords: salience, eye-tracking, visual world paradigm, stage model, Cognitive Grammar

To examine syntactic, semantic, and pragmatic factors affecting the salience of nominal phrases (NPs) in a sentence, this study conducted an eye-tracking experiment, particularly adopting the visual world paradigm (Tanenhaus et al. 1995). This novel method of eye-tracking research assumes that the subjects employ mental processing related to the region focused in a visual image. In the experiment, visual stimuli depicting a first-person look at a scene were presented, along with audio sentences in Japanese, with the language allowing for a free word order of NPs (i.e., scrambling). Regarding the visual stimuli, areas of interest were defined for items in each situation either related or unrelated with the sentence, and total fixation durations were measured. Longer fixation durations on the referent of the NP were assumed to indicate greater salience of an NP. A wide variety of visual and speech stimuli enabled the effects of the following different factors on prominence to be tested: NP order, grammatical status, omission of agent, thematic roles, animacy, and topicality. The results revealed the following: (i) the position in which an NP occurs was the least influential in highlighting the NP. (ii) Case marking and ellipse of an agent was significantly responsible for the prominence of NPs. Interestingly, (iii) in terms of semantic roles, the subjects looked more at the recipient than the agent, which indicates that the former is the most salient element of a sentence. (iv) As anticipated, significant differences were found between animate and inanimate cases. (iv) The topicality or contextual focus significantly influenced the salience of nominal arguments. In conclusion, such different linguistic factors were found to affect the prominence of NPs to varying degrees, thereby supporting one aspect of the stage model in Cognitive Grammar (Langacker 2008) while refuting another.

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***Morphosyntactic constructions as means of allocating addressee's attention
in news text headlines***

Keywords: morphosyntactic construction, news text, headline, attention-attracting potential, structural position of the headline

News text headlines aim to inform readers about key ideas of the report compelling them to address the text body. Linguists study the functions of the headline (Imawa 2019), its content impact on the audience (Hagar & Diakopoulos et. al. 2022) but fail to focus on the distribution of readers' attention. The hypothesis of the presentation is that the attention-attracting potential of headlines can be revealed via morphosyntactic constructions, i.e. form-meaning pairings fixed in long-term memory (Goldberg 2019) schematically denoting various relations of the surrounding world. The research is based on the contextual analysis of 280 BBC news texts.

Constructions are used in three structural positions of a headline: attention-grabbing, naming referents close to the target audience; attention-keeping, focusing the addressees on the features of the denoted entities, and attention-nudging, stimulating the audience to turn to the text itself (Potapenko 2021). Agentive constructions, used in the attention-attracting position, have a high potential due to the representation of the event participants. Predicative constructions in the attention-keeping position significantly influence the addressee, characterizing the referents named by agentive pairings. In the attention-nudging position, locative, temporal, causative, and quantitative constructions compel the addressee to read the news text. Locative pairings draw the audience's attention by denoting the place of the event approximately, forcing the readers to refer to the text body, and quantitative constructions add persuasiveness to the content of the headline by representing statistical data. Temporal and causative constructions have a low impact on the audience due to their infrequent use in news headlines. Thus, morphosyntactic constructions reveal the specific distribution of the headline referential content among the attention-grabbing, attention-keeping and nudging positions.

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Expressing negative opinions through metaphor and simile in popular music reviews

Keywords: figurative language; metaphor; simile; music criticism; opinion; discrediting speech

The present paper aims to investigate the role played by figurative language, in particular metaphor and simile, in expressing negative opinions in reviews of popular music albums. In order to explore this phenomenon at the intersection of cognitive linguistics, discourse analysis, and pragmatics, it makes use of language data gathered from selected critical reviews of music albums from a reputed English-speaking music website Pitchfork.com. More specifically, the paper analyses selected instances of negatively-laden metaphors and similes so as to demonstrate how they are used to portray key objects of criticism such as music album as a whole, artists and their careers, music genre and its production, songs in the album, and their lyrics. Moreover, it analyses figurative imagery used to express negative opinions about these objects of criticism by pointing out the prominent role of personification and objectification.

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***A comparative semantic analysis of the taste term “sour”
in Chinese dialects, English, and Spanish***

Keywords: taste term, semantics, linguistic relativity

The taste term SOUR, universally associated with the tang of vinegar, fermented foods, or the smell of spoilage, reveals a fascinating divergence in metaphorical application across Chinese, English, and Spanish. While the core sensory meaning remains consistent, the figurative extensions of this term paint a vivid picture of cultural nuances.

In Chinese, the character 酸 (suān) not only denotes the gustatory experience but also serves as a potent metaphorical tool. Extensive analysis of 29 Chinese dialect dictionaries reveals a consistent pattern: 酸 frequently embodies negative emotions, undesirable personality traits, and unfavorable behaviors. Emotional states like sadness or grief are captured in 心酸 (xīnsuān), while jealousy is conveyed through 酸溜溜 (suānliūliū). When describing personality, 酸 signifies pedantry or stinginess in various dialects, such as 寒酸 (hansuān). Furthermore, it can depict a bad-tempered individual, as illustrated by the Harbin phrase 他脾氣賊酸，動不動就急了 (tā píqì zéi suān, he's extremely bad-tempered, easily irritated). 酸 also extends to describe negative actions, including mean-spirited words (酸口 in Ningbo), arrogance (酸眉辣眼 in Hsinzhou), and cowardice (他看到老王就酸了，沒得這們神了 in Yangzhou).

English and Spanish, while sharing the fundamental taste association, exhibit a slightly different spectrum of negativity. Beyond the literal taste, “sour” in English describes harsh words, unpleasant facial expressions, and deteriorating relationships as in “Their friendship began to sour after a big argument.” Spanish “ácido” mirrors this, denoting a harsh, sarcastic, or critical personality (“Él siempre tiene un carácter ácido”) or a tense atmosphere (“El ambiente entre ellos está muy ácido”).

This cross-linguistic comparison demonstrates the interplay of physiological and cultural factors. The shared negative connotations likely stem from the inherently unpleasant taste of sourness. However, cultural contexts shape the specific metaphorical extensions.

Chinese emphasizes personality flaws and behavioral negativity, while English and Spanish highlight the souring of relationships. This analysis underscores how a seemingly simple taste descriptor can become a rich tapestry of cultural and emotional meaning.

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***Semantic extensions of body part terms:
a case study of Jamaican Patois and Haitian Creole***

Keywords: body part terms, creole, embodiment, metaphor, metonymy

As contact languages, creoles draw their lexis from a (typically) European superstrate and, to a lesser extent, from several indigenous substrates. Since their lexicons are reduced in comparison with those of their lexifiers (Kosecki 2023), creoles compensate for these limitations by developing novel meanings of lexical items through semantic extensions based on metaphor and metonymy (Corum 2016) – mental processes similar to those underlying language change in general (DeGraff 2005). In line with the embodiment hypothesis (Lakoff & Johnson 1980), which assumes that human knowledge, thought patterns, and language structures all stem primarily from bodily experiences, such as motor functions, tactile senses, or intero- and proprioception, body part terms constitute a uniquely productive source for those extensions, where they serve as the source domain for both concrete and abstract concepts.

The paper analyses the semantic extensions of several ‘major’ (i.e. most salient) body parts such as head, face, back, hand, and eye in two Creole languages representative of the Caribbean, a major area of linguistic contact: Jamaican Patois, an English-based creole language with influences from West African and Arawak languages, and Haitian Creole, whose vocabulary is predominantly rooted in 18th-century French, while its grammar aligns with that of Fongbe and Igbo of the West African Volta-Congo language branch (Seguin 2020). The study compares the semantic extensions observable in these creoles and their respective European lexifiers (English and French) in order to (1) investigate the degree to which bodily experience motivates the lexicon of Jamaican Patois and Haitian Creole; (2) identify the semantic extensions of body part terms (metaphor and metonymy) into other non-bodily concrete and abstract domains that differ from those present in English and French; and (3) establish correspondences between patterns of extension observed in the creoles and lexifiers. Ultimately, it is argued that, apart from several culture-specific conceptualizations, the body part terms in the two Creole languages largely follow the patterns of semantic extension observable not only in their superstrates but also in a number of other genetically unrelated languages.

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A stylometric mapping of English-language fiction by bilingual Latin American writers

Keywords: bilingualism, stylometry, Latin American literature

The following study is a stylometric analysis of the writing style of bilingual American Latino authors in English-language fiction. The study aims to answer the questions: what elements of Spanish do bilingual American writers incorporate into English-language fiction, and how does their style differ from that of monolingual American English authors? Can stylometry detect this difference? The research is part of the author's doctoral project, *A Stylometric Map of English and Spanish Literature*, and draws on the theoretical frameworks of contact linguistics (Poplack 1980) and translingualism (Kellman 2000).

The corpus includes about 100 novels by bilingual Latino authors and 100 novels by monolingual Americans, all procured from online repositories and published between 1915 and 2015. Bilingual authors are of Mexican, Dominican, Puerto-Rican, Argentinian and Chilean descent and have acquired English as a second language either in early childhood or in late adolescence. Monolingual authors are at least third generation American.

The corpus of works is analysed using R stylo (Eder, Rybicki & Kestemont 2016) and a map is generated in Gephi (Bastian, Heymann & Jacomy 2009) visualizing stylistic relationships within the corpus. Works are further contrasted using the function *oppose* and analysed for toponyms, proper names, calques, and borrowings through named entity recognition, toponym mapping and keyword analysis.

Preliminary results reveal a tendency for bilingual authors to cluster together on the map. Their writing tends to display a higher frequency of Spanish lexical insertions and culturally specific terms (e.g. Mexican, Spanish, Mexico) which are not typically present among the group of monolingual authors. *Oppose* reveals bilingual authors' preference for words semantically linked to the hardships associated with immigrant experience, like poor, country, cried, evil, money. Bilingual writers tend to employ simpler, more direct, and often colloquial, if not explicitly vulgar, forms of English. Their works exhibit a greater tolerance for code-mixing and register blending, often used to evoke setting or emotional intensity. The prevalence of these features supports earlier qualitative studies (e.g. Poplack 1980; Torres 2007) and seems to point to deliberate strategy rather than interference on part of bilingual authors.

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“Dzień z życia 23-letniej korpo girl”: English loans in Polish TikTok

Keywords: lexical borrowings, cognitive contact linguistics, necessary borrowings, unnecessary borrowings, the language of TikTok

The aim of the study is to discuss English borrowings found in selected Polish TikTok clips. First, a selection of Polish TikTok clips has been collected (phrases such as "codzienny vlog" have been put into the TikTok search engine); next, the clip texts (written and spoken) have been carefully analysed in order to identify English lexical loans. The focus is on the new loans (a lexicographical criterion has been used, i.e. only the loans not included in "Wielki słownik języka polskiego PAN" have been taken into consideration).

Special emphasis has been placed on the so-called “unnecessary borrowings”, i.e. the loans in which case native equivalents (apparently) exist. However, they will not be discussed from the point of view of the traditional distinction between “necessary” and “unnecessary” loans; instead, the cognitive perspective will be used (cf. the notion of cognitive contact linguistics, e.g. Backus 2014; Winter-Froemel 2008, 2014; Onysko 2019; Zenner et al. 2019). In other words, the study focuses on how a given concept is expressed by individual speakers, taking into account social and stylistic factors, and the analysis focuses on concepts rather than lexical items. Such a perspective aims to answer the questions such as "Why was a given word borrowed?" and "What made it attractive in a given situation?" (Backus 2014: 28; Winter-Froemel 2014: 78). The social context (in addition to the linguistic one) will be explored, and aspects such as in-group loyalty and the connotative value of words will be discussed.

The study aims to answer the following questions:

1. What are the possible reasons for using the so-called English “unnecessary” borrowings in informal Polish? Why may they be attractive to speakers of Polish?
2. Do their (apparent) Polish equivalents have the same denotative and connotative meaning as the English loans under analysis?
3. Is the “necessary/unnecessary” distinction still valid from a cognitive point of view?

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***The impact of English on Croatian:
evaluative Anglicism-based derivatives in computer-mediated communication***

Keywords: language contact; lexical borrowing; Anglicism-based word-formation; evaluative morphology; Croatian

Slavonic languages in general, and Croatian in particular, are nowadays strongly influenced by the pervasive presence of English in global electronic media and computer-mediated communication. Unsurprisingly, as a consequence of this peculiar language-contact situation, in Croatian it is possible to observe an increasing number of direct borrowings from English entering the lexical system at an unprecedented pace, showing varying degrees of orthographic, phonological, morphological and semantic adaptation in the recipient language. This in turn resulted in a substantial intensification of the processes of Anglicism-based word-formation (Zoričić 2023: 302).

More in general, as it is well known, Slavonic languages present a particularly rich and complex inventory of evaluative affixes and other evaluative markers typically used to indicate a deviation from a certain default value (Grandi & Körtvélyessy 2015: 3; Gaeta 2015: 130; Štekauer 2015: 59). Their pragmatic potential is especially frequently employed by speakers in computer-mediated communicative contexts to express not only diminutivisation / augmentivisation, but also pejorative connotation, attenuation / intensification, and numerous cases of Aktionsart (Körtvélyessy 2015: 61; Štekauer 2015: 43).

The aim of the present paper is thus to determine to what extent speakers of Croatian display their language creativity in non-standard language use in online chatrooms, blogs, comments sections, etc. by using evaluative morphology in combination with motivating English-sourced nouns, adjectives and verbs. The analysis shows that in informal language use in computer-mediated communication in Croatian there are several instances of evaluative Anglicism-based nominal (conveying primarily pejorative connotation, but also diminutivisation / augmentivisation), adjectival (conveying attenuation) and verbal (conveying various cases of Aktionsart, e.g. intensity, distribution, etc.) derivatives.

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Cognitive Linguistics in the Year 2025

Kontakt językowy w perspektywie kognitywnej

17-19 września 2025 w Krakowie

Książka abstraktów

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Humor zblendowany. O recepcji dowcipów rysunkowych w świetle teorii amalgamatów pojęciowych

Słowa kluczowe: teoria amalgamatów pojęciowych, recepcja humoru, dowcipy rysunkowe, analiza multimodalna

Z uwagi na powszechność amalgamatów pojęciowych w codziennym myśleniu (Fauconnier & Turner 2002), ich obecność w strukturze dowcipów wydaje się zjawiskiem naturalnym (Coulson 2005). Zastosowanie teorii amalgamatów pojęciowych w lingwistycznych badaniach nad humorem postulowała Libura (2017), wskazując na znaczny potencjał tej koncepcji analitycznej, szczególnie w odniesieniu do humoru rysunkowego. Każda z przestrzeni wyjściowych wnosi do amalgamatu odrębny kontekst, a ich integracja prowadzi do wygenerowania nowej, uprzednio niedostępnej znaczeniowo struktury (Libura 2007). W rezultacie u odbiorcy mogą pojawić się nowe reakcje emocjonalne, w tym rozbawienie i radość.

Celem niniejszego badania jest analiza recepcji humoru rysunkowego, którego mechanizm opiera się na procesie integracji pojęciowej, przez rodzimych użytkowników języka polskiego. Materiał badawczy obejmuje sześć dowcipów rysunkowych opublikowanych w tygodniku *Angora* w okresie od lutego do kwietnia 2025 roku. Badanie ma na celu ustalenie, w jakim stopniu rozpoznanie obu przestrzeni wyjściowych wpływa na postrzeganą zabawność żartu oraz sposób jego interpretacji. Uzyskane wyniki pozwalają lepiej zrozumieć mechanizmy odbioru humoru wizualno-językowego oraz podkreślają znaczenie kompetencji kognitywnej i kulturowej w procesie jego interpretacji.

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Endometrioza jako choroba nieprototypowa

Słowa kluczowe: choroba, endometrioza, ból, rama interpretacyjna, semantyka prototypu

Celem referatu jest przedstawienie endometriozy jako konstruktu pojęciowego – elementu kategorii pojęciowej CHOROBA. Punktem wyjścia analizy jest endometrioza jako realne zjawisko – trudna do zdiagnozowania i leczenia choroba, o której coraz głośniej zaczynają mówić doświadczające jej kobiety (nazywane endokobietami, endopolkami, endobabkami). Metodologicznie korzystam z teorii kategoryzacji przez prototyp (Rosch 1975, Kleiber 2003) i ram interpretacyjnych (Fillmore 1985). Teksty dotyczące endometriozy odnoszą do ogólnej ramy choroby i do propozycji zestawu cech semantycznych tworzących centrum (prototyp) kategorii pojęciowej DISEASE (Wright 2007). Wstępna analiza pokazuje, że endometrioza nie spełnia kilku kluczowych kryteriów prototypowości, m.in. tych dotyczących scenariusza, granic czasowych (początku i końca) oraz typu i źródła pochodzenia przyczyny choroby. Umiejscowienie endometriozy na obrzeżach kategorii CHOROBA w potocznym wyobrażeniu (które dotyczy także części lekarzy, o czym świadczą ich wypowiedzi) wynika ponadto z mylenia samej choroby z jej podstawowym objawem odczuwanym przez kobiety – bólem (bolesnymi miesiączkami, które są traktowane jako część kobiecej fizjologii). Analizowany materiał obejmuje przede wszystkim wypowiedzi kobiet chorujących na endometriozę i lekarzy specjalizujących się w diagnozowaniu i leczeniu tej choroby. Konteksty pochodzą z książki "Taka twoja uroda. Jak endometrioza niszczy życie Polek" Magdy Łucyan i Katarzyny Górniak (2025) oraz ze źródeł internetowych (takich jak strony fundacji wspierających endokobiety). Tematykę endometriozy jako choroby nierozumianej i bagatelizowanej (zarówno przez lekarzy, jak i społeczeństwo) poruszyła literaturoznawczyni i badaczka dyskursu maladycznego Monika Ładoń (2023), sytuując swoje rozważania w kontekście fizycznego i psychicznego cierpienia kobiet. Tła historyczno-kulturowego, pokazującego źródła wyobrażeń o endometriozie i jej różnych kategoryzacji (jako hysterii, bolesnej fizjologii i in.) dostarcza wydana niedawno po polsku książka "Wybrakowane. Jak leczono kobiety w świecie stworzonym przez mężczyzn" Elinor Cleghorn (2024).

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Metaforyka żalu. W poszukiwaniu konceptualizacji uczucia specyficznego kulturowo

Słowa klucze: żal, metafora pojęciowa, domena, scenariusz, emocje

Żal należy do emocji specyficznych kulturowo (odróżnianych od tzw. emocji podstawowych): nie ma bliskich odpowiedników wśród nazw uczuć należących do języków niesłowiańskich (por. Jakubowicz 2005) i jest ściśle związany z polskimi skryptami przeżywania, konceptualizowania i wyrażania uczuć (Besemeres 2007). Sprowadzenie pojęcia żalu do jednego scenariusza – w rozumieniu Wierzbickiej (1999) – wydaje się niemożliwe. Jak

wskazują dotychczasowe analizy, mówić należy raczej o kilku podstawowych scenariuszach, które wpisują się w różne grupy (kategorie) uczuć: SMUTKU, ZŁOŚCI, WSTYDU, WSPÓŁCZUCIA (Bułat-Silva, Popowicz 2023). Uczucie to jest wyrażane i nazywane w polszczyźnie za pomocą różnorodnych konstrukcji, zarówno dosłownych, jak i figuratywnych. Celem referatu jest zaprezentowanie, w jaki sposób żal konceptualizowany jest w wyrażeniach o charakterze metaforycznym (lub metonimicznym) i z jakimi scenariuszami tego uczucia można powiązać poszczególne metaforyzacje. Analiza odwołuje się do dwóch perspektyw obecnych w badaniach nad językowymi wykładnikami uczuć: uznania zdarzeniowego (scenariuszowego) charakteru uczuć (Wierzbicka 1999) oraz metaforycznego umotywowania ich pojęć (Kövecses 2000). W centrum analizy znajdują się – obrazowane metaforycznie – poszczególne aspekty żalu, składające się na jego scenariusze: przyczyna, moment początkowy, zmienność jego intensywności, moment kulminacyjny, reakcja na uczucie, a także uczestnicy: podmiot i obiekt uczucia.

Analizie poddane zostaną połączenia wyrazu żal – jednego z podstawowych nazw tego uczucia – z leksemami należącymi do różnych części mowy. Podstawą materiałową będą konkordancje wyekscerpowane z Narodowego Korpusu Języka Polskiego oraz utrwalone wyrażenia odnotowane w słownikach frazeologicznych języka polskiego. W wyniku analizy wyłonione zostaną zarówno metafory poziomu ogólnego (oparte na schematach POJEMNIKA i SIŁY), jak i te bardziej szczegółowe, zawierające domeny takie jak: PŁYNU, SIŁY NATURALNEJ i FIZYCZNEJ, PRZECIWNIA W WALCE, OSTREGO NARZĘDZIA i ORGANIZMU. Na koniec sformułowane zostanie odpowiedź na pytanie, z którymi kategoriami uczuć (SMUTKU, ZŁOŚCI, WSTYDU, WSPÓŁCZUCIA) najsilniej wiąże się żal w ramach poszczególnych metaforyzacji.

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MARTA FALKOWSKA
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Empatia a kontakt językowy człowiek – maszyna. Wyniki badania pilotażowego

Słowa klucze: empatia; ChatGPT; komunikacja; emocje

Dynamicznie rozwijająca się w ostatnich latach generatywna sztuczna inteligencja każe językoznawcom z uwagą przyglądać się specyficznej sytuacji kontaktu językowego, jaką jest komunikacja człowieka z maszyną. Literatura poświęcona temu zagadnieniu systematycznie przyrasta. Pierwsze wyniki badań przynoszą obserwację, że komunikacja z aplikacją AI bywa łatwiejsza i bardziej efektywna niż z człowiekiem (Wasilewski & Kostrzewa 2023), a informacje i porady uzyskane za pośrednictwem AI są oceniane jako trafne (Elyoseph et al. 2023; Howe et al. 2023). W moim referacie skupiam się na jednym z ważnych wymiarów sytuacji komunikacyjnej angażującej człowieka i AI, tj. Na języku wykorzystywanym przez ChatGPT (w wersji 3.0 i 4.0) w odpowiedzi na prompt sygnalizujący potrzebę emocjonalnego

wsparcia i okazania rozmówcy empatii (De La Cruz 2024; Welivita 2024). Celem referatu jest omówienie wyników badania pilotażowego, w ramach którego powstałe w odpowiedzi na konkretny prompt teksty generowane przez ChatGPT zostały porównane z analogicznymi wypowiedziami stworzonymi przez ludzkich nadawców. Autorami zbioru tekstów porównawczych byli studenci prowadzonych na Uniwersytecie Warszawskim studiów podyplomowych „Prosty język i efektywna komunikacja”, którzy zapoznali się najpierw z modelem „Porozumienia bez Przemocy” Marshalla Rosenberga. Stopień empatyczności poszczególnych wypowiedzi stworzonych przez człowieka lub przez maszynę został natomiast oceniony przez grupę anotatorów. Pierwsze wyniki przeprowadzonego eksperymentu wskazują, że teksty stworzone przez ChatGPT nie zawsze znacząco różnią się pod względem efektywności komunikowania przez nie empatii od tekstów autorstwa człowieka.

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ALICJA GOCZYŁA FERREIRA

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„Loty dla kolonistów”, czyli przejawy kontaktu językowego w polszczyźnie brazylijskiej na podstawie tekstów prasowych i mówionych potomków polskich imigrantów

Słowa klucze: język polski w Brazylii, prasa polskojęzyczna w Brazylii, kontakt językowy

Celem niniejszego wystąpienia jest analiza zmian językowych wynikających z kontaktu językowego między polszczyzną a brazylijską odmianą języka portugalskiego, zaobserwowanych w polskojęzycznych tekstach prasowych z pierwszej połowy XX wieku oraz w mowie potomków polskich imigrantów, zarejestrowanej w XXI wieku na południu Brazylii. Przybycie większych grup polskich imigrantów do tego kraju datuje się na lata 1869–1938, co oznacza, iż od ponad półtora wieku język polonijny rozwija się pod wpływem portugalszczyzny. Mimo że około 90% imigrantów z tego okresu pochodziło ze środowisk chłopskich (Wachowicz 1981), od 1892 r. brazylijska Polonia mogła poszczycić się licznymi tytułami polskojęzycznej prasy, wydawanej z przerwami do ostatnich dekad XX wieku. Równocześnie, dzięki funkcjonowaniu polonijnego systemu oświaty do lat 30. XX wieku, język polski w formie mówionej wciąż pozostaje częścią repertuaru językowego wielu potomków imigrantów, szczególnie na obszarach wiejskich.

Analiza koncentruje się na porównaniu zmian leksykalnych zachodzących w tekstach pisanych i mówionych w wyniku kontaktu językowego. Zmiany te są tu rozumiane zgodnie z definicją Matrasa (2009) jako rezultat innowacji wielojęzycznych użytkowników, powstających w wyniku socjalizacji językowej w ramach różnorodnych działań społecznych. Innowacje te wynikają ze strategii komunikacyjnych użytkowników języka, którzy dążą

zarówno do zgodności z normami społecznymi, jak i do pełnego wykorzystania swojego repertuaru językowego, przekraczającego granice tych norm.

Dotychczasowe badania języka polonijnego w Brazylii wskazują na liczne zmiany wynikające z kontaktu językowego zarówno w tekstach prasowych (Stapor 2017), jak i w mowie (Ferreira 2020). Jednakże niniejsza analiza opiera się na materiałach, które nie były dotychczas szerzej badane. Główne pytanie badawcze dotyczy różnic w przejawach kontaktu językowego w tekstach pisanych i mówionych oraz wpływu konkretnych sytuacji komunikacyjnych na te zjawiska. Przyjmuje się założenie, że w tekstach prasowych dominuje tendencja do normatywności, co powinno skutkować większą liczbą trudniej zauważalnych zmian językowych, tj. zapożyczenia semantyczne czy kalki strukturalne, w porównaniu z tekstami mówionymi, gdzie spodziewane jest częstsze występowanie zapożyczeń właściwych i innowacji ad hoc. Stawiana jest jednak hipoteza, że granice normy społecznej ograniczającej wpływ kontaktu językowego mogą być przekraczane w zależności od gatunku tekstu prasowego oraz sytuacji komunikacyjnej.

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JOANNA GRONKOWSKA
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Kultura na talerzu: analiza leksykalna kulinarnych historii reemigrantek z zagłębia górniczego Nord-Pas-de-Calais

Słowa klucze: tożsamość kulinarna, reemigracja, adaptacja językowa, akulturacja

Migracja polskich górników oraz ich rodzin do Francji, a zwłaszcza do północnego zagłębia węglowego, rozpoczęła się w 1909 r. i trwała aż do repatriacji po II wojnie światowej (Sękowski 2015: 457). Część tej heterogenicznej grupy została osiedlona między innymi na Dolnym Śląsku, głównie z powodów zawodowych. Dziś, ostatnim świadkiem tych wydarzeń jest drugie pokolenie migrantów, w którym tożsamość francuska i polska przenikają się. Mają one ogromny wpływ nie tylko na zwyczaje oraz tradycje, które reemigrantki nadal podtrzymują, ale także na używane przez nie język, który zachował niektóre elementy dialektalne, na przykład z Westfalii, skąd pochodziła pierwsza grupa, która wyemigrowała do Francji.

Badanie ma na celu ukazanie, w jaki sposób tożsamość kulinarna reemigrantów wyraża się poprzez elementy językowe i kulturowe u dwujęzycznych przedstawicieli drugiego pokolenia. Historie ich życia obejmują kilka krajów i kultur, a także burzliwe pod kątem polityczno-społecznym czasy – konieczne jest więc uwzględnienie wielu czynników, np. pochodzenia geograficznego, powodów wyjazdu, statusu ekonomicznego. Badane zwyczaje

żywieniowe, poza oczywistymi funkcjami biologicznymi, pełnią również istotną funkcję społeczną i integracyjną (Ptak 2012: 166). Informacje o kulturze kulinarnej zakodowane w przepisach, zwyczajach i wspomnieniach mogą więc dostarczyć cennych informacji na temat losów społeczności (Gerhardt 2013).

Korpusem badania są wywiady z reemigrantkami zebrane w Wałbrzychu i okolicach w 2024 i 2025 roku – kilkadziesiąt godzin nagrań wywiadów indywidualnych oraz grupowych. Do oznaczania danych językowych posłuży oprogramowanie MaxQDA, które pozwoli na zakodowanie informacji językowej według wcześniej wybranych kryteriów. Główną osią analizy będzie stworzenie listy jednostek leksykalnych, które konotują różne aspekty kultury kulinarnej reemigrantek: tradycje kulinarne związane ze świętami, przygotowanie codziennych posiłków, oryginalne przepisy rodzinne, etc. Wyodrębnione elementy językowe, na które wpłynęły różne kultury oraz języki, będą poddane analizie pod kątem zapożyczeń oraz ich ewentualnej adaptacji (Błasiak-Tytuła 2013); scharakteryzowany zostanie także kontekst językowo-kulturowy, w którym wystąpiły. Wreszcie, podjęta zostanie próba odpowiedzi na pytanie o postawę akulturacyjną reemigrantek (Berry 1997), zaobserwowaną w zebranych materiale językowym.

Badanie językoznawcze wypełni lukę w studiach nad reemigrantami polsko-francuskimi w XX wieku – tematem poruszonym dotychczas głównie przez historyków. Zebrane dane oraz sama analiza będą częścią wystawy w Centrum Nauki i Sztuki Stara Kopalnia w Wałbrzychu.

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LUCYNA KOŚCIELNIAK-KUBISIAK
Uniwersytet Wrocławski

Bimodalne kazanie, czyli tygiel komunikacyjny? Refleksja o próbie stworzenia opisu symultanicznego tłumaczenia słów na gesty

Słowa klucze: polski język migowy, strategie komunikacyjne, miganie kontaktowe, tłumaczenie symultaniczne

Celem wystąpienia jest prezentacja wyników analizy unikalnego materiału językowego, jakim są bimodalne kazania adwentowe nadawane przez słyszących kapłanów do lokalnej wspólnoty Głuchych. Materiał stanowi 12 kazań bimodalnych „wygłoszonych” w 2016 roku przez 6 kapłanów w różnych ośrodkach duszpasterskich. Badania wymagały stworzenia trójstopniowej transkrypcji, na podstawie której możliwe było opisanie zjawisk zachodzących pomiędzy modalnością słuchowo-głosową (tym, co ksiądz mówi) a wizualno-gestową (tym, co ksiądz

miga). Opis materiału językowego dokonany na potrzeby pracy doktorskiej postawił autorkę przed koniecznością ujęcia w językoznawcze ramy niezwykle złożonego zjawiska.

Migający kapłan realizując plan wypowiedzi w języku polskim (J1), aktywizuje odpowiednie ekwiwalenty z toru miganego, aby zrealizować cele komunikacyjne (Marcinkiewicz 2018:173). Im większe doświadczenie translatorskie i kompetencja językowa w J2, tym łatwiej przebiega ten proces, przy którym kapłan musi również przeciwdziałać transferowi z J1. Dla zachowania płynności w nadawaniu ksiądz szybko dokonuje wyborów tłumaczeniowych oraz kontroluje sprzężenie zwrotne z toru mówionego i miganego. Proces ten zachodzi pod presją czasu oraz społeczną.

Efektem analizy jest model, w którym to kazanie jako gatunek, ulegając wpływom: wspólnoty religijnej, kapłana, migania kontaktowego, procesu tłumaczenia symultanicznego oraz strategii komunikacyjnych, staje się konkretną sytuacją komunikacyjną. Kazanie w użyciu składa się z dwóch komponentów: pewnej formy interjęzyka oraz makrostrategii samotłumaczenia.

Pierwsze ze zjawisk – pozorny interjęzyk/ quasi-interjęzyk – definiuję jako migany twór językowy wypracowany przez osoby słyszące do porozumiewania się z grupowym odbiorcą niesłyszającym przy równoczesnym mówieniu. Jego forma wynika z doświadczeń językowych osoby słyszącej (nie z poznawania normy naturalnego języka migowego) i pozostaje pod silnym wpływem polszczyzny, powodującej w nim szereg uproszczeń (na które przyzwolenie dają zarówno odbiorcy, jak i sam nadawca).

Makrostrategia samotłumaczenia to motywowany przez doświadczenie translatorskie kapłana zbiór najbardziej efektywnych strategii komunikacyjnych (Żurek 2018) w torze mówionym i miganim komunikatu. W tej wielokodowej mozaice nie można pominąć nakładających się na skonwencjonalizowany materiał językowy odniesień do pomocy wizualnych oraz komunikacji niewerbalnej, przeplatającej się z elementami pozamanualnymi PJM (i z pantomimą). Na podstawie tych wszystkich elementów kapłan tworzy mentalny plan komunikowania się ze swoją wspólnotą kościelną.

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KACPER KOZDRAŚ
Uniwersytet Opolski

Ramy semantyczne Charlesa Fillmore’a a normy aksjologiczne w modlitwach polskich rodzimowierców słowiańskich

Słowa klucze: ramy semantyczne, normy aksjologiczne, modlitwa, aksjologia kognitywna

Referat obejmuje analizę relacji norm aksjologicznych z ramami semantycznymi w modlitwach współczesnych polskich rodzimowierców słowiańskich. Głównym celem badania jest wskazanie, w jaki sposób wywoływanie określonych ram waloryzuje przekaz norm społecznych specyficznych dla badanej wspólnoty wyznaniowej.

Podstawę rozważań stanowi semantyka ram Charlesa Fillmore’a (Fillmore, Baker 2009) w zestawieniu z aksjologicznym ujęciem norm społecznych Marii Ossowskiej (1966).

Fillmorowska semantyka rozumienia (Fillmore 1985) zakłada, że znaczenie należy rozpatrywać w relacji do konceptualnej kategoryzacji pojęć w umyśle jednostki, nie zaś w odniesieniu do zakładanych przez semantykę warunków prawdziwości obiektywnych prawd o świecie. Normy aksjologiczne wywodzą się z ocen określonych stanów rzeczy w kategoriach dobry–zły, zaś ich istnienie zależy od subiektywnego przekonania jednostek o słuszności swoich sądów. Oznacza to, że normy aksjologiczne bronione są przez wzgląd na epistemologiczne wartości, które z kolei osadzają się na elementach oraz relacjach wewnątrz ram kognitywnych.

Materiał badawczy obejmuje korpus tekstów modlitewnych pozyskanych z rodzimowierczych forów internetowych oraz materiałów dostarczonych przez rodzimowierczych duchownych. Analizowana modlitwa, rozumiana jako gatunek dyskursu, funkcjonuje jako swoiste zaproszenie do przyjęcia określonej postawy. Korzystając z postulowanej przez Tomasza Krzeszowskiego (1990) wielopoziomowej perspektywy łączącej poznanie i znaczenie z aksjologicznym kryterium dobry–zły, możliwym jest określenie, w jaki sposób nakazy normatywne w kontekstach rytualnych przenikają się z ramami Fillmore’a obejmującymi zinternalizowane doświadczenie i wiedzę.

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KATARZYNA KWAPISZ-OSADNIK & CECYLIA TATOJ Uniwersytet Śląski

Języki romańskie w kontekście kontaktu językowego na przykładzie przyimka a

Słowa klucze: przyimek a, językowy obraz świata, postrzeganie, obrazowanie, relacja Trajektor-Landmark

Celem wystąpienia jest refleksja nad kontaktem językowym między językami romańskimi, tj. między włoskim, francuskim i hiszpańskim, w ujęciu kognitywnym. Przedmiot badań stanowi przyimek a obecny we wszystkich wymienionych językach, który ma łacińskie pochodzenie, ale nieco odmienne warianty użycia w poszczególnych językach. W pierwszej części wystąpienia zostaną opisane kognitywne narzędzia osadzające metodologicznie badania, tj. zjawisko percepcji, langackerowskie obrazowanie, czyli konstruowanie sceny, w tym relacja Trajektor-Landmark (Langacker 1987, 2008), użycia prototypowe i inwariant semantyczny w koncepcji J.-P. Desclésa (1997, 2011), użycia w oparciu o rozszerzenia metaforyczne, językowy obraz świata w ujęciu J. Bartmińskiego (1999).

Druga część zawierać będzie porównawcze zestawienie użycia przyimka a we włoskim, francuskim i hiszpańskim, co ma ujawnić przede wszystkim różnice. W trzeciej części autorki podejmą się analizy danych poznawczych i społeczno-kulturowych, które, zdaniem autorek, wpłynęły na funkcjonowanie przyimka a w badanych językach. Dane poznawcze zostaną opisane z zastosowaniem narzędzi kognitywnych, zaś dane społeczno-kulturowe zostaną przefiltrowane w odniesieniu do pojęcia językowy obraz świata. Podstawą badań będzie

słownikowy i gramatyczny korpus danych, gdyż analiza skupia się na systemowych możliwościach poszczególnych języków, a nie na preferencjach użytkowników. W części końcowej zostaną sformułowane wnioski weryfikujące postawione hipotezy badawcze, a mianowicie:

1. kategorie gramatyczne są pierwotnym narzędziem opisu postrzeganych w świecie relacji;
2. przyimek a we włoskim, francuskim i hiszpańskim prototypowo służy do opisu dynamicznej relacji lokatywnej [namierzać miejsce], użycia bazujące na rozszerzeniach metaforycznych nawiązują do prototypowego użycia;
3. rezygnacja z pewnych użyć wywodzących się z łaciny w poszczególnych językach jest przejawem zmian historycznych, społecznych i kulturowych, które odegrały ważną rolę w zmianach mentalności społeczeństw;

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KATARZYNA KWAPISZ-OSADNIK

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Modalna partykuła 了 le w beczasowym języku chińskim: aspekt, modalność i kontakt językowy w reinterpretacji temporalności w ujęciu kognitywnym

Słowa klucze: język chiński jako L2, partykuła modalna, reinterpretacja temporalności, kategorie temporalne

Standardowy język chiński jest pozbawiony środków formalnych gramatyzujących w zdaniu czas deiktyczny. Konceptualizacja temporalności następuje za pomocą kontekstu i pomocniczo semantyki predykatywu, realizowana na poziomie wiązek semów w semantemach reprezentowanych przez czasowniki i przymiotniki predykatywne, oraz kategorii aspektualnych i modalnych. Jedną z istotnych ról w tym systemie odgrywa modalna partykuła 了 le, która nie lokalizuje sytuacji na osi czasu, a więc nie jest nośnikiem deiktyczności temporalnej, lecz sygnalizuje przejście do nowego stanu i jego aktualność względem zakotwiczonej poznawczo ramy odniesienia. W ujęciu językoznawstwa kognitywnego, le działa jako nośnik znaczenia zmiany w strukturze sytuacyjnej, wyznaczając granicę między stanem uprzednim a nowym, zaktualizowanym, konceptualizowanym jako efekt dynamicznej transformacji – bez konieczności odwołania do linearnej deiktyczności temporalnej.

Referat podejmuje zagadnienie kontaktu językowego jako przestrzeni, w której ta niestandardowa konceptualizacja temporalności podlega reinterpretacji. Dane z korpusów tekstów stworzonych podczas badań na uczących się języka chińskiego jako L2 oraz analizy błędów tłumaczeniowych (cf. Wen 1995, Su i Tao 2018, Xu et al. 2019, Kou 2020, Tsai 2023),

wskazują, że użytkownicy języków czasowych, w których czas deiktyczny jest gramatyzowany, systemowo wykazują problemy z odpowiednią interpretacją le jako partykuły modalnej (oznaczanej dla odróżnienia jako le2) oraz utożsamiają ją z homofoniczną i homograficzną partykułą 了 le1, wprowadzającą do orzeczenia aspektową wartość dokonaną. Proponujemy interpretację le2 jako punktu przecięcia modalności, aspektu i konceptualnej aktualności, który w kontekście interlingwalnym staje się miejscem interferencji, ale także reorganizacji gramatyki pod wpływem innego systemu kategoryjnego, w tym wypadku modalności. Partykuła le2 w kontekście glottodydaktyki ujawnia tym samym, jak kontakt językowy odsłania poznawcze nieciągłości w kodowaniu i interpretowaniu koncepcji metajęzykowego czasu.

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MICHAŁ SZCZYSZEK
AGNIESZKA PIOTROWSKA-WOJACZYK
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Polskie a polonijne pole tematyczne „rośliny egzotyczne” – analiza polszczyzny brazylijskiej

Słowa klucze: język polski w Brazylii, prasa polskojęzyczna w Brazylii, kontakt językowy, pole tematyczne w kontakcie językowym

Celem niniejszego wystąpienia jest analiza zmian językowych wynikających z kontaktu językowego między polszczyzną a brazylijską odmianą języka portugalskiego, zaobserwowanych w polskojęzycznych tekstach prasowych z pierwszej połowy XX wieku oraz w mowie potomków polskich imigrantów, zarejestrowanej w XXI wieku na południu Brazylii. Tym samym nasze wystąpienie jest skorelowane z propozycją Alicji Goczyły Ferreiry. W naszym wystąpieniu zamierzamy omówić kategorię pojęciową w kontakcie językowym, na przykładzie wybranego pola tematycznego – jak jest ono „realizowane”/ wypełniane leksemami na pograniczu językowym polonijno-brazylijskim, w kontakcie językowym polszczyzna polonijna – portugalski brazylijski. W naszej prelekcji zajmiemy się analizą zawartości pola tematycznego Rośliny egzotyczne pod kątem występowania w nich leksemów polskich vs leksemów portugalskich vs leksemów innych języków obecnych w przestrzeni językowej Brazylii. Odwołujemy się do koncepcji Batko-Tokarz zaimplementowanej do Wielkiego słownika języka polskiego. Przeanalizujemy, jakie polskie leksemy (znane z WSJP) funkcjonują w polszczyźnie polonijnej w Brazylii, a jakie zostały substytuowane portugalskimi brazylijskimi odpowiednikami (czy odpowiednikami z innych języków obecnych w Brazylii). To mogłoby pokazać, jak w kontakcie językowym zmienia się struktura polonijnego pola

tematycznego pod wpływem – tak długim i intensywnym – brazylijskiego substratu językowo-kulturowego. To mogłoby pokazać procesy poznawcze związane z językiem zachodzące na styku językowym oraz to, co z polskiego pola tematycznego przetrwało w polonijnym polu tematycznym, jak polonijne pole tematyczne zostało zmodyfikowane pod wpływem sytuacji socjolingwistycznej polonii brazylijskiej – w tym niepowtarzalnym kontakcie językowym. Nasza główna hipoteza zakłada, że w kontakcie językowym polsko-brazylijskim zachodzi dość istotna zmiana kognitywna – postrzeganie świata wiąże się nie tylko z zachowaniem kategorii poznawczych rodzimych, ale także dochodzi do modyfikacji pod wpływem języka dominującego: portugalskiego brazylijskiego. Tę hipotezę będziemy starali się zweryfikować, zakładając, że analizowane pole jest wyjątkowo podatne na modyfikacje i nasycanie się leksemami obcego pochodzenia. Zakładamy hipotetycznie, że to pole powinno się w brazylijskim substracie językowo-kulturowym rozwinąć i wzbogacić w stosunku do „polskiego oryginału”. Będziemy to obserwować na podstawie statystyki występowania w polonijnym polu tematycznym leksemów rodzimych (polskich) vs leksemy obce. Pytania: Jak zmienia się zawartość leksykalna polonijnego (w Brazylii) pola tematycznego względem polskiego pola tematycznego? Czy i jak w związku z tym zmienia się polonijne (w Brazylii) postrzeganie tego fragmentu świata względem polskiego postrzegania tego fragmentu świata.

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MONIKA SZYMAŃSKA

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Figuratywne znaczenia przymiotników o charakterze relacyjnym – synergia metafory, metonimii i synekdochy

Słowa kluczowe: metafora, metonimia, synekdocha, przymiotnik relacyjny

Celem wystąpienia jest prześledzenie procesu derywacji semantycznej, w którego wyniku przymiotniki jakościowe typu "czerwony", "zielony", "brunatny" uzyskują wtórne znaczenia (np. *czerwony* – ‘związany z komunizmem’, *zielony* – ‘związany z ochroną środowiska’, *brunatny* – ‘związany z faszyzmem’). Badanie wykorzystujące m.in. dane korpusowe wykazuje, że analizowane znaczenia – w odróżnieniu od znaczeń podstawowych (jakościowych, sprowadzających się do określania koloru) – mają charakter relacyjny (tak jak ich synonimy: "komunistyczny", "ekologiczny", "faszystowski"). Zasadniczy cel prezentowanej analizy to rekonstrukcja schematów kognitywnych stanowiących podstawy analizowanych znaczeń figuratywnych. Schematy te wykazują wysoki stopień złożoności –

opierają się na kombinacjach transferu metonimicznego i przeniesienia metaforycznego, choć reprezentują nieco inny typ niż metaftonimie opisywane przez L. Goosensa (1990). W przypadku analizowanych znaczeń element rozszerzenia metaforycznego opartego na symbolice barw – opisywanej w kategoriach konotacji semantycznej m.in. przez R. Tokarskiego (2004) – współwystępuje z komponentem metonimicznym, którego istota i funkcja ujawniają się zwłaszcza w świetle nowych ujęć metonimii (np. Bierwiaczonek 2013; Drożdż 2014). Uwzględnienie koncepcji B. Bierwiaczonka (m.in. 2013, 2020) dotyczącej syntonimii (metonimii synekdochicznej) i syntafory pozwala również dostrzec w opisywanych schematach pojęciowych rolę trzeciego elementu – synekdochy, który dodatkowo przyczynia się do spiętrzenia mechanizmów występujących w koniunkcji i współtworzących na zasadzie synergii opisywane figuratywne znaczenia przymiotników.

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AMELIA URBĄSKA
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Co robią ręce? Różne rodzaje dotyku w czasownikach polskich oraz ich rozszerzenia metaforyczne

Słowa klucze: dotyk, zmysł, metafora, komunikacja niewerbalna

W prekursorskiej polskiej pracy na temat metafor pojęciowych, zawierających konceptualizację zmysłów, Anna Pajdzińska poprzez analizę frazeologiczną pokazuje „jak bardzo ciało i umysł, doświadczenie zmysłowe i myślenie są ze sobą związane” (1996: 114–115), potwierdzając tym samym tezy George’a Lakoffa i Marka Johnsona.

Kolejne dekady przyniosły rodzimemu językoznawstwu znaczące, choć nieliczne, rozwinięcia tej tematyki. Przyjrano się kilku podtypom dotyku pod kątem opozycji ból–przyjemność (Ładziak 2012), poddano analizie czasownik *dotknąć* jako jednostkę symboliczną i podstawę metafor (Domogała 2016), porównywano wreszcie metaforykę polskiego *dotykać* i angielskiego *touch* (Dziwirek 2023).

Dotyk może być rozumiany dwojako: jako zmysł i jako czynność. Czasownik *dotykać* i jego hiponimy nawiązują do drugiego znaczenia, pozostając oczywiście integralnie związane z dotykiem jako zmysłem. Celem mojego referatu jest pogłębienie wyżej przedstawionego kierunku badań o analizę wybranych hiponimów pojęcia *dotykać*, spośród m.in.: *głaskać*, *muskać*, *uderzać*, *walić*, *poklepywać*, *szczypać*, *łechtać*, *szarpać*, *łaskotać*. Przez egzemplifikację leksykalno-frazeologiczną ww. jednostek, wraz z ich rozszerzeniami metaforycznymi (jeśli takowe występują), pragnę zweryfikować ich większą lub mniejszą produktywność, oraz dociec przyczyn określonego stanu rzeczy. Posługuję się metodą jakościową, sięgając do definicji z kilku słowników języka polskiego i stosując teorię metafory

pojęciowej; koncepcja umysłu ucieleśnionego stanowi tu prymarne założenie badawcze. Używam również metody ilościowej, ekscerpując przykłady użycia leksemów ze źródeł korpusowych (Narodowy Korpus Języka Polskiego).

Wyszedłszy od ustalenia, które jednostki pojęciowe należą do pola semantycznego dotyku (czy są nimi na przykład *obejmować*, *chwytać*, *naciskać* czy *dusić*?), rozumianego niekiedy bardzo szeroko (por. Kieler & Kładoczny 2022), i jakie tworzą one rozszerzenia metaforyczne, zajmę się ich opisem, porównaniem oraz podejmę próbę ewentualnej klasyfikacji, pod względem aksjologicznym i funkcjonalnym (tj. w świetle roli dotyku w komunikacji niewerbalnej – por. Knapp & Hall 2000). Wiedza o komunikacji niewerbalnej dostarczy tu pomocnych narzędzi, między innymi w postaci kryteriów typologicznych różnych form dotyku i lepszego jego zrozumienia.

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