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Plenaries
A-Z
(sorted by last name)

- Prof. Dr. Teresa Cadierno (University of Southern Denmark): *Thinking for speaking in an LW: From research findings to pedagogical implications.*
- Prof. Dr. Joerg Roche (LMU): *Foundations and applications of a cognitive language pedagogy.*
- Prof. Dr. Ute Römer (Georgia State University in Atlanta, Georgia, USA): *Emerging L2 constructions: From corpus evidence to pedagogical implications.*
- Prof. Dr. Anatol Stefanowitsch (Hu Berlin): *The cognitive linguist and public discourse about languages.*
- Prof. Dr. Mark Turner (Case Western Reserve University, USA): *Multimodal constructions for blended classic joint attention.*
Teresa Cadierno:

Thinking for speaking in an L2:
From research findings to pedagogical implications

Abstract:
Since its formulation in the 1990s, Slobin’s thinking-for-speaking (TFS) hypothesis has gained increasing attention in the field of second language acquisition (SLA) (e.g., Cadierno, 2008; Han & Cadierno, 2010; Pavlenko, 2011). Under this perspective, learning a second / foreign language (L2) entails learning alternative ways of thinking for speaking (Cadierno, 2004) or learning to re-think for speaking (Robinson & Ellis, 2008), i.e., learning the particular verbalized orientation to experience encoded in the lexico-grammatical resources of the L2.

The lecture will be divided into two main parts. In the first one I will discuss the implications of TFS for the process of L2 learning, and outline some of the main findings in this research area, with particular emphasis on the domain that has received most attention in the literature, i.e., that of motion. L2 studies that examine language-specific effects on both linguistic encoding and memory, and that deal with both voluntary/spontaneous and caused motion will be considered. In the second part of the lecture I will discuss the pedagogical implications of these findings, and will review a couple of recent intervention studies that have combined insights from TFS research and L2 pedagogical approaches such as processing instruction and concept-based teaching.

References:


**Jörg Roche:**

**Foundations and applications of a cognitive language pedagogy**

**Abstract:**

When Cognitive Linguists are asked about the relevance of their research for language teaching and learning they most often admit that they have no clear answers. When they are asked to make some suggestions anyway, input seems to get their primary attention. That is perhaps why frequency and saliency effects are widely believed to be the determining factors in language acquisition when language acquisition is explained in a usage-based framework. A number of “models” have been suggested to explain that acquisition can be directed by simply manipulating the input. The assumptions of those models show striking similarities with behaviouristic (instructionist, interventionist) approaches to language teaching and learning which predate the invention of Cognitive Linguistics by two generations and, therefore, actually had been replaced by modern task-based approaches (Handlung, didactique actionelle). Such modern approaches centre around the relevance and generation of meaning, not just a reproduction of form and forms. The paper argues that modern task-based approaches to language learning and teaching are a perfect match for Cognitive Linguistics and, as a consequence, together can form the basis of a Cognitive Language Pedagogy or Didactics. The paper will show how image schemata can serve as a conceptual bridge between languages and how conceptual metaphors can help to make transparent to learners of foreign languages the mysteries of grammar. To that end, the paper will assemble empirical evidence from a number of acquisition studies on various aspects of grammar using animations. Furthermore, it will be shown how the teaching of grammar can be improved when it is embedded in task-based scenarios. Finally, a model will be presented which unites the cognitive approach to grammar and the cognitive approach to language teaching and learning.

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**Ute Römer:**

**Emerging L2 constructions:**

**From corpus evidence to pedagogical implications**

**Abstract:**

This talk adopts a usage-based perspective on language acquisition to investigate how knowledge of verb-argument constructions (VACs) develops in English as a second language learners across proficiency levels. I will first present findings from an analysis of L1 German and L1 Spanish learner use of English VACs, such as the ‘V about n’ (e.g., let’s talk about the weather), or the ‘V n n’ or ditransitive construction (e.g., he brought her chocolate). I will then discuss what the findings mean for language pedagogy.

Findings presented in this talk come from a large-scale study on L2 English construction development which uses methods from Corpus Linguistics and Natural Language Processing to systematically extract VACs from a pseudo-longitudinal learner corpus. The study addresses the following research questions:

1. How does the VAC repertoire of learners develop across proficiency levels?
2. How does the distribution of verbs in VACs in learner production develop across proficiency levels?

3. What role do formulaic sequences play in the L2 acquisition of VACs?

To address these questions, data on verbs and the constructions they occur in was exhaustively extracted from a dependency-parsed corpus of L2 writing. The corpus is a 6-million word subset of EFCA MDAT, the Education First-Cambridge Open Language Database (Geertzen, Alexopoulou, & Korhonen, 2013), consisting of over 68,000 texts produced by L1 German and L1 Spanish learners at CEFR levels A1 through C1. We generated frequency-sorted VAC and verb-VAC lists for each level and L1 (e.g., German_A1) and extracted recurring multi-word clusters (spans 3, 4, and 5) around the 50 most frequent verbs in EFCA MDAT, together with information on frequency and cluster association strength (Mutual Information).

I will share selected results on verb construction development across learner proficiency levels. The findings help to expand our understanding of the processes that underlie construction acquisition in an L2 context. I will also discuss how insights from this and related studies can inform pedagogical practice and have a positive impact on second language teaching. Pedagogical implications and recommendations will consider form-focused instruction, the use of input floods, and awareness-raising activities, especially for learners of first languages that are typologically different from the target language.

Anatol Stefanowitsch:

The cognitive linguist and public discourse about languages

Abstract:

Linguists have always been wary of engaging in public discourses about language, leaving the field to laypeople – typically journalists (like William Safire in the USA or Bastian Sick in Germany), but sometimes academics from related disciplines (like the psychologist Steven Pinker, or various literary scholars).

This has reinforced misperceptions about language – for example, the idea that language use can be judged “correct” or “incorrect” without any recourse to actual usage or that utterances are (or should be) neutral descriptions of reality. These were mildly problematic at the best of times, but they have become virulent problems over the past few years as right-wing populism has become a dominant force in European and North American politics, as the use and deliberate misuse of language is one of the central tools of the populists.

Linguists have had little to add to these debates, in part because traditional models of language (particularly generative ones) do not offer any way of connecting to such debates, in part because many linguists have a simplistic understanding of their own discipline as “objective”. (This is why feminist linguists like Robin Lakoff or Luise Pusch have always been an exception to the linguistic wariness of entering public debates).

With respect to the first issue, Cognitive Linguistics is in a very different position: its perspective on language is grounded in the individual (cognition) and, at least in some versions, the social (usage), allowing us to connect public debates about language to insights of our discipline in fairly straightforward ways. It is not an accident that cognitive linguists like George Lakoff (e.g. 1996, 2004, 2008), Elisabeth Wehling (2016) and myself (e.g. 2012, 2018a) have been so active in exposing the role of language in populist and discriminatory rhetoric. I will argue that cognitive linguists are better qualified than laypeople or traditional linguists for engaging in a public discourse about language, using recent examples of public arguments about language, such as cyclically repeated discussion about “generic” masculine nouns and pronouns (e.g. Stefanowitsch 2014a, 2018c), the negative associations of certain words for structurally discriminated groups (e.g. Stefanowitsch 2018b), and the linguistic framing of history and current affairs (e.g. Stefanowitsch 2014). However, in order to add to public
debates in insightful ways, our Cognitive Linguistics needs to be empirically grounded (Stefanowitsch 2011) and make its empirical foundations explicit. With respect to the second issue, cognitive linguists are in no better a position than more traditional linguists. In conclusion, I will therefore offer some thoughts towards a more complex understanding of the relationship between scientific analysis and social activism that may inspire our community to engage more actively in public discussions about language.

References

Mark Turner: Multimodal constructions for blended classic joint attention

Abstract:
For millennia, cultures have created conceptual blending networks in which one of the inputs includes speech, conversation, or, more generally, a scene of classic joint attention. Some of these blending networks are pyrotechnic and memorable: in various examples, the heart, the wind, the sky, souvenirs, paintings, artifacts, gravestones, and monuments all speak, or rather, in the blend, they speak. The lyrics of the song “The Voice” include the singer's saying to “you,” “Listen, my child,’ you say to me, / ’I am the voice of your history.” In this talk, I will begin by investigating the extremely familiar, human-scale conceptual frame of classic joint attention. In a scene of joint attention, there are some people who know that they are jointly attending to something and that they are engaging with each other by jointly attending to it, even if they are not communicating about it, and they know, too, that they all know all of this, recursively, including that she knows that I know that she knows that I know .... Very many scholars over millennia have contributed to the analysis of this important human situation, e. g., very recently, Tomasello (1999), Clark (1996), Clark and Henetz (2014). In classic joint attention (Thomas and Turner (2011)), two (or a few) people together are jointly attending to something they can perceive in the same human environment, and they are communicating about it. Human communicative abilities, including language and gesture, are largely dedicated to this basic scene of classic joint attention, and substantial grammatical resources are dedicated to managing it: think of one person saying to another, “I can help you with that now by looking here.” As stand-alone text, the meaning to be constructed in response to such an utterance is profoundly under-determined, but in a scene of classic joint attention, it is likely to
be crystal-clear to the participants. Not surprisingly, many conceptual networks that do not actually fit the frame of classic joint attention are understood by blending them with the idea of classic joint attention. Personal letters, the radio, and the television, for example, do not fit classic joint attention, but are understood via a generic blending template that has classic joint attention as one very important input. In this talk, I will explore such generic integration templates for blended classic joint attention and multimodal linguistic constructions that serve it (Barðdal et al. 2015, Turner 2017 & 1997).

References


Abstracts
A-Z
(sorted by last name of first author)
Patterns of intensifying adverbs in English

Of the four traditional open word classes, “the adverb class is the most nebulous and puzzling” one (Quirk et al. 1985). Several attempts have been made to classify and categorize adverbs. Besides a general agreement on the gradable vs. absolutive distinction, the field still lacks a finer-grained but holistic structural approach. Existing classifications either include semantic scales only, are based on somewhat arbitrary semantic and/or syntactic categorization models or try to create sophisticated but non-exhaustive categorizations based on spoken data (Paradis 1997 for an overview). Furthermore, individual category labels, such as that of intensifier, differ or are rejected, because the uniqueness of the semantic class cannot be taken for granted (e.g. Huddleston & Pullum 2002).

All the previously mentioned approaches avoid a systematic comprehensive and exhaustive approach to identify structural and semantic patterns, e.g. in an adequately sized corpus. For example, Paradis (1997) restricts her research to modifiers of adjectives, and extracts these from the area-restricted London-Lund Corpus (500,000 words).

To tackle these shortcomings, this study takes a slightly different approach to investigate the semantics of adverbs. To introduce this approach, a case study is presented which investigates the cognitive synonyms absolutely and completely (Paradis 1997), both of which can create an intensifying effect (Quirk et al. 1985). The corpus employed is the Diachronic English Web Corpus sampling a large amount of diverse Websites containing various English language content (Kehoe 2006).

The corpus tokens are retrieved with sufficient context to create various annotations for sets of semantic, morphological and syntactic features. The selected variables are intended to reflect the distributional properties of the investigated adverbs with the aim of creating extensive Behavioural Profiles (BP) of each individual item, whereby the BP approach takes into consideration meaning and distribution within the realm of prototypes; and it assumes that the meanings of lexical items are determined by (and can be read off from) the different patterns of their syntactic realisations (e.g. Gries 2012).

The specific patterns uncovered by this bottom-up approach outline the polysemous variations of absolutely and completely on a continuum from strictly literal to purely intensifying meaning. Furthermore, the distributional and syntactic perspective on semantic/functional description might help to overcome a classification of adverbs that is so far based on highly negotiable criteria and partially arbitrary labels.

References


How can concept-based approaches to grammar be made more accessible to L2 learners?

Concept-based approaches to grammar teaching generally adopt the cognitive linguistic view of language and present grammar as a conceptually motivated system that is rooted in embodied experiences (e.g. force, dynamics, space, etc.) and other principles of human perception (figure-ground) (cf. Langacker 2008). Although the potential benefits of concept-based explanations for the visualization of grammatical principles in the context of foreign language teaching has been amply described, empirical classroom-based research so far has not been conclusive about their pedagogical added value, especially when compared to form-based approaches (cf. Niemeier 2017). In this vein, previous studies suggest that considerable attention must be paid to other factors affecting the successful implementation of such concept-based approaches in the classroom: On the one hand, concept-based explanations need a presentation mode that allows for an adequate illustration of the embodied nature of grammar and brings the learners’ attention to the relevant aspects of the material (e.g. multimedia animations, cf. Roche & Suñer 2016). On the other hand, the presentation of such concept-based explanations should be supplemented with learning activities that adequately foster conceptualization processes as well as the internalization of functional meanings (Williams et al. 2013). In fact, the sole exposure to cognitive linguistic notions does not automatically make learners actively engage in a process of meaningful learning and develop the respective conceptual categories (Tyler et al. 2011).

Against this backdrop, the present paper reports on a study which aims to investigate the potential of multimedia animations and learning activities based on sociocultural theory (Williams et al. 2013) to leverage a concept-based approach to teaching the German passive. To this end, forty-nine first-year students of German were divided into two groups: The experimental group was presented with a concept-based explanation of the German passive supplemented by multimedia animations and tasks that set out to foster the relevant conceptualization processes. The control group worked with a form-based explanation and performed tasks that set out to illustrate the syntactic features of the German passive without providing any further pedagogical support to address the meaning of the passive. The results reveal that the students in the experimental group significantly outperformed those in the control group, especially in the tasks where the passive was tested in larger context. Furthermore, the comparison of the essays written by both groups of L2 learners with those written by a group of German L1 speakers reveals that the students in the experimental group and the L1 speakers made use of the different subtypes of passive constructions in a very similar way. Taken together, the results show that the combination of multimedia animations and learning activities based on sociocultural theory offers an intriguing venue for leveraging the effectiveness of such concept-based approaches. The present paper will discuss the pedagogical implications of these findings and suggest some directions for further research.

References

Learners produce different kinds of constructs from native speakers – collocation and argument structure constructions

This paper sets out to illustrate differences between learner language and the language of native speakers by a number of tests carried out with students of English at the Friedrich-Alexander-Universität Erlangen-Nürnberg.

The first part of the experiment aims at testing knowledge of collocations: In order to compare to what extent combinations of certain words are stored in the constructica of native speakers and advanced learners of English, we used the test battery developed by Dąbrowska (2014): although, as was to be expected, on the whole, native speakers displayed a much greater competence at judging which combinations of words can be regarded as established collocations, interestingly, some learners outperformed some native speakers.

The second part of the project was designed to explore the number and types of different valency constructions informants produce on being provided with a verbal stimulus. It is very interesting to see that, given the stimulus word caught, for example, the non-native speakers would predominantly produce sentences with police, thief, murderer, suspect etc. which do not rank amongst the 50 top collexemes of caught in the British National Corpus.

We would thus argue that an analysis of the words used in particular slots of argument structure constructions (i.e. the collexemes or itecxes) provides a useful means of characterizing the language of advanced learners and to underscore the importance of collo-phenomena in language teaching.

References

Dąbrowska, Ewa (2014). “Words that go together: Measuring individual differences in native speakers’ knowledge of collocations.” The Mental Lexicon, 9 (3), 401-418. ISSN 1871-1340


Entrenchment in production and comprehension systems

In this presentation we use corpus data explore the consequences of differences in production and comprehension for our understanding of usage events (Langacker 1988) and grammatical systems. Using corpus data, we demonstrate that individual differences in language production can be distinguished by the central components of lexicogrammar and not only by some idiosyncratic peripheral phraseology. This means that, in broad terms, entrenchment of language production differs from entrenchment of language comprehension.

To pursue this research, the speech of five White House Press Secretaries is analysed. The amount of speech transcribed is considerable and here we work with individual speech corpora of at least 60,000 words of running text per speaker. We examine the frequency of use of bigrams and various constructions in order to compare inter-speaker and intra-speaker variation. We also compare the data obtained with the results coming from a typical multi-speaker corpus. It turns out that the speech of individuals is quite stable over the course of
several months despite differences in topic etc. And we find that inter-speaker variation is quite marked, which means that individuals maintain their preferred routines of production and do not accommodate to the frequency of comprehension patterns.

Differences between production and comprehension have generally been ignored within Cognitive Linguistics and practitioners tend to make general statements relating frequency to entrenchment in a cognitive model, with the assumption being that there is a single system undifferentiated for input and output. And since corpora are typically comprised of language samples produced many different speakers or writers, the resulting grammatical analysis based on corpora is bound to be an idealisation in the sense that it abstracts away from both language production and language comprehension to create a process-neutral view of grammar. And clearly usage-based models of language should not be process-neutral. Establishing a model of grammar that is in some sense a coherent whole and at the same time allows for different degrees of entrenchment for production and comprehension is a rather difficult task. We will examine the work of Lamb (1999:126) who presents two alternative systems to account for production and comprehension. One is a binary bidirectional network with two-way connections. The other is two separate although interconnected networks: one for reception and one for production.

The research reported here has consequences for Applied Cognitive Linguistics, including language teaching and in the final section we explore some of these issues.

References

Anke Beger
Europa-Universität Flensburg

*Keywords: deliberate metaphor; metaphor in academic lectures; Conceptual Metaphor Theory; knowledge communication*

“The role of (deliberate) metaphor in communicating knowledge in academic lectures from different disciplines”

My empirical study of 23 US-American college lectures from different disciplines (biology, chemistry, philosophy, psychology) investigates how professors use metaphors to communicate abstract knowledge. The focus of my investigation is the use of the professors’ metaphors, using the framework of Conceptual Metaphor Theory (Lakoff & Johnson 1980). However, to account for the communicative functions of metaphor in knowledge mediation, I (also) applied Steen’s (2008) recent three-dimensional model of metaphor, especially his notion of *deliberate metaphor* (e.g., Steen 2010). Steen’s model of metaphor explicitly adds the dimension of communication to Lakoff and Johnson’s concept of metaphor in language and thought. In the communicative dimension, Steen distinguishes *deliberate metaphors* from *non-deliberate metaphors*. He proposes that a deliberate metaphor “instructs the addressee to momentarily adopt another standpoint, in another frame of reference, and to reconsider the local topic from that point of view” (2010: 58). Accordingly, we might expect *deliberate metaphors* to be particularly valuable for communicating abstract knowledge in higher education, as they explicitly provide the students with an alien perspective (or source domain) to use in order to grapple with the respective subject matter (or target domain). This is presumably not the case for what Steen calls *non-deliberate metaphors*, which are typically the kinds of metaphors CMT scholars have been primarily interested in, precisely because they are often used automatically and without awareness of their metaphoricity.

The extensive qualitative analyses of forms and functions of deliberate metaphors in my large corpus of more than 250,000 words indeed demonstrate the value of deliberate metaphor in communicating academic knowledge. Based on examples of deliberate metaphors
in different college lectures, my presentation will illustrate some of the various forms (e.g., compound nouns, extensions, similes, with domain signalers) in which deliberate metaphors occur as well as their major functions (i.e., explanatory and affective) in academic lectures.

However, Steen’s notion of deliberate metaphor, or his so-called Deliberate Metaphor Theory (DMT), is not only still in its infancy but also highly contested (see, e.g., Gibbs 2011, 2015). One of the main criticisms is the binary distinction between deliberate and non-deliberate metaphors, which lumps together a broad variety of linguistic metaphors into the category of non-deliberate metaphors. Furthermore, DMT suggests that only deliberate metaphors have (special) communicative value, which would deny the vast majority of linguistic metaphors any communicative functions. However, my investigation also shows that a number of seemingly non-deliberate metaphors seem to fulfill important functions in communicating academic knowledge, especially with respect to subject-specific tendencies to conceptualize a wide range of phenomena in terms of a certain source domain. For instance, different phenomena of DNA transcription and translation in Molecular Biology are conceptualized as BUSINESS, and various aspects of Nuclear Chemistry are personified. These patterns are best uncovered by using CMT approaches rather than focusing on the distinction between deliberate and non-deliberate metaphor. My discussion of these aspects therefore advances the ongoing debate on deliberate metaphor.

References

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Keywords: L1 development, German, spatial language, utterance complexity, usage-based

Beyond lexicalization patterns and the path-manner dichotomy:
Development of utterance complexity and information density in spatial language

Research in the Thinking for speaking (TfS) paradigm has shown that children’s productions reflect the specific lexicalization patterns of their first language (L1) from early on, for instance, in the spatial language domain (Slobin 2003). So-called satellite-framed languages call for specific manner verbs of motion and at the same time allow for highly complex path descriptions within the same utterance (e.g., Der Mann hüpf auf den Stuhl ‘The man hops onto the chair’). Children learning such languages seem to master these complex spatial language constructions in their fourth year of life, both in elicited retellings (Bamberg 1994) and in experimental settings: “From the earliest age tested onward (three years), German speakers express MANNER and PATH in compact utterances, encoding MANNER in the finite verb and PATH mostly in verbal particles” (Ochsenbauer & Hickmann 2010: 234). However, TfS-based research on lexicalization patterns has only just begun to take into account more fine-grained questions of utterance complexity and information density (e.g., Ochsenbauer & Hickmann 2016).

In line with usage-based approaches, we present a more nuanced picture of German spatial language development. We show that spatial language development is much more gradual than assumed in TfS-based approaches and continues well into the early school years,
Despite the early availability of the relevant lexicalization patterns in the spatial language domain. Our argument is based on extensive reanalyses of spatial language utterances in (i) spontaneous German child speech (n=3149; age ranges 2;6-2;11 and 4;6-4;11; longitudinal Leo/Rigol CHILDES corpora) and (ii) 48 narratives elicited from German three-, five-, nine-year-olds, and adults (n=2243; Frog Story, Bamberg 1994). Going beyond the TsS-focus on the path-manner dichotomy, our findings reveal that German preschool children routinely verbalize localization, spontaneous and caused motion events in language-specific ways, but that they are not fully adult-like in terms of information density and constructional complexity and that, importantly, this holds for both a (1) local and a (2) global complexity level:

(1) Dispreference for locally complex slot-filler types

As described elsewhere (e.g., Bryant 2012), younger children produce significantly fewer locally complex verb and path tokens than older children and adults (e.g., fewer lexical verbs with manner specifications; fewer prepositional phrases; p<0.001).

(2) Dispreference for globally complex combinations of more complex slot-filler types

We additionally show for the first time that younger children also differ from older children and adults at the global complexity level: Both in spontaneous speech and in elicited narratives, younger children tend to avoid globally complex combinations of locally complex elements at the relevant slots — figure, path, manner — within the same utterance. In other words, they do not only produce fewer locally complex slot-fillers, but importantly they also tend to use those locally more complex slot-fillers that they do produce (e.g., prepositional phrases or manner verbs) in globally less complex utterance contexts, for instance, if the figure component is light (i.e., a pronoun, p<0.001).

We discuss selected theoretical and applied implications of our findings, including the domains of usage-based language assessment and language training/teaching.

References


Geert Bröne, Steven Schoonjans & Kurt Feyaerts
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Keywords: multimodality, construction grammar, spoken language, intensity particles

“So was von spannend” – on the emergence, semantic profile and multimodal co-occurrences of the German “so was von”-construction

Over the last decade, construction grammar approaches in cognitive and interactional linguistics have increasingly dealt with productive language patterns that have emerged in and are typical of spoken language (see, among others, Fried 2005, Deperroimann 2011, Bücker 2012, Östman & Trousdale 2013, Bröne & Zima 2014, Imo & Günther 2014 for theoretical and empirical arguments). Empirical studies in this field have typically focused on the semantic-pragmatic profile of spoken language constructions, their sequential structure as well as their position in a network of related constructions. In a more recent development, construction
grammar accounts have included recurrent patterns of gestural and other nonverbal behavior as well, building the foundation of a multimodal construction (Schoonjans et al. 2015, 2016; Schoonjans 2017, 2018; Feyaerts et al. 2017; Zima & Bergs 2017).

In this study, we present a combined corpus-based and exploratory multimodal analysis of a German construction that has become highly productive as part of the spoken language constructicon, viz. the so was von-construction. This construction, which shares specific features with intensity particles, is typically used in combination with adjectives or noun (phrases) with either a positive or a negative (implied) meaning, as in the examples (1-3), producing an exclamative effect:

(1) Diese Fahrer sind so was von lächerlich (‘These drivers are so ridiculous’)
(2) Das ist nun wirklich mal so was von Nineties (‘That is so nineties’)
(3) Das wird ja so was von ein cooles Spiel (‘That is going to be such a cool game’)

(All examples were taken from the DeReKo corpus)

In a first part of the analysis, we use data harvested from the DeReKo corpus (German reference corpus) to present a quantitative analysis of the development of the construction, zooming in on its relative frequency in spoken data and its introduction into written language. In a second step, we analyze the semantic profile of the construction, with a specific focus on its occurrence with positive, negative or neutral evaluative elements, and its implication for the exclamative strength of the utterance. This analysis is based on 1000 tokens of the so was von construction randomly taken from the DeReKo corpus. In a third and final analytical step, we extend the analysis to the multimodal profile of the construction by taking into account specific co-occurrences of the construction with gestural behavior. Based on a sample of video data of spontaneous interactions taken from the FOLK corpus (‘Forschungs- und Lehrkorpus für gesprochenes Deutsch’), we observed some recurrent patterns, including co-occurrence of so was von with headshakes and raised eyebrows. The results of this qualitative analysis will be extended to a more quantitative corpus-based analysis in future research.

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Keywords: Internet memes, multimodal constructions, content analysis, corpus pragmatics

The Merkel-Meme as multimodal construction

Because language is always used in contexts involving different semiotic modes, cognitive linguistics has been opening up to multimodal phenomena in recent years. In this context, cognitive linguistics currently works out the possibilities and premises of a multimodal construction grammar (Ziem 2017; Schoonjans 2017; Zima 2014). Even though multimodal constructions are becoming an object of great interest in cognitive linguistics, their status is still relatively unclear. Zima (2014: 3) states: “die Frage, unter welchen Voraussetzungen Konstruktionen als tatsächlich multimodal anzusehen sind, ist vor allem methodologisch weiterhin ungeklärt”. In particular, empirically broad databased approaches are missing. There is a “lack of robust empirical evidence for inherently multimodal grammatical constructions” (Ziem 2017: 8).

The aim of this paper is to provide broad empirical evidence for what Ziem (2017: 8) describes as inherently multimodal constructions. Using a quantitative-qualitative content analysis, we analysed a corpus of 632 so called Merkel-Meme adaptations, which were distributed via Twitter in the context of the G7 summit in Bavaria in June 2015 (Johann/Bülow 2018). The Merkel-Meme shows Obama sitting on a bench looking at Merkel who faces him with wide-open arms (figure 1).

Figure 1: Merkel-Meme adaptions
This study delves deeper into the question of how to model image macro based Internet memes as multimodal construction(s) (Dancygier/Vandelanotte 2017). We firstly argue that Internet memes are an interesting object of investigation to empirically study multimodal constructions. Internet memes are an integral part of everyday communication among young social web users combining visual and verbal communication. We secondly show that the intensifying so-constructions (n=128) are essentially motivated by the arm gesture of Angela Merkel. The meme adaptations, in which so-constructs occur, would lose interpretability without Merkel’s gesture. We thirdly state that multimodal constructions are to be modelled as categories with a prototype structure (Dancygier/Vandelanotte 2017: 592). Working on concrete material reveals relatively quickly that we sometimes have to do with better and worse representatives of multimodal constructions.

References

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Keywords: input-output, syntactic development, early education, situational prototypicality

Parallels in the use of syntactic structures: Analyses of educators’ and children’s verbal interactions
Previous research suggests that the quality of language input children receive in early education settings affects their language development. Most studies focus on long-term, lagged effects of educators’ input on children’s language progress (Huttenlocher et al. 2002).
The present study, however, examines the possibility of an immediate, on-line relation between the complexity of educators’ and children’s speech. Verbal interactions of 16 preschool teachers and the children in their care (ages 3 to 6) were audiotaped and transcribed for two ten-minute free play situations each. All utterances are being coded for syntactic complexity according to Grießhaber’s 7-level profile analysis scale (Grießhaber 2005). Statistical analyses are in progress. Preliminary findings reveal that syntactic complexity of educators’ input correlates with the complexity of children’s productions ($r=0.77$, $p<0.01$). At the same time, children produce considerably more short fragments, whereas educators use markedly more complex subordinate and embedded structures.

Our first results suggest a close relation between the complexity of children’s and educators’ language use in interactions. We will discuss the directionality of this association and potential mediating factors, such as situational demands/ pragmatic constraints (e.g. board games vs. gym time). More fine-grained analyses (Wöllstein 2014) that explore the distributions of highly frequent V2 constructions in educators’ and children’s speech will be presented and reviewed from a function-related, usage-based perspective. Potential applications of our findings in the professional development of educators will be discussed in the light of Vygotsky’s zone of proximal development (1978) and syntactic priming research (Huttenlocher et al. 2004). In particular, we will address the idea that adaptive linguistic input that is slightly more syntactically complex than children’s own productions fosters children’s development, usage and entrenchment of complex sentences.

References

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Keywords: Dynamische Modalität, Kollostruktionsanalyse, Halbmodalverb-Konstruktion, Textregister

Zur textsortenspezifischen Funktionalität der modalen Konstruktion mit dem Verb WISSEN
Der Ermittlung der modalen Ausdruckmittel des Deutschen wurden in der Syntaxforschung zahlreiche Arbeiten (Diewald 1999; Diewald & Smirnova 2010) gewidmet. Textregisterbezogene Funktionalität der modalen Konstruktionen wurde dennoch wenig untersucht. Zudem stellen Konstruktionen zur Bezeichnung der dynamischen Modalität sowie ihre functionalen Besonderheiten in diversen Textgenres eine Forschungslücke dar. Dieser Vortrag fokussiert sich auf die Erforschung der textsortenspezifischen Funktionalität der modalen Konstruktion mit dem Verb wissen in der gegenwärtigen deutschen Sprache. Die wissen-Konstruktion lässt sich durch Beispielsatz (1) gut illustrieren:

(1) Die Odyssee weiß auch von seligen Küsten zu berichten, die frei von Übeln und Todesplage sind. (DWDS: Ernst Robert Curtius, 1948: 194)

Diese Konstruktion stellt eine Verbindung des modalen Auxiliarverbs wissen mit einem infiniten verbalen Komplement mit der Partikel zu dar. Sie bringt die modale Bedeutung 'Möglichkeit/Fähigkeit' zum Ausdruck und verbalisiert damit die semantische Domäne der dynamischen Modalität. Die wissen-Konstruktion kann wie folgt schematisiert werden: [v_wissen

Diese Studie geht von der Prämisse aus, die in bisherigen Arbeiten in der gebrauchsbasierten Konstruktionsgrammatik verfolgt wird, nämlich, dass die gesamte Semantik der modalen wissen-Konstruktionen mit den Bedeutungen der im V_{INF}-Slot auftretenden Lexeme im Einklang steht. Daher liegt das Augenmerk dieser Studie auf der Identifizierung der für die obigen vier Textregister typischen sowie distinktiven V_{INF}-Lexeme. Um diese zu eruieren, wird die einfache und (multiple) distinktive Kollexemanalyse (Stefanowitsch & Gries 2003; Gries & Stefanowitsch 2004) eingesetzt.

**Literatur**


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**Keywords:** Grammatikalisierung, deontische Modalität, Kollostruktionsanalyse, Auxiliarverb-Konstruktion

**VERDIENEN im Gegenwartsdeutschen:**

**Die Entstehung eines grammatischen Markers der deontischen Modalität**


Das Verb verdienen wurde allerdings in diesem Zusammenhang noch nicht untersucht. Unsere These ist, dass es sich auf dem Weg zu einem Auxiliarverb zum Ausdruck deontischer Modalität befindet. Unser Beitrag thematisiert dabei die synchrone Variation von verdienen im Gegenwartsdeutschen unter Berücksichtigung seiner diachronen Entwicklung von einem lexikalischen zu einem eher grammatischen Zeichen.

Im Gegenwartsdeutschen zeigt verdienen unterschiedliche – sowohl lexikalische als auch grammatische – Gebrauchweisens:

1. Außerdem haben wir uns eine Zigarre verdient. (DWDS: Benjamin Lebert, 1999: 133)
2. Aber ihr mögt darüber sagen, was ihr wollt, er verdient doch Respekt. (DWDS: Hans Magnus Enzensberger, 1972: 61)

In (1) und (2) stellt verdienen ein lexikalisches Verb mit einem Akkusativobjekt dar. In (3) und
(4) wird es mit einem infiniten Vollverb verbunden und kann als ein mehr oder weniger grammatisiertes Auxiliarverb zum Ausdruck deontischer Modalität betrachtet werden. Vor dem Hintergrund dieser Verwendungsweisen können vier Konstruktionstypen zu verdienen postuliert werden, die schematisch wie folgt aussehen: 

(5) [verdienen NP<AKK>]<etwas erhalten'>
(6) [verdienen NP<ABSTRAKT>]<einer Sache wert, würdig sein'>
(7) [verdienen VP zu werden]<soll gemacht werden'>
(8) [verdienen zu V<REF>]<soll machen'>


Literatur

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Keywords: Graphemic change, historical linguistics, capitalization, animacy

The cognitive principles behind spelling variation:
A corpus study on sentence-internal capitalization in Early New High German
Sentence-internal capitalization is a characteristic of present-day German orthography: Every head of a noun phrase is capitalized, e.g. das große Haus ‘the big house’. Previous studies have shown that this convention emerged gradually throughout the 16th and 17th centuries (e.g. Bergmann & Nerius 1998). It has also been shown that the spread of this spelling convention is influenced by factors like reverence and animacy: Nouns referring to deities and persons of a high social rank are capitalized first, terms referring to animals and concrete objects are capitalized later, and abstract nouns are capitalized last (e.g. Bergmann 1999).

We follow up on these previous studies by investigating the use of sentence-internal capitalization in 56 handwritten protocols of witch trials from 1570 to 1665. Using handwritten texts can provide new insights into the early use of sentence-internal capital letters as the texts in our corpus are largely produced spontaneously. While printed texts, which nearly all previous studies are based on (with the exception of Moulin 1990), were produced collaboratively with a significant planning effort, handwritten protocols are usually produced on the spot and thus allow a glimpse into the individual writer’s language use. As such, they also allow for taking idiolectal aspects into account.

Our data lend further support to the observation that animacy plays a significant role in
the emergence of capitalization. However, we also take additional factors into account, especially semantic roles, syntactic functions, and frequency of use. In line with important assumptions from cognitive and usage-based linguistics (e.g. Bybee 2007, Langacker 2008, Taylor 2012), we hypothesize that nouns referring to animate and agentive entities in the subject position will be most prone to capitalization and that a noun will be less likely to occur with sentence-internal capitalization the more it deviates from that prototype. In addition, we hypothesize that highly frequent words will be quicker in adopting sentence-internal capitalization than less frequent words across multiple texts as they develop a fixed graphemic gestalt that is firmly entrenched.

A mixed-effects regression model and a hierarchical configural frequency analysis (HCFA) largely corroborate these hypotheses, thus also lending further support to the key role of cognitive factors like animacy and frequency in the evolution of linguistic conventions. However, in line with the recent reappraisal of social factors in cognitive linguistics (e.g. Croft 2009, Hart 2014), we can also show that pragmatic factors influence the use of capitalization. Most strikingly, for example, terms denoting men are significantly more often capitalized than terms denoting women, which demonstrates that apart from the animacy of a referent, their social role is a crucial factor in the scribe’s choice to emphasize a noun by means of capitalization.

References

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Keywords: modal particles, construction-based teaching, L2

A construction grammatical approach to teaching modal particles to L2 learners
In this talk we present a study in which we examine the effects of L2 teaching materials based on a construction grammatical approach to the teaching of German modal particles. Given the frequency of modal particles in German, second language teaching has to address them; however, their pragmatic functions vary so much depending on the context that it is very hard to formulate helpful descriptions for teaching. Previous work comprises a few text- and exercise books dedicated to particles like the one by Weydt, Harden, Hentschel & Rösler (1983); furthermore, Möllering (2001) has the students sort and classify corpus instances of the German particle eben according to grammatical sentence position and infer
the functions themselves. Ghaffarian (2015) also uses grammatical position to distinguish between conjunction uses and modal particle uses of the German particle denn and then takes a conversation analytical approach to explaining the different uses from their sequential contexts. These previous studies focus on the pragmatic functions of modal particles in different contexts; in contrast, in the current study, we propose to teach their grammatical function, which according to the model by Diewald and Fischer (Diewald 2006), is to anchor their host utterance in the communication partners’ common ground. This model comprises constructions for each modal particle with its individual core meaning, sentence-type constructions as well as the word class construction (cf. Fischer & Alm 2013).

Based on this model, we designed teaching material with drawings illustrating the function and meaning of the three modal particles ja (MP-meaning ‘as we both know’), also (MP-meaning ‘as can be concluded’) and ruhig (MP-meaning ‘there is no objection to (doing) X’), along with exercises. For a control condition, we used the explanations and exercises for the same three particles from Weydt, Harden, Hentschel & Rösler (1983), who describe modal particles as downtoners and illocutionary indicators.

We also developed an introduction in which we explained about sentence positions and their interaction with particle functions. This theoretical part was identical for both conditions.

We carried out experimental studies with two different groups of Danish teenagers/young adults. A week before the teaching, we conducted a pretest; during the main session, we conducted a teaching session of about 45 minutes, an exercise session of about 15 minutes and a posttest.

The statistical analysis of the evaluation of the pre- and posttest in the two conditions show that the participants in the test condition improved from 59% correct answers in the pretest to 65% the posttest (p= .16). In contrast, the students in the control group did not improve on the basis of the teaching (p=.82).

We conclude that an approach to the teaching of modal particles that rests on a construction grammar model is at least promising, in spite of its greater degree of abstractness.

References

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Keywords: usage, exposure, constraints, converging evidence, experimental syntax

Frequency/acceptability mismatches:
Corpus-derived schema compatibility predicts acceptability judgements
By definition, usage-based theories assume that language use and linguistic knowledge are two sides of the same coin; hence, entrenchment is a function of usage intensity. Yet, the role of corpus frequency in modelling the mental representation of complex constructions is still unclear. In offline tasks, for example, it is well documented that two items from diverging frequency ranges can receive equally high acceptability ratings, while low-frequent items often
diverge in acceptability (e.g., Bader & Häussler 2010). While frequency/acceptability mismatches present a challenge for usage-based models, recent evidence suggests that complex distributional measures are better predictors than raw frequency, which supports views that the abstraction of exemplars underlies our linguistic knowledge (e.g., Divjak 2017). This paper extends on the idea and argues that acceptability of more schematic units is a function of compatibility (Langacker 1987): acceptability reflects the elaborative distance of an instance from its licensing schema. This distance is largely independent of raw frequencies, but not independent of usage and/or experience.

To this end, this talk compares corpus-derived distributional measures with the results of an acceptability task for go/come-V, which is subject to the Bare Stem Constraint (BSC), that is, it is only grammatical in bare form (Go see a doctor!, We go watch a movie regularly; but *She goes sees a doctor). Formal constraints such as the BSC appear to be independent of usage and seem therefore accessible to modelling primarily in generative frameworks (e.g., Bjorkman 2016). A recent corpus-based approach argues that the BSC is the result of the construction’s non-assertive constructional semantics, evident in a skew towards directives and commissives, and the make-up of the English inflectional paradigm, where means to encode non-assertiveness are all bare (Flach 2017). In other words, the BSC follows a semantic constraint.

This model predicts that acceptability of go/come-V is contingent on schema compatibility. Instances with full sanction (directive imperatives, commissive lets-cxns) are rated higher than semantic constraint violators (assertive to-complements, bare indicatives), regardless of the often low discourse frequency of the former. These predictions are confirmed by an acceptability experiment with 40 speakers of North American English. Furthermore, acceptability and corpus-derived usage are highly correlated, suggesting that the frequency/acceptability mismatch disappears once usage intensity is operationalized to reflect the complexity of a schematic unit. The results suggest two things: first, experimental behavior is strongly influenced by linguistic conventions, and, second, they support the psychological plausibility of usage-based approaches to linguistic knowledge and language learning, which assumes exemplar extraction over repeated exposure.

References

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Keywords: Construction Grammar, resultatives, translation, German-French

The Contribution of Construction Grammar to Translation Teaching
A Case Study on the Transfer of German Path and Property Resultatives into French
Trainee translators have to express the meaning of a source text in a fluent target text. To that end, they have to learn to identify and understand constructions in the source text and use corresponding target language constructions. This task may turn out to be difficult, for instance when there is no one-to-one “constructional equivalence” between the source and target languages (Rojo & Valenzuela 2013). This is the case for the translation of German path and property resultative constructions (Goldberg 1995, Goldberg & Jackendorf 2004) into French, e.g.
1. GERM: Ronaldo köpft Portugal ins Finale. (EN: Lit. ‘Ronaldo heads Portugal into the final.’)
   FR: D’une frappe de la tête, Ronaldo hisse le Portugal en finale.
2. GERM: Unbekannter klingelte Merkel aus dem Schlaf. (EN: Lit. ‘A stranger rang Merkel out of her sleep.’)
   FR: Un inconnu réveille Merkel en sonnant à sa porte.
3. GERM: Den Konservatismus wegtwittern. (EN: Lit. ‘to twitter [away] conservatism [away]’)
   FR: Éradiquer le conservatisme via Twitter / en twittant / à coup de tweets.

In traditional linguistic approaches to translation, such issues have been dealt with in terms of recategorization and interchange. Recategorization (Delisle et al: 1999) is the change of the word class or part of speech of a word or phrase with a semantic equivalent (GERM: Sie ist eine leidenschaftliche Tänzerin. EN: *She is a passionate dancer. => She has a passion for dancing). With interchange (Delisle et al. 1999), the translator swaps two lexical items with respect to form and function, thereby switching their respective parts of speech, e.g. FR: Il sortit de la maison en courant. => EN: He ran out of the house. The concepts of recategorization and interchange favor a translation approach which focuses on lexical items, e.g. GERM köpft (‘heads’) => FR frappe de la tête (‘hit of the head’). By contrast, the constructionist approach privileges the whole resultative construction and accounts for both formal and semantic equivalence. It further reflects the privileged lexicalization patterns of particular languages and allows for the generalization of translation procedures.

Against this backdrop, the question arises whether a construction-based teaching approach (Delorme-Benites 2017) can facilitate the inference of appropriate translation procedures, thereby making translation choices easier. In order to answer this question, a classroom-based study was conducted among French-speaking learners of German (n=40) at B2 level according to CFR. The experimental group was presented with an innovative construction-based teaching unit for translation issues in the domain of path and property resultatives, whereas the control group worked with a translation teaching approach based on lexical items. Participants were tested on language proficiency regarding these specific constructions before and after the treatment. The results consistently show that the construction-based teaching approach can substantially contribute to leveraging translation performance and pave the way for the implementation of such approaches in other language areas.

References
Towards a frame analysis of light verb constructions – a case study of German steh en ‘stand’

Complex predicates formed of a semantically ‘light’ verbal head and a noun or verb which contributes the major part of the meaning are frequently referred to as ‘light verb constructions’ (LVCs). Sequences of this type have been attested for various and typologically unrelated languages such as Japanese, Persian, Italian, Dutch and Hindi/Urdu. Based on the definition above, the so-called German ‘support-verb construction’ (‘Funktionsverbgefüge’; von Polenz 1963, Winhart 2005 among others) can also be characterized as a light verb construction. In this construction, illustrated in (1), a variety of frequent verbs functions as light verbs which are combined with NPs/PPs carrying the major part of the meaning.

(1) die Erlaubnis geben ‘give permission’, zur Verzweiflung bringen ‘drive to despair’, Beachtung finden ‘be taken notice of’, eine Bemerkung machen ‘make a remark’, aus dem Umlauf ziehen ‘withdraw from circulation’

In instances of LVCs formed with a specific verb, regular interpretational patterns can be identified as illustrated below for LVCs with the posture verb steh en ‘stand’:

(2) unter Beobachtung steh en ‘to be under surveillance’, vor dem Ruin steh en ‘to face ruin’, in Blüt e steh en ‘to be in blossom’, außer Zweifel steh en ‘to be beyond doubt’

In line with the heavy use of steh en, LVCs formed with this verb express stative predications (‘being in a certain state’). Moreover, parallel to heavy steh en the LV selects a PP with a spatial preposition specifying a particular relation between the meaning of the PP-internal noun and the subject. For instance, unter N steh en ‘under N stand’ means ‘being undergoer of a process denoted by N’ so that unter Beobachtung steh en can be paraphrased by the passive ‘being observed.’ By contrast, vor N steh en ‘in front of the N stand’ has the interpretation that someone is almost in the state denoted by N. In the third example, in indicates that the state expressed by the noun holds of the subject referent whereas in the fourth example außer is used to express that the state predication does not hold of the subject referent.

The different uses of posture verbs are well-described from a cognitive as well as a formal/representational point of view (Gibbs et. al 1994, Kaufmann 1995, Gamerschlag et al. 2013 among others). In the talk, we will present a case study of LVCs with the posture verb steh en ‘stand’ which builds on the insights of these works. Starting from the frame analysis of the literal uses of posture verbs proposed by Gamerschlag et al. (2013), we will show how the meaning components of the literal uses are systematically exploited in the different interpretational patterns of steh en-LVCs. In particular, we will discuss the effect of the choice of the preposition and how it interacts with the meaning of the LV and the noun. Since the variant of frame semantics adopted in our analysis allows for a uniform representation of nouns, verbs and prepositions, we can make explicit reference to all the relevant meaning components of LVCs in a single format.

References
A Collostructional Approach to Generalization and Transfer in L2 Acquisition
The interlanguage of second-language learners is shaped by a variety of factors including transfer from the L1 to the L2 and (over-)generalization from the L2 input. Since the development of Construction Grammar, a growing number of studies have investigated how L2 construction learning is influenced by corresponding L1 constructions or the lack of them (e.g. Cabrera and Zubizarreta 2005, Ellis and Ferreira-Junior 2009, Martinez-Garcia and Wulff 2012, Römer, Brook O'Donnell and Ellis 2014). In our paper, we will report the results of two rating experiments in which intermediate and advanced German learners of English are asked to rate the acceptability of English stimuli. In the first experiment, the stimuli are instances of the ditransitive construction, a construction that is formally and semantically similar in German and English but which has slightly different semantic constraints in the two languages. The stimuli are constructed according to either the German or the English pattern, taking into account statistical associations between the construction and the verbs occurring in it (cf. Stefanowitsch and Gries 2003). In the second experiment, the stimuli are instances of the make-causative, a construction that has no analog in German. The stimuli were constructed according to the English pattern, including both positively and negatively associated verbs. In both experiments, the ratings of the learners are compared to baseline judgments of the stimuli by native speakers of English and of German translations (for the ditransitive) or paraphrases (for the make-causative) by native speakers of German. The results enable us to take a developmental perspective on the role of transfer from the L1 and generalization from the L2 input at a very fine-grained resolution, to assess their relative importance and the precise pattern of their influence. This allows us to take a new perspective on appropriate teaching strategies.

References
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Keywords: form-function units, communicative context, interactional data, language training program

Language training for English-Medium Instruction: A cognitive usage-based approach

Taking a cognitive usage-based perspective, this paper addresses the challenge of designing an English language training program for lecturers in an English-Medium Instruction (EMI) Higher Education (HE) context.

The focus is on EMI medical teachers whose teaching roles range from large-group lecturers to small-group tutors of various specializations. Each role is associated with a specific linguistic repertoire that is difficult to define in traditional modules such as syntax and lexicon; rather, it emerges from dynamic interactions of linguistic, didactic, and intercultural competence (Lauridsen, 2013). Still, for purposes of language training a clear definition of the teachers’ language needs is crucial.

I propose that usage-based linguistics with its socio-cognitive approach to language acquisition and a non-modular conception of language provides a useful theoretical framework. From a cognitive usage-based perspective (Dabrowska, 2014; Langacker, 2008) EMI linguistic repertoire can be seen as an inventory of conventionalized linguistic forms mapping onto concepts and functions that are frequent, salient, and have communicative value in the specific EMI context.

Using ecologically valid interactional data I will show that the teachers’ EMI language needs can be identified through analyses of their language use in the relevant communicative context (for instance, consider the phrase What is in your head? repeatedly used by a lecturer when eliciting students’ opinions on a medical case).

Finally, I will present an English language training program based on this approach where medical teachers (as L2 English learners) were encouraged to

- think of their language needs as situated in the relevant communicative context (i.e., the specific instructional context);
- focus their language learning on units of meaning / function, rather than on grammar rules and orthographic words;
- “harvest L2 input in larger chunks” (Wray, 2012, p. 236), both fully specific and with different degrees of schematicity (i.e., with one or more open slots);
- utilize slots / schematicity efficiently (i.e., use prefabs and cut-and-paste strategies as much as possible);
- actively identify their language needs by analyzing the relevant instructional contexts for frequent concepts and functions;
- build their own relevant linguistic repertoires based on the above.

The language training program was successfully piloted and run repeatedly with several different cohorts of medical teachers (Gustafsson, 2018). Ethnographic observations, focus groups and interviews with the participants have revealed that the focus on conveying meaning – rather than on error-free use of grammar and vocabulary - has helped to reduce anxiety, increase confidence and facilitate overall communicative fluency.

References
To elaborate on some of these issues and generate hypotheses for subsequent empirical research, we report the results of an extensive pilot study using multimodal data from the RedHen archive, more specifically the US KABC talk show “The View” (2016), which presents a part of the „NewsScape“ archive, accessible via the CQPweb Erlangen. Based on the results of the quantitative analysis of a large array of verbal and gestural (but not yet prosodic) properties of a random sample of expressions instantiating there-constructions with the copula
Eine kontrastive Untersuchung von deutschen und niederländischen Mehrwortverbindungen aus Präpositionsphrase und Lokalisierungsverb.


In diesem Beitrag werde ich eine erste Analyse von Mehrwortverbindungen präsentieren, die aus einer obligatorischen PP und den Verben *stellen* auf Deutsch und *stellen* auf Niederländisch gebildet sind. Diese Verben erweisen sich als besonders interessant für eine kontrastive Analyse, denn die Unterschiede zwischen beiden Sprachen sind - trotz ihrer typologischen Verwandtschaft - groß.

Mit Hilfe einer Sammlung deutscher und niederländischer Beispiele aus den Korpora des „IDS“ (DeReKo) und „Corpus Hedendaags Nederlands“ wird also der Frage nachgegangen, in wie fern Deutsch und Niederländisch mehr oder weniger verwandt sind im Gebrauch dieser Lokalisierungsverben.


In der wissenschaftlichen Literatur (u.a. Eisenberg 2013) werden vor allem die Morphosyntax und die Funktion dieser Mehrwortverbindungen analysiert. Der Gebrauch der
Lokalisierungs- und Positionsverben, aber auch der anderen Bestandteile dieser PP-Verb-Verbindungen (Substantiv, Präposition, usw.), hängt aber sehr stark von der Semantik und den zugrundeliegenden Konzeptualisierungen ab. So kommt stellen sehr oft mit der Präposition unter und einem Substantiv vor, das die Kontrolle konzeptualisiert (Kontrolle, Arrest, Beobachtung). Diese Studie wird sich daher vor allem auf den semantischen Aspekt der Mehrwortverbindungen in den beiden germanischen Sprachen fokussieren.

Diese Untersuchung bringt auch neue Perspektiven für das Unterrichten der beiden verwandten Sprachen, sowie für das Erlernen der Funktionsverbgefüge und der Positionsverben – zwei Aspekte, die den Lernenden des Deutschen und des Niederländischen große Schwierigkeiten bereiten.

Literatur

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Keywords: stance, multimodality, co-speech behaviour, constructions

The performance of parentheticals in North American English: Building a case for multimodal constructions
In earlier work, we have analyzed the co-speech behaviors (shifts in gaze, facial expression, head position, posture, and gesture) that regularly accompany the expression of certain stance markers in North American English, noting among other things that the more subjective or intersubjective the stance taken, the more likely that any co-speech gesture will trigger movement in the upper body, in addition to the hands. In this study, we focus specifically on the use of stance elements that surface medi ally in an utterance, as asides or other types of subjective and seemingly extraneous parenthetical comments. Two general classes of expressions introducing a medial aside include the highly stanced subordinating conjunction although, as well as non-restrictive relative clauses headed by which, both of which are frequently followed by a secondary stance marker. Some attested examples from COCA (corpus.byu.edu) are shown in (1) and (2):

(1) Not much has changed over the years, although, sad to say, they did discontinue...
(2) And I remember those days, too, which is great, but you know, if I’m sitting home & reading...

As “toss-off” comments, these parenthetical qualifiers are somewhat orthogonal, if not disruptive, to the flow of discourse and, interestingly, they are frequently matched by prosodic melodies and co-speech behaviors that depart from the prosodic contours and bodily actions that precede or follow the aside or parenthetical in the frame utterance. Indeed, shifts in prosody are nearly always present between the frame utterance and the parenthetical comment.

In this talk, we concentrate on the following parenthetical onset expressions: which is true, which is fine, which is great, which is good, and which, by the way. We show that the individual bodily articulators used (hands, head, eyes, brows, shoulders, torso) and the form these bodily articulators take (e.g., open palm, tilt, squint, raise, shrug, pivot) are reliably associated with the individual expressions. However, this reliability varies by expression, with the expression which is good not showing much in the way of a discernible pattern. Nevertheless, the remaining expressions examined here are accompanied by a shift in co-
speech behaviour over 80% of the time, which seems to underscore the re-perspectivizing function of the parenthetical comment. We submit that these reliable shifts in body and prosody that accompany the onset of a parenthetical comment make a good case for considering the parenthetical aside as a type of multimodal construction. Using the Little Red Hen multimedia database this quantitative study examines the highly specific prosodic and embodied behaviours that regularly accompany particular parenthetical expressions in spoken North American English. We thus add new evidence to support the mounting call in cognitive linguistic circles that the construction, as the primary unit of linguistic analysis, needs to be re-considered as a multimodal entity, with verbal, prosodic, and kinesic form accompanying the particular semantic and pragmatic meanings that inhere (cf. Cienki 2015, Zima & Bröne 2015, and the collection of papers in Zima & Bergs 2017).

References

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Keywords: applied cognitive linguistics, cognitive grammar, Japanese language education, the passive, the benefactive

A Proposal for Japanese Language Teaching: Applying Cognitive Grammar to Teaching the Passive Voice and the Benefactive “-te/-de morau”

This paper shows an attempt to apply Cognitive Grammar to teaching the passive “V-reru/rareru” construction and the benefactive “V-te/-de morau” construction in Japanese, as shown below:

(1) a. (Watashi no) musume wa sensei ni home-rare-ta.
   (I GEN) daughter TOP teacher OBL praise-PASS-PAST
   ‘My daughter was praised by the teacher.’

b. (Watashi no) musume wa sensei ni home-te-morat-ta.
   (I GEN) daughter TOP teacher OBL praise-GER BEN-PAST
   ‘My daughter was praised by the teacher (and she appreciated it).’

(2) a. Watashi wa sensei ni musume o home-rare-ta.
   I TOP teacher OBL daughter ACC praise-PASS-PAST
   ‘I had my daughter praised by the teacher.’

b. Watashi wa sensei ni musume o home-te-morat-ta.
   I TOP teacher OBL daughter ACC praise-GER BEN-PAST
   ‘I had my daughter praised by the teacher (and I appreciated it).’

The passive voice in Japanese is roughly divided into two types, namely the direct passive in (1a) and the indirect passive in (2a). The latter differs from the first in that it includes the experiencer (corresponding to the passive subject) besides the actual patient of the action. (2a) depicts a psychological impact on the experiencer caused by the event “my daughter was praised by the teacher.” This can also be expressed by the benefactive like (1b) and (2b), which takes the same grammatical structure as the passive and implies that either the patient or the experiencer is affected in a positive way.

These constructions are difficult for non-native speakers to learn because they both require learners to understand the viewpoint from which native speakers conceptualize an event. Indeed, learners often fail to use these constructions in a context they are supposed to. In addition, structural complexity of the indirect passive and the corresponding benefactive
confuses learners in selecting correct particles.

This paper points out the problem of the conventional approach to teaching these constructions which often treats them separately regardless of their relationship in terms of conceptualization of an event. The approach proposed here is thus intended to capture the similarity between the two constructions via the canonical event model of Cognitive Grammar in Langacker (2008). This will show that, based on the same event structure, they differ in how the conceptualizer describes the psychological effect on the patient or experiencer participant. This study also claims the importance of using terminologies for semantic roles instead of traditional syntactic ones such as subject and object.

Teaching within the framework from Cognitive Grammar will help learners acquire the two constructions for the following two reasons. Firstly, the canonical event model manifests the role of the conceptualizer in adding the passive or benefactive auxiliary to the verb. This encourages learners to proactively choose an appropriate construction. Secondly, semantic roles of each participant explain the motivation to code each noun in the appropriate case. This makes it easier for learners to select a proper particle, leading them to overcome one of typical problems in learning Japanese.

References

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Keywords: Language learning, relative clauses, preposition placement, usage-based

What preposition placement depends on in learner English: A usage-based corpus study
According to usage-based research, language learning emerges from a learner’s experience of dealing with and using a particular language. Like all associative learning, language learning is seen as determined by a wide range of usage-related cognitive processes like frequency of experience, chunking and sequential learning, complexity of form, meaning, learner attention, and item-specific effects. The current study analyzed preposition placement in learner English from a usage-based perspective. Earlier research suggests that the choice between preposition fronting (e.g. the topic about which we talked) and stranding (e.g. the topic which we talked about) depends on a number of factors such as clause type, the frequency of fronting and stranding in English as a whole, meaning and complexity of the clause, meaning of the wh-element, and item-specific effects of particular prepositions (Hoffmann, 2011). A number of non-usage-based studies found a preference for preposition stranding in nonnative English (Bardovi-Harlig, 1987).

In the current study, logistic regression models were fitted to data from native and nonnative corpora to predict preposition placement in oblique relative clauses based on a combination of usage-based variables. Results indicated that preposition placement depends on the language users’ amount of exposure to English (with the odds of stranding increasing in both nonnative learners and young native speakers compared to adult native speakers), the frequencies of relevant strings (e.g., about which, talk about), L1 type (with the odds of fronting increasing in L2 learners whose L1 allows only fronting), the meaning of
relativized elements, and the type of relativizer. Surprisingly, complexity seemed to have no influence on preposition placement. More- over, the results of a mixed effects model indicated item-specific effects of particular prepositions.

The results seem to suggest that the L2 learners acquired preposition fronting and stranding in English based on experience with preposition placement in both their L1 and L2. On the one side, effects of exposure, string frequency, and specific items on learning are well documented in usage-based research (Diessel, 2016) and seem to suggest that learners acquired fronting and stranding based on their L2 experience. On the other side, the effect of L1 type seems to indicate that L1 experience influenced the acquisition and use of the L2. Apparently, L1 fronting constructions facilitated the acquisition and production of fronting in L2 English arguably because of cross-linguistic similarity and frequency inheritance across languages (Runnqvist, Gollan, Costa, & Ferreira, 2013). Moreover, the results seem to be in line with recent proposals that L2 learners acquire shared representations across their languages (Hartsuiker & Bernolet, 2017).

References


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Keywords: denotational, incongruency, field semantics, granularity differential, intercultural communicative competence, applied comparative semantics

"Denotational Incongruencies in TEFL: Cognitive linguistic solutions for a didactic problem"

Denotational incongruencies as a contrastive phenomenon of lexical-semantic analyses have been described in various respects in Cognitive Linguistics (Jäkel 2001, 2003, 2010a, 2014). The presentation based on authentic evidence from the Flensburg English Classroom Corpus (FLECC) (Jäkel 2010b) is going to demonstrate that and how denotational incongruencies also affect foreign language teaching by creating problems of intercultural misunderstanding. Thus, German “Bitte” is not always English “Please”, just as “Seid ihr fertig?” does not always translate as “Are you ready?” It will be argued that and why the common label of false friends is insufficient in this context. Especially the types of granularity differential and even crosspiece incongruencies pose a didactic problem for teachers whose origin needs to be recognized.

First of all, the cognitive field-semantic analysis contributes to a differentiated recognition by the teacher. In a next step, cognitive linguistics can contribute motivated solutions for TEFL and its teaching methodology. In sum, this makes for a two-stage consciousness raising enterprise: Teachers realize in how far denotational incongruencies interfere in their pupils’ foreign language learning. And they find appropriate methods to make their pupils aware of concrete cases of denotational incongruencies – an important ingredient for promoting intercultural communicative competence in foreign language teaching.

References

Koblenz, 26-28 September 2018
Keywords: conceptual metaphor, fictive motion, musical motion, time, Event Structure Metaphor

A corpus-based investigation of motion expressions in music criticism: Are they metaphorical or cases of fictive motion?

Musical structure is commonly described in terms of motion: Melodies ascend and descend, motives return and can be abandoned, and the music, harmonically, may arrive at a dominant seventh chord. It is the aim of this paper to investigate what motivates the conceptualisation of musical structure in terms of motion within the framework of Conceptual Metaphor Theory (Lakoff & Johnson 1999).

Conceptual Metaphor Theory approaches to musical motion suggest that musical motion is based on temporal motion (Johnson & Larson 2003). In the now classical view on time, temporal relations are either expressed as motion of temporal events towards ego or as motion of ego towards temporal events. In the same way, musical events may move towards the listener or the listener may move towards musical events (Johnson & Larson 2003).

Furthermore, musical motion may also be construed as a purposeful, goal-directed activity. In that sense, musical motion is motivated by Event Structure Metaphor mappings such as STATES ARE LOCATIONS, CHANGE IS MOTION, ACTIONS ARE SELF-PROPELLED MOVEMENTS OF PURPOSES ARE DESTINATIONS (Jandausch 2012).

Alternatively musical motion may be a case of fictive motion. In fictive motion, prototypically spatial scenes are conceptualised in terms of motion as in The road runs along the coast (Matlock 2004). Fictive motion interpretations have also been suggested for non-spatial domains such as descriptions of mathematical functions as in the limit of the function approaches zero (Marghetis & Núñez 2013).

For the purpose of investigating the motivation for conceptualising musical structure in terms of motion, a 6.7-million-word corpus of texts from the genre of music criticism was compiled consisting of musical analyses and concert reviews from musicology journals and newspapers published in the UK and the US.

For the present study, the most frequent path and manner motion verbs in the music criticism corpus were selected and concordances were retrieved. The motion expressions were then manually inspected to identify those cases that refer to aspects of musical structure. The relevant motion expression were further analysed with respect to whether the motion expresses deictic motion with ego serving as a reference point or not.
Preliminary findings indicate that very often music metaphorically moves irrespective of ego as in *the upper line ascends from C to E*. While such cases might be interpreted in terms of Event Structure Metaphor mappings such as *change is motion* or *actions are self-propelled movements*, it will be suggested that they instead reflect instances of fictive motion.

The study has implications for research on temporal metaphors in that it serves the need to empirically test assumed motion mappings for time (here in the context of music). Furthermore, it stimulates the discussion of how metaphorical and fictive motion may overlap or interact. The findings may also shed light on the nature of music perception. While music has to be experienced in a moment-to-moment fashion, listeners may develop a mental map of the musical elements in the piece which can be traced fictively and whose progress can be understood via the Event Structure metaphor.

**References**


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*Keywords: Lexical blends, blending, neologisms, word formation, Cognitive Grammar*

**Lexical Blending in an Integrated Usage-based Theory of Language**

Lexical blends are undeniably a significant word formation type among neologisms in present-day English. Speakers produce and interpret lexical blends every day, and the sheer number of coinages has made exhaustive collection impractical if not impossible. Recent blends include *mansplaining* ‘patronizing explanations given by a man to a woman of something she knows more about than he’ (from *man; explaining*); *the* *Flippening* ‘projected event in which BitCoin is overtaken by another cryptocurrency’ (*flip; happening*); and *threadjack* ‘to sidetrack or take over an internet discussion thread by deliberately introducing a controversial or emotion-laden, but minimally relevant post’ (*thread; hijack*). Blends can clearly no longer be dismissed as marginal to or even outside of the system of English word formation (as claimed, for example, in Bauer 1988:39).

Recent work has significantly advanced our knowledge of blends in English and other languages, both in terms of empirical range and the methodological and theoretical issues relating to them (Gries 2004, 2012, Lepic 2016, and Renner et al. 2012). Building on Kemmer (2003) and this more recent work, this paper describes the formal and functional characteristics of lexical blends using Cognitive Grammar, positing cognitive mechanisms for how blends integrate formal and semantic information of various types. The account spells out how blend formation types relate to one another and to the morphosyntactic processes closest to them, notably compounding and affixation. The ultimate aim, given in sketch form here, is an account that is empirically well-grounded, consistent with what is known of cognitive and social processes involved in creation, interpretation, and propagation of linguistic units, and is also general enough to accommodate the various types of blends naturally and integrally, despite their heterogeneity and distinctive properties.

I argue that the sub-morphemic word parts in blends are not qualitatively different from
morphemes, and that considering morphemes and non-morphemic elements along a cline of symbolic units provides a natural account of the special properties of blends and a basis for integrating them into linguistic theory, along with other non-prototypical meaningful units such as phonaesthemes and partially integrated loanwords. I will point to some significant methodological and theoretical challenges still to solve, and finally, will show how the study of blends gives insight into the cognitive and social processes involved in the creation, learning, spread, and change of new lexemes.

**References**


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**Keywords: teaching prepositions, implicit and explicit focus on form, experimental design**

**Implicit or explicit focus on form? Teaching English prepositions from a usage-based perspective**

The study to be presented here focuses on prepositions and investigates whether CL-inspired teaching approaches can enhance learners’ lexical competencies. The use of prepositions reflects universal human experiences of space and spatial relations. In that respect, human language is usage-based and is a product of human beings’ interaction with their environment. Different languages construe experiences in different linguistic forms, which is why language use is culture-specific. This applies to prepositions in their prototypical spatial meanings as well as to prepositions that adopt meanings in other domains such as TIME (*at Christmas, on Christmas Eve => an Weihnachten, am Weihnachtsabend*) or EMOTIONS (*in love, in despair, in fear of*). In the context of Second Language Acquisition this means that categories of the target language (L2) compete with those of the L1. In case they offer „alternative ways of construing the same reality“(Ellis & Cadierno, 2009, 112), (negative) transfer and inferences can be assumed. It is hypothesized that raising learners’ meta-linguistic awareness for the conceptual motivation of the semantics of prepositions - including a direct presentation of selected L2 constructions - is beneficial to learning. Alternatively to such an explicit focus on form approach, implicit empiricist procedures can be applied that do not directly focus on prepositions but trigger learning via enhanced input of selected linguistic forms (Madlener, 2015).

The hypothesis to be investigated is that CL-inspired focus on form is successful and superior to implicit focus on form when – as a result of the competition between L1 and L2 construals and constructions – negative transfer can be anticipated. Therefore, respective linguistic phenomena were analysed. On this basis, CL-inspired teaching material was developed (e.g., Tyler & Evans, 2003; Tyler, 2012), which focuses on the language- and culture-specific usage of prepositions (e.g., *in the picture* (containment) => *auf dem Bild* (surface), *(the stars) in the sky* (containment) => *(die Sterne) am Himmel* (surface), *on the radio/ TV/ the Internet* (media as platform) => *(im Fernsehen/ Radio/ Internet* (media as container)). By this procedure, the learners’ language awareness can be trained.

The quasi-experimental field study with a pre-post-test design will be conducted with higher track students grade 7/ 8 (*N* = 90) in a German school setting. Learning outcome will be
measured via a pre-post-test-design. Experimental Group One (EG1) works with methods that explicitly focus on form by raising the learners’ awareness for different types of construals with regard to prepositions. EG2 focuses on meaning but works with teaching material implicitly focusing on prepositions via input enrichment. A control group, which attends the regular English foreign language classroom, will serve as a baseline.

Previous research on the teaching of prepositions from a CL perspective was primarily focused on university learners (e.g., Tyler, Mueller, & Ho 2012; Cho, 2010, Experiment 2). Some of these studies lack a reflection of the awareness-raising strategies applied in the treatments in EG and CG with regard to the degree of awareness to be raised (e.g., Cho, 2010).

References

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Keywords: frequency effect, entrenchment, change-in-progress, language processing, usage-based

Frequency effects on entrenchment: Converging evidence from ongoing language change
In a number of studies of analogical levelling, is has been found that the conservation of irregular formation patterns is typically correlated with the token frequency of the members of a changing class. Interestingly, although it was suggested decades ago that this “conserving effect” of high token frequency (Bybee & Thompson 1997) may also affect ongoing analogical change, only one change-in-progress in morphology has been investigated so far (Janda et al. 2010). Moreover, instead of scrutinising the definition of frequency, previous research has largely taken the importance of lemma token frequency for granted. The present paper analyses a case of ongoing analogical change in German verb morphology. In line with previous studies of frequency effects in analogical change, it examines production through the use of corpora. However, in contrast to previous work, the concept of frequency is reconsidered against the background of the language and phenomenon under investigation. Finally, the paper presents converging evidence from experimental data for the prevalent entrenchment-based explanation of the conserving effect of token frequency.

The change under investigation concerns the formation of the imperative singular in German strong verbs with e/i-gradation. In this paradigm, the traditional imperative variants with the stem vowel i (e.g. gib! ‘give!’ and befiehl! ‘command!’) are replaced by analogical variants with the stem vowel e of the infinitive (geb(e)! and befieh(e)l!). A corpus of very recent language material (2001-2013) was compiled and analysed by means of mixed-effects logistic regression models in order to test whether this phenomenon is rightly classified as an ongoing change and whether and which frequency variables can explain the trajectory of the change. The effect of verb token frequency in the dataset strongly suggests a gradual assimilation of the imperative of strong verbs with e/i-gradation towards a regular pattern, starting in the least frequent verbs up to the conservatively behaving most frequent verbs. Thus, the conserving effect of token frequency is shown to work in the very early stages of analogical levelling; however, it turned out that this effect is not exerted by a verb’s lemma token frequency but by
a different token frequency measure.

In the experimental study, speakers were presented with the competing imperative variants in strong verbs with e/i-gradation of different token frequency. Surprisal (Hale 2001; Levy 2008) at the encounter of these stimuli, as the inverse of their entrenchment, was measured in terms of reading times. The results of the corpus study were implemented in the experiment design and in the compilation of stimuli: the frequency measures with a significant effect in the corpus data were taken into account, and other factors with an influence on imperative formation were controlled. The analysis of data from two age groups of participants from different regions in Germany revealed surprisal patterns which support the assumption that frequency patterns in analogical change can be explained on the basis of the cognitive process of entrenchment (cf. Langacker 1987).

References

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Keywords: metaphor, academic talk, alignment

A semantic annotation tool to uncover metaphorical alignment among speakers using English as a lingua franca
When we engage in conversations, we share metaphors. Repeating them, expanding on them or handing them back and forth creates discourse coherence and shared understanding (Cameron & Maslen, 2010; Carter, 2004). In educational contexts, shared understanding between lecturers and students is essential for successful learning experiences. However, metaphorical language seems difficult for non-native speakers, leading to non- or misunderstandings, making it challenging to create common ground and shared knowledge (Littlemore, 2001, Littlemore, Chen, Barnden, & Koester, 2011). I present and evaluate a new and relatively quick way of uncovering metaphorical alignment (or lack thereof) between speakers using English as a lingua franca in a university context using the semantic tool Wmatrix (Rayson, 2008). The tool is applied to a corpus of office hours’ consultations (MacArthur et al., 2014) between Spanish learners of English and their lecturers to examine if systematic metaphors of UNDERSTANDING IS SEEING provide common ground in conversation. By directly comparing two subsets of the corpus (the lecturer and the student corpus), the tool provides a quick way into the data. An analysis of the key semantic fields, for example, shows an imbalance in the use of lexis related to the domain of sight, suggesting that students and lecturers are not always ‘on the same page.’

References
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Keywords: argument structure alternations, corpus-based study, construction grammar, verbal semantics, prepositional semantics

A corpus-based investigation of the progressive-partitive an-construction in German

The progressive-partitive an-construction in German is often seen as the prepositional variant of the transitive-oblique alternation illustrated in (1). Certain transitive verbs like *schreiben* ‘write’ or *bauen* ‘build’ allow the referent of the direct object to be expressed as the internal argument of the prepositional phrase headed by an ‘at, on’:

(1) a. Paul schrieb an ein-em Buch.  
   Paul wrote a.DAT a.DAT book  
   ‘Paul was writing a book.’  
   b. Paul schrieb ein Buch.  
   Paul wrote a.DAT book  
   ‘Paul wrote a book.’  

It is often assumed that the main difference between the variants is aspectual in nature (Krifka 1992; Engelberg 1994). In contrast to the transitive variant, the *an*-construction in (1a) implies that the book was not finished at some relevant reference point in time and that only a part of the book was written. It doesn’t specify if the event was completed later on.

To investigate the usage and the semantics of the progressive-partitive *an*-construction, we conducted a comprehensive corpus study in a balanced subpart of the German Reference Corpus (DeReKo). We followed a verb-based strategy to identify the instances of the *an*-construction. Starting with the verbs discussed in previous work, we created a list of 216 (near-)synonymous verbs that should allow the progressive-partitive *an*-construction; for every verb we extracted samples of up to 200 sentences.

Our results challenge the theoretically motivated assumption often made in the literature that verbs having a prototypical incremental theme argument (e.g. *schreiben* ‘write’, *bauen* ‘build’ or *essen* ‘eat’, *trinken* ‘drink’, ...) should be especially suitable for the *an*-construction (cf. Filip 1999). Instead, verbs that refer to repetitive, durative events and/or involve ‘bit-by-bit’ interpretation like *basteln* ‘to do handicrafts’, *nippen* ‘sip’ or *knabbern* ‘nibble’ and do not necessarily involve incremental change of the object are more attracted to the *an*-construction and more frequent (cf. Perek (2014) for similar results for the English conative construction).

For a number of alternating verbs, we compared their selectional preferences in the transitive and in the prepositional *an*-variant. We observed that the percentage of concrete objects in the *an*-construction is much lower than in the transitive variant, e.g. *basteln* ‘to do handicrafts’ has 81% concrete entities as direct object vs. 15% in the *an*-construction or *stricken* ‘knit’ 47% vs. 13%. Moreover, the sentences with the *an*-construction are often interpreted metaphorically as in *Der Trainer bastelt an seiner Mannschaft* ‘The coach is working on/training his team’.

The data also show that non-alternating verbs like *arbeiten an* ‘work on’, *tüfteln an*
'puzzle over' play a prominent role in the an-variant and therefore the analysis of the progressive-partitive an-construction should be extended beyond the alternation exemplified in (1).

Thus, the transitive-oblique alternation in (1) cannot be explained exclusively with reference to the aspectual distinction since it involves differences in the choice of verbs, in their selectional preferences and in the overall interpretation of the an-variant as being more 'abstract'. These observations support a constructional analysis of the progressive-partitive an-variant in German.

References

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Keywords: usage-based L2 development, construction learning, schematization

From lexically specific to more schematic constructions? Four L2 Finnish case studies
This paper explores the commonly held assumption posited by usage-based approaches (e.g. Ellis 2002) that the development of constructions mainly goes from lexically specific items to more schematic, abstract constructions. The usage-based approach to language learning assumes that learning is a bottom-up process, i.e. the development proceeds piecemeal from lexically specific instantiations rooted in the learner’s specific usage events towards increasing generalization and abstraction. The role of item-based expressions in L2 learning has been demonstrated in several studies (see e.g. Eskildsen, Cadierno & Li 2015). However, L2 learning does not necessarily start with one highly recurring formula, but the L2 system might emerge from the usage of some less frequently recurring exemplars (Eskildsen et al. 2015). It has also been shown that abstract, schematic constructions might be used right from the beginning of the learning process (Roehr-Brackin 2014). This top-down approach might be explained by e.g. explicit knowledge and processes (Roehr-Brackin 2014) or L1 influence (MacWhinney 2004).

We have shown earlier that for one learner, two frequent and superficially similar evaluative verbal constructions develop in different ways (Lesonen, Suni, Steinkrauss & Verspoor, in press). One developed from a partially fixed, partially schematic schema rooted in a specific communicative purpose of an interaction. The development of the other started from a more schematic and abstract construction exhibiting a greater number of variable instantiations already initially. The aim of the current paper is to examine how three other learners in the same context with different L1s develop the evaluative constructions.

The data were collected weekly (spoken data one week and written data the other week) over the course of 9 months from four Finnish L2 learners who acquired Finnish in an instructional setting. The data consist in total 131 written and spoken texts, ranging from 28 to 35 produced by each learner. The constructions used to express evaluation (something is good/bad or desirable/undesirable) were analyzed qualitatively to explore the developmental path of each construction. The hypothesis is that these learners will also develop constructions in two ways: either from a formula or from a more abstract schema.
Stancetaking from a socio-cognitive angle: commenting on medical online news

The talk focusses on a particular form of keyboard-to-screen communication: commenting on German online news sites, especially on medical online news concerning topics like smoking and its consequences on health, weight loss or new drugs and innovative products on the market. By leaving a comment, Internet users position themselves socially. They realise linguistic structures that index societal discourses and evoke different social positions and identities associated with particular forms of writing. According to Jaffe (2009), these verbal performances are understood as acts of stancetaking – a socially situated and consequential “key discursive act in online interaction” (Barton/Lee 2013: 87).

Employing qualitative corpus-based methods, this digital practice is investigated within a socio-cognitive framework. In so doing the “striking absence of cognitively inspired linguistic research of social media discourse” (Langlotz 2017: 354) can be approached. Based on a corpus of 1.02 million tokens (10.459 comments), I will explore the link between individual performance(s) and social meaning(s) established by the use of stance constructions as (complex) form-meaning pairs. These pairings are discussed as lexicogrammatical construal techniques, e.g. linguistic resources for the – in (online) medical discourse highly relevant – construction of expertise, authenticity and trust. By using particular form-meaning pairs, discourse participants construe their attitude(s) and instantiate evidential and epistemic structures “to assess the validity of [...] assertions and opinions” (González et al. 2017: 69). They perform (and negotiate) “health identities [e.g. medical expert, (formerly) affected person, (involved) family member etc.] on social media” (Koteyko/Hunt 2016: 59) and make use of the “social capital” (Jaffe 2009: 7) accompanied by specific stances/stance positions.

References
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*Keywords:* Idioms, metaphorical, metonymical, nonliteralness, psycholinguistic experiments

**Straightforward metonym, versatile metaphor:**
The power of (non)literalness in how adults read and perceive idioms
Main aim of this project is to examine the factor of nonliteralness in (German) idioms.

**Background** Figures of thought and speech – such as metonymy and metaphor – can be localized along a scale of the two poles “figurativeness” and “literalness”. Theoretical (e.g. Barcelona 1998; Goossens 1995) and empirical (e.g. Rapp et al. 2011; Rundblad & Annaz 2010) findings suggest both to be more complex than literal language, yet metonymy to be more basic to cognition than metaphor. Metonymy might thus be closer to the literal pole than metaphor. But are these notions mirrored in the cognitive/semantic processing of multiword constructions with diverging nonliteralness, given that these seem to be stored in the mental lexicon as fixed units?

**Method 1** An explorative study with 430 adult German native speakers was conducted in four separate rating surveys on familiarity, degree of nonliteralness, understandability, and relation between each idiom and its meaning. The items in focus here are 80 metonymical and 160 metaphorical idioms, idiom types unknown to the participants.

**Key results** Nonliteralness is found to be the strongest predictor for idiom type; relation in turn is the strongest predictor for nonliteralness (as long as idiom type is excluded as a predictor). Metonymical idioms are much more frequently rated as both more easily understandable and more literal than metaphorical idioms.

**Method 2** A self-paced reading (n = 42 participants) of sentences containing a subset of the corpus idioms was conducted to examine whether metonymical idioms were read faster than metaphorical ones, due to their higher literalness. This study was followed by a compositionality rating to check whether perceived compositionality impacts reading times, and to detect a possible confound.

**Results** Sentences with metonymical idioms were read fastest with a difference of -105ms compared to controls. Metaphorical idioms were only read insignificantly faster than controls at -40ms (p = 0.01). Compositionality had absolutely no effect on reading times of idioms.

**Method 3** A lexical decision was performed (n = 112 participants) to corroborate or refute findings, examining whether reactions to words related to metonymical idioms were faster than to metaphorical ones. Prime sentences containing the same metonymical or metaphorical idioms as in the spr were presented aurally, followed by German adjectives (and legal nonwords) literally, nonliterally, or unrelated to the idiom prime.

**Results** Lexical decisions were significantly faster to all words tied to metonymical idioms than to metaphorical ones. The difference was largest in the nonliteral condition at a difference of about -60ms (p = 0.009), which means that responses to idiomatically related words are fastest when the idiom is metonymical.

The findings are thus congruent and are interpreted as follows:
1) Metonymical structure is indeed perceived as substantially different from metaphorical structure, mainly as more literal
2) These structures are also active in cognition and processing idioms
3) Nonliteralness seems to be the driving force behind processing differences
4) Literalness seems to be easier to process than nonliteralness in idioms.

Potential difficulties in experimental design are also discussed.

**Examples from the corpus**
Metonymical idioms:

1) *jmd. schlägt das Herz bis zum Hals,* [sb.’s heart is beating up to the neck; to be very afraid]
2) *ein Auge für etwas haben,* [to have an eye for sth.]
3) *ein offenes Wort sprechen,* [to speak an open word]
Metaphorical idioms:

4) *jmd’es Herz schlägt für jmd*, [sb.’s heart beats for sb]
5) *den Stier bei den Hörnern packen*, [to take the bull by the horns]
6) *jmd. eine Standpauke halten*, [to give sb. a standing kettledrum; i.e. to give sb. a real telling-off]
7) *Geld auf den Kopf hauen* [to hit money on the head; to spend money recklessly]

References


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*Keywords: wie-/how-Exclamatives, Discourse, Entrenchment, The Self, Mental Spaces*

**On exclamatives from a discourse-functional perspective**

Previous work (Mucha 2016) assumes that w-exclamatory constructions in bourgeois tragedies of the 18th century are socio-cultural patterns of a rhetorical-dramatic practice that is linked to specific emotive interpretations. The theoretical approach combines strands of cognitive linguistics, construction grammar and cultural analysis, which means that linguistic units are viewed as discourse constructions with varying degrees of complexity and stability but with underlying fixed schemes.

This paper’s goal is to deepen the analysis of wie-/how-exclamatives from the perspective of Cognitive Grammar and to link it with the speaker’s self. The significance of this study lies in concatenating exclamatives into larger units of token entrenchments. My contribution is as follows: First, I discuss the comparative perspective while comparing a corpus study on how-exclamatives in the English language (Siemund 2015) with my data in the German corpus. It turns out that exclamatives can be regarded as extendable token-entrenchments, mostly instantiated by verbal phrases. Some of the exclamatives occur very frequently in exactly the same instantiated way, such as “how awful (+x)”, which occurs 81 times in the BNC. Token-entrenchments also exist in the German corpora. Regarding the 20th-century letters, we find the following: “wie + VP[er]freuen (+x)” occurs 17 times, e.g. “[Wie freue ich mich, daß] noch kein Verlust aus unseren Seminarreihen zu beklagen ist”.

Secondly, I illustrate the discourse-functional perspective on the topic of exclamatives, highlighting the embedding of respective exclamatives in discourse modes as the speaker’s self-presentation.

Seit September bin ich jetzt hier. Die Schule besteht aus vier Klassen für je zwei Jahrgänge. Mit den besten Vorsätzen kam ich hierher. Mußte aber schon allerlei Unangenehmes erfahren. Wie wird man in solchen Privatschulen ausgenützt! Jeden Tag gebe ich fünf Stunden Unterricht, auf die ich mich intensiv vorbereite.¹ Here, what the exclamative does is to syntactically mark the speaker’s degree of emotive involvement. From a semantic-pragmatic perspective, it is expressed as disgust regarding the power of the event’s effects on the speaker’s self. The speaker’s emotive involvement sounds like a foreign voice that reflects the effects of the foregoing uncomfortable events on the speaker’s self. From the perspective of Mental Space Theory, a new space is set up containing the exclamative that can be connected or disconnected with the self of the narrative discourse.
On the discourse-functional level—namely, i. the appearance of token-entrenched units, ii. a category of emotive involvement—it turns out that exclamatives seem to organize narrative discourse modes. From this perspective, exclamatives can be considered a means to organize the expression of emotive involvement with recourse to cognitive schemas (type-entrenchments) that can be—more or less—token-entrenched, with a wide range of extension possibilities to organize the emotive self-presentation, i.e., being tangible and visible within narrative discourse modes.

References

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*Keywords: question pronoun ‘what’, implicational constructions, cognitive operations, emotions*

**How to Teach Implicational Meaning: a Case Study**

The aim of this proposal is two-fold: (i) it examines the cognitive grounding of some implicational constructions including the question pronoun ‘what’ by analyzing 200 examples taken from the COCA; (ii) it offers some suggestions as to how to teach implicational meaning. Traditionally conversational implicatures were accounted for in terms of communicative principles like Grice’s Cooperative Principle. In a complementary way, cognitive modeling can shed light on implicational meaning (Ruiz de Mendoza and Galera 2014). Within the framework of constructionist approaches, Ruiz de Mendoza (2015) claimed that implicational constructions are based on argument structure patterns and add an extra level of emotional/attitudinal meaning. Moreover, situated-based implicated meaning can sometimes become part of the meaning of an expression through entrenchment (Langacker 1999). For example, *What do you mean?* (e.g. *What do you mean you can’t pay the bills anymore, Jimmy?*) is conventionally associated with confusion or annoyance, *What did you say?* (e.g. “Father, what did you say?” she gulped disbelievingly. *Could it be true?*) with surprise or disbelief, *What do you know?* (e.g. *You’ve never even been there – what do you know?*) with a negative attitude towards someone’s opinion, or *But what can you do?* (e.g. “But what can you do? That’s the price of progress”) with resignation. These emotionally-loaded implications stem from the oddity of the speaker asking the addressee a question whose answer he already knows or is not interested in (Ruiz de Mendoza 2015). In “Father, what did you say?” she gulped disbelievingly, the speaker is not asking a question but rather conveying disbelief. In fact, speakers’ main concern through the use of implicational constructions is to bring into focus their attitude towards the state of affairs being described (Kay and Fillmore 1999). Apart from this redundant information the addressee apparently demands from the addressee, which blatantly flouts the maxims of relevance and quantity of the Cooperative Principle, these expressions can be analyzed in terms of cognitive modeling. Cognitive operations are mental mechanisms with an identifiable effect that results from the way in which the brain responds to human interaction with the world (Anderson 2010). As put forward by Ruiz de Mendoza and Galera (2014), cognitive operations such as domain expansion/reduction and echoing are central to the production and construal of implicational constructions. For instance, ‘What did you say?’ in the example above affords access to a whole scenario (the conversation between
father and daughter in which he says something the veracity of which she doubts) through domain expansion. Additionally, the whole scenario highlights one of its parts, the emotion of disbelief on the daughter’s part, through domain reduction. Regarding echoing, in *What do you mean you can’t pay the bills anymore?*, the variable part is an echo of what the addressee said or thought previously. Finally, we also suggest some activities aimed at teaching C1 students of English these implicational constructions in a two-stage process. They learn the argument structure constructions that lie at the basis of these patterns first and then, the emotional meaning associated with them.

**References**


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**Keywords**: Pretend Play, Language Evolution, Language Acquisition, Cognitive Development

**Pretend Play, Language Acquisition, and Language Evolution from a Cognitive-Linguistic Perspective**

Pretend play seems to be a uniquely human behaviour that is culturally universal and displays a predictable developmental sequence (Lillard 2017). It is also closely connected and tightly integrated with other uniquely human cognitive and interactional abilities. For example, pretend play is strongly associated with language and language acquisition (Lillard 2017). This view is consistent with the general framework of Cognitive Linguistics, which sees language as being based on and as being tightly integrated with general cognitive capacities. Furthermore, there is a positive correlation between pretense, Theory of Mind, and sociocognitive capacities, especially in the form of pretend social role play (Rakoczy 2006). Executive functions, Theory of Mind, and advanced sociocognitive have all been related to language evolution capacities (e.g. Tomasello 2008). They can also be seen as some of the requirements for both language acquisition and the evolution of language, especially if we adopt a Cognitive-Linguistic perspective. With this in mind, it seems like a highly profitable research endeavour to investigate the relationship of pretend play with these capacities in the context of evolutionary linguistics and Cognitive-Linguistics.

Specifically, in this talk we are going to explore the question to what extent the uniquely evolved human proclivity for pretend play can be seen as an important context for the emergence and acquisition of aspects of language. We will focus on the possible relationship of pretend play and language evolution from a Cognitive-Linguistic perspective. Both pretend play and language depend on the capacity for symbolic understanding (Lillard 2017). However, in other cases, pretend play also aids language acquisition directly. For example, Cook-Gumperz & Kyratzis (2001) have shown that pretend play situations can be seen as a training ground and crucial scaffolding for the acquisition of progressive and simple present constructions. Regarding the relationship of pretend play, language and sociocognitive capacities, Rakoczy (2006) has argued that pretend play can be seen as a crucial cradle of the development of shared intentionality, that is, the capacity to engage in shared cooperative activities with others with shared intentions. In addition, research on cultural variation in pretend play has shown that pretend play universally serves the function to practice and internalize culturally salient frames, scripts, schemas and routines (Gaskins 2013). This can also be seen as a crucial aspect of language acquisition, which also depends on the acquisition of linguistic frame knowledge in
order to express and understand utterances regarding situations and events containing frame slots and schemas such as transactions, actors and objects in various situations.

In conclusion, if we adopt a Cognitive-Linguistic perspective, it can be argued that in the course of the evolution of language, pretend play acted as a context and breeding ground for the development of certain linguistic skills – and still does so ontogenetically.

References


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Keywords: pseudo-coordination, emergence, spoken German, usage-based linguistics, grammaticalization

Pseudo-coordination in spoken German – emergence and entrenchment

Pseudo-coordination is best known from and described for the Scandinavian languages – verbs of motion and posture in the first conjunct of a coordination with a common subject take on aspectual or modal meanings and get grammaticalized (Lisa sitter og strikker. ‘Lisa sits and knits’ becomes ‘Lisa is knitting’, Hesse 2009:1). The less grammaticalized English pseudo-coordination has also yielded numerous corpus linguistic and other usage-based studies (see e.g. Hopper 2002; Stefanowitsch 2000), analyzing the degrees of entrenchment of different verbs in the first conjunct (e.g. go and V, try and V, take NP and V) and their semantic and discourse functions.

In contrast, the existence of German equivalents has either been denied or merely mentioned without further analysis (for references see Proske 2017). In the only empirical study to date, Proske (2017) has shown for kommen und (‘come and’) that pseudo-coordination is emerging in German. Other verbs still await analysis. The reason for this lack of attention may be the very incipient grammaticalization status (best visible in spontaneous spoken language) – the first clause is semantically dependent on the second one, but the meaning of the verb is only rarely completely bleached and its non-subject complements are still often realized. Moreover, it is possible for other elements to occur between the two verbs and the conjunction and for an overt subject to occur in the second conjunct.

The presentation gives an empirical overview of several German verbs occurring in the first conjunct of a pseudo-coordination, e.g. kommen (‘come’), hingehen (‘go there’), dasitzen (‘sit there’), sich hinsetzen (‘take a seat’), dastehen (‘stand there’), sich hinstellen (‘get up’) and nehmen (‘take’). Based on data from the national reference corpus of spoken German, FOLK (Forschungs- und Lehrkorpus Gesprochenes Deutsch, http://agd.ids-mannheim.de/folk.shtml), it will be shown that for each verb, there are syntactically less fixed, semantically mostly compositional occurrences as well as syntactically more fixed occurrences with bleached semantics and emergent additional aspects of meaning. The changes in meaning follow cross-linguistically well-known paths, e.g. from motion to cognitive domains such as intention (Bybee/Perkins/Pagliuca 1994). The more entrenched status of some cases is corroborated by the fact that they more often occur with specific verb classes in the second conjunct (e.g. verbs
of communication with *kommen, hingeehen* and *sich hinstellen*).

The theoretical discussion hypothesizes that if pseudo-coordination is grammaticalized to a low degree, as in German and as opposed to the Scandinavian languages (with English somewhere in the middle), it shows more discourse-pragmatic functions: As long as it is emergent and bi-clausal, (pseudo-)coordination is used to accommodate the cognitive demands of spontaneous spoken language, e.g. to manage information flow by introducing new referents one per clause (e.g. *und genau da mittendrin sitzen die Dichter; "h und haben IHre ansprüche. ‘and the poets sit right there in the middle and have their standards*, FOLK_E_00059, c566). These functions cannot be served by more grammaticalized exemplars with more integrated syntax, which have taken on purely semantic functions (e.g. *I just went and bought a Honda*, Stefanowitsch 2000:206).

**References**


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**Keywords:** cognitive grammar, grammar metaphors, interactivity, German passive, intervention study

**Interactive Grammar Metaphors: An Intervention Study**

Assuming that grammar acquisition is not limited to the mastery of morphosyntactical features, but also includes semantic and functional aspects, cognitive linguistic approaches to grammar teaching have stressed the importance of conceptualisation as the driving force leading to a comprehensive understanding and, as a result, to a better use of grammar. Recent studies have shown that the application of such approaches in the form of animated grammar metaphors supports learning conceptualisation patterns, with the restriction that being merely exposed to grammar animations does not automatically lead to their integration into learnersʼ mental models. Only language learners who actively adopt grammar metaphors achieve significantly better learning outcomes (Bielak & Pawlak 2011; Kanaplianik 2016). As the learner’s active involvement poses a crucial factor for tapping the potential of grammar metaphors, the instructional design needs to provide ample opportunity to initiate conceptualisation processes. Allowing users to manipulate single parameters of the grammar animation by making them interactive would bring about a more learner-oriented environment, foster explorative learning and assist learners in making their conceptualisations explicit (Roche & Suñer 2016; Zeyer 2017).

To test whether a concept-based approach of grammar instruction, using interactively controlled animations, supports learners in the process of conceptualisation, this research proposal adopts Suñer Muñoz’s (2013) model of grammar metaphors for teaching the German passive. On top of the visual foundation, an additional input-layer acts as a user-interface enabling learners to interact with the animations. By this means, the instructional treatment in this quasi-experimental study provides one group of students in tertiary education with interactive grammar metaphors introducing them to the German passive in the processual as...
well as statal form with regard to its formation, meaning and function. A reference group receives a non-interactive version of the treatment to compare efficacy of both forms of instruction by a pretest-posttest-delayed posttest design. The results of this intervention study can shed light on the didactical value of interactive grammar teaching in general, but also on its benefits for cognitive grammar more specifically. Moreover, the research project generates insights into the technological feasibility of interactive grammar animations for further research in this field.

References

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keywords: bilingual children, language acquisition, code-mixing, traceback

Entrenchment effects in code-mixing’: the use of partially schematic utterances in three German-English bilingual children

Code-mixing is one of the more salient phenomena that result from bilingualism. Bilingual child utterances often show evidence for the productivity of constructions, when open slots in a construction are filled by lexemes from the other language. In many cases, productive constructions come mostly from just one of the languages, creating an asymmetry that is often found in adult code-mixing and is known as the ‘matrix language effect’. We suggest a usage-based approach to this phenomenon, and argue that it gives us a better account of bilingual acquisition than accounts that focus on either deliberate language choice or on the existence of an initial abstract syntax.

Usage-based approaches (e.g. Tomasello 2003, Bybee 2010) assume that units of form can vary in their level of schematicity, ranging from completely lexically fixed lexical items (e.g. How are you?) to wholly schematic constructions (e.g. NP VP NP). In between are partially schematic constructions (e.g. I want X), and these will be shown to play an important role in the code-mixing of three German-English bilingual children aged 2;3 – 3;11. Code-mixing often consists of the use of a partially schematic construction from one language with the open slot filled by material from the other language.

We analyzed the children’s individual bilingual language use. First, all data (n=109 000) were coded for utterance length (MLU) and language proportions, grouping utterances into ‘German’ monolingual, ‘English’ monolingual and ‘code-mixed’. All code-mixed utterances from the age 2;3, 3;0 and 3;10 were analyzed for schematicity on the basis of the individual output of the children (n=1675). Identification of fixed slots was supported by previous occurrence of that specific unit in the output of the child: e.g. the occurrence of the partially schematic pattern I want X was supported by I want zwei, I want this, or I want pullern.

Results show that language preference was reflected in MLU values: the more children spoke in one language the higher the MLU in that language. However, it was the mixed utterances that had the highest MLU, for all three children (F=122.3, df=17, df= 156, p<0.001).
Preliminary analyses of schema types revealed that partially schematic utterances play an important role in all children’s code-mixing (Figure 1) and the children’s stronger language (according to MLU) tended to provide the schematic parts of partially schematic constructions with the open slots filled by elements from the weaker language, mainly content lexemes (Figure 2).

We conclude that the form and production of partially schematic constructions in the code-mixing of the three children closely follows the entrenchment of the children’s own patterns, presumably extracted from the input – but also repeated frequently by the children. The language that provides most of these constructions is the matrix language in most bilingual utterances. This is interpreted to be a by-product of the higher entrenchment of its structures, and is largely determined by the linguistic experience of the individual child.

Figure 1. Schema types at the age of 2;3

Figure 2. Language choice in the schematic parts at the age of 2;3

References
Entrenchment and Productivity: The role of input in the code-mixing of a German-English bilingual child

Patterns consisting of a frame that is partially lexically filled and contains one or more open slots play an important role in language acquisition scenarios, both in the input children receive as well as in their early language production. Studies of child-directed speech (CDS) have provided evidence that the input children hear contains a high degree of lexically restricted utterances such as Look, an x (Cameron-Faulkner, Lieven, and Tomasello 2003). Children's early language production mirrors this finding and also shows a high degree of lexical restrictiveness: The ubiquity of conventionalized chunks and partially schematic patterns such as I want x supports the idea that children construct their early utterances out of concrete pieces they have heard and stored before (Lieven, Salomo, and Tomasello 2009). Recently, Quick et al. (2017) have shown that partially schematic patterns also play an important role in the code-mixing of a German-English bilingual child, e.g. I want x as in I want die paint 'I want the paint' suggesting that children's code-mixing is influenced by the child's recent linguistic experience.

The idea behind the current study is to combine the findings from CDS, language acquisition and code-mixing to investigate whether partially schematic patterns in the code-mixing of a German-English bilingual child (n=1024) between the age of 2;3 to 3;11 can be traced back to patterns found in the input (n=61077), which would suggest that bilingual children construct their code-mixed utterances on the basis of concrete lexical strings and partially schematic patterns they have heard before.

To this end, we investigate utterance-initial “frames”, i.e. chunks as well as partially schematic patterns that occur at the beginning of utterances. We follow Stoll et al. (2009) in our operationalization of utterance-initial frames: Repeated lexical strings are considered frames if they occur at least four times in the corpus. In a first step, utterance-initial n-grams were retrieved automatically to identify patterns both in the child’s utterances and in the input material. In line with the operationalization mentioned above, they were considered frame patterns if they occurred at least 4 times. (n-grams embedded in other n-grams were of course subtracted, i.e. if 7 utterances start with I and 4 of these sentences start with I want, then I want qualifies as a frame pattern while I doesn’t as it does not reach the threshold of 4 with 7–4 = 3 attestations.) In a second step, these patterns were checked manually.

The results suggest that a large proportion of the code-mixed (78%) and input (59%) data can be accounted for by means of partially schematic patterns, which conforms to the findings obtained by e.g. Stoll et al. (2009). In addition, we demonstrate that a large proportion of the frames used by the child (74%) correlate with the frames that can be found in the parental input. Furthermore, many of the frames that cannot be found in the input can be accounted for as self-entrenched bilingual patterns (e.g. ich like X ‘I like X’, das hat time ‘this has time’).

References


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Keywords: non-finite verb complements; cognitive grammar; error analysis; contrastive analysis (English-German); language pedagogy

Non-finite verb complements in English: Error analysis, descriptive framework, and pedagogical implications

Errors in verb complementation, especially regarding the choice of non-finite complement structures such as infinitives and participles after certain matrix verbs, are among the most common types of errors produced by German ESL/EFL learners. At the same time, pedagogical materials have been criticised for focusing too much on the form of the verb complement rather than the semantics of the matrix verb and the construal underlying the complement construction (e.g. Bourke 2007). Textbooks further tend to contain potentially misleading overgeneralisations and statements not in line with the cognitive linguistic tenet that differences in structure reflect differences in meaning or construal, as for example: "Nach begin/start, continue, hate, like, love, prefer kann [...] – bei gleicher Bedeutung – entweder ein Gerundium oder ein to-Infinitiv stehen" (English G 21, A5, 156).

In order to investigate whether the complementation errors predicted by previous contrastive analyses and found in empirical studies on the spoken interlanguage of German ESL/EFL learners would also manifest in written language production, we conducted a grammar test with a group of tenth graders (N=70) at a German high school. The test comprised various elicitation techniques, ranging from fairly open formats such as translation and sentence completion to rather closed task types such as gap fill and grammaticality judgment. The results confirmed most of the "troublespots" listed in previous research, as well as a tendency for learners to adhere to familiar patterns from their L1 in cases where English allows for variation (e.g. like V-ing/like to V). However, since not all of the errors could be attributed to L1 interference, further factors needed to be taken into account, as for example hypercorrection and a lack of awareness of the horror aequi phenomenon on part of the learners (cf. Reif & Turgay 2017, 224ff.).

In a second step, a descriptive framework was developed which tries to capture the complexity of variables involved in English complement choice, starting with those matrix verbs which are frequent in the English language and at the same time problematic for learners with a German L1 background. The framework at hand can be characterised as a synthesis of the accounts put forward in the book-length publications by Egan (2008) and Kleinke (2002) and some selected articles/book chapters by cognitive linguists such as Ronald Langacker, Martin Pütz, and Marjolijn Verspoor (e.g. Verspoor 2000). We argue that both lexical aspects (i.e. the semantics of the matrix verb) and grammatical aspects (i.e. the temporal relation between the events expressed by the matrix verb and the complement; the construal evoked by the non-finite verb form of the complement element) interact with each other and need to be considered in the speaker's selection of the complementation pattern (cf. Reif & Turgay 2017, 224ff.).

We will further discuss some preliminary ideas for the implementation of the framework above into the curriculum and teaching materials at German secondary schools.

References
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Keywords: Cognitive grammar, cognitive didactics, grammar metaphor, grammar animations, word order in German. - Kognitive Grammatik, kognitive Didaktik, grammatische Metapher, Grammatikanimationen, Wortfolge im Deutschen

Deutsche Grammatik in Bewegung – Verkörperlichte und multimediai basierte Vermittlung der deutschen Wortfolge

In dem Vortrag soll ein Unterrichtskonzept zur Vermittlung der deutschen Syntax präsentiert werden, das auf den Erkenntnissen der kognitiven Linguistik (Langacker 2008), der Textlinguistik und Pragmatik (Weinrich 2007), der kognitiven Didaktik (Kanaplianik (EL-Bouz) 2016; Roche/Suner 2014) und der Theorien des multimedialen Lernens basiert.


Literatur


The Effect of Cognitive Linguistics Inspired Materials on the Learning of German Separable Prefix Verbs

Learning the meaning and usage of German separable prefix verbs (SPV) is challenging for learners of German. While native speakers of English are familiar with the use of SPVs, they face multiple challenges when learning German. Minimally, they need to notice (in order to learn, e.g., Schmitt, 2001) which English SPVs correspond directly to a German SPV (e.g., ausgehen –go out) and which ones do not (abfahren –leave). They also need to know which prefixes are used as metaphorical extensions from their spatial meanings (andrehen—turn on), and when the meaning of the core verb cannot be literally translated (aufhören—stop).

Textbooks and pedagogical grammars in the United States usually present a table of prefixes and a list of possible translations into English without providing any learning strategies, leaving learners of German confused. A few empirical studies that explored a pedagogy inspired by cognitive linguistics have shown promising results (e.g., Boers & Lindstromberg, 2009; De Knop & DeRycker, 2008; Wong et al., 2018).

The current investigation sought to expand this line of research. Based on a cognitive linguistics understanding of prefixes of SPVs it explores the effect of learning materials on a) learning, b) retention, and c) transfer of skills. Forty-nine novice learners of German were exposed to one of two conditions. In the experimental condition participants were exposed to learning materials that focused on the polysemy of prefixes, explaining the spatial as well as the metaphorical meaning of prefixes of SPVs. The development of materials was based on Dewell (2011), Lüdeling and de Jong (2002), and Tyler and Evens (2004). In the control condition participants were exposed to a chart of possible translations of prefixes into English. Time was kept constant. Both groups were then asked to memorize 20 SPVs (2x10) in translation pairs. Learners saw each of the word pairs three times for 15 seconds. Immediate learning and one week retention was tested with an L1 to L2 production task. In addition, transfer of knowledge was assessed through a dictogloss task at both times. Participants had to also explain their choices of prefixes produced in the dictogloss task. Findings demonstrated no significant difference in learning outcomes immediately after the treatment and a small but significant higher level of retention one week later for the experimental group. The dictogloss task, assessing transfer skills, did not result in any significant differences at the two times of assessment. However, learner errors varied in the two conditions. Learners in the control group drew mostly on their L1 knowledge of SPVs, while learners in the experimental group showed more variability in their errors. Findings and pedagogical implications will be discussed in light of a cognitive linguistics pedagogical framework.

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Do mental schemas have an impact on language processing?

Schemas are seen as a set of formal features associated with a certain function (Bybee 1985). Mental schemas have been posited, for instance, for English irregular verbs (Bybee and Molder 1983) but also for the so-called weak declension class in German (Köpcke 1999). In contrast to the more frequent so-called strong declension class, the weak declension class marks the genitive with -n instead of -s. In addition, it has been observed that it shows formal and semantic constraints (Köpcke 1999): the declension class is prototypically associated with polysyllabic nouns stressed on the penultimate syllable, ending with schwa, and referring to animate referents, e.g. der Matrose ‘the sailor’. The existence of this schema has been corroborated by corpus studies and production tasks (Schäfer 2016, Köpcke 2000). However, language processing studies investigating on this schema are missing so far.

In this talk, the perspective on mental schemas is complemented by testing their plausibility using a psycholinguistic paradigm. With the help of a self-paced reading (spr) task, the reading times of the genitive suffixes -n and -s are compared. To eliminate the influence of token frequency, pseudo-nouns are used. The pseudo-nouns – taken from a production task by Köpcke (2000) – are associated with the weak declension class to a different extent: Schettose represents the prototype of the weak declension class, des Schettosen should therefore be preferred over des Schettoses. Knatt could belong to both classes. Hence, Knatten and Knatts should be possible. In contrast, Grettel cannot belong to the weak declension class as nouns ending with -el never show this declension pattern. To control for animacy, all nouns were introduced as referring to humans. 52 German native speakers read short texts in the style of an encyclopedia entry. The pseudo-nouns were always used with a definite article in genitive case, e.g. Somit war das Amt des Schettosen/s offensichtlich ein verantwortungsvoller Posten ‘Hence, the office of Schettose was obviously a responsible post’. A within-subject design was used in which each pseudo-noun was included twice, once with the weak and once with the strong genitive suffix. In addition to the spr-task, participants completed a production task including the pseudo-nouns. Hence, the study allows for comparing the influence of mental schemas on language production and processing.

The results lend strong support to the hypothesis that mental schemas can account for the results of the production task. While Knatt varies between des Knatten and des Knatts, Schettose shows a strong preference for the weak ending and Grettel for the strong ending ($\chi^2$-test: $p < 0.001$, Cramer’s V = 0.68). However, these results are not mirrored in reading time. Here, the endings have been read in a similar speed on average. Only des Gretteln elicited significantly longer reading times than des Grettels ($t$-test: $p < 0.05$, Cohen’s D = 0.33). Hence, the results lead to the conclusion that schemas influence language production but may play a less significant role in language processing.

References
Adult L2 learners’ sensitivity to “functional” and “decorative” grammar

A large body of research suggesting that adult second language learners typically do not acquire native-like grammatical competence in the L2, even after extensive exposure (e.g. Johnson and Newport 1989, DeKeyser et al. 2010). Consequently, adult L2 learning is often regarded as inefficient and defective. It is noteworthy, however, that the vast majority of L2 ultimate attainment studies used grammaticality judgment tasks which focus on aspects of grammar which are “decorative”, in the sense that the information they convey is largely redundant, such as tense marking, agreement and verb subcategorization. It is noteworthy, therefore, that several recent studies comparing native speakers’ and advanced adult L2 learners’ grammatical comprehension (Dabrowska in press 2019, Dabrowska and Street 2006, Street 2017) obtained very different results, with the majority of L2 learners scoring well within the native speaker (NS) range, and many individuals performing above the NS mean. For example, Dabrowska (in press) tested comprehension of a variety of constructions (subject and object clefts, subject and object relatives, quantifiers, passives, complex NPs) using a picture selection task, in which participants were presented with a sentence (e.g. It was the girl that the boy chased) and two pictures (in this case, a girl chasing a boy and a boy chasing a girl) and asked to select the picture that went with the sentence. 81% of the L2 speakers performed within the NS range, and 58% performed above the native mean. Dabrowska hypothesised that the discrepancy between her study and the earlier findings is due to the fact that she tested aspects of grammar which make a clear difference to meaning, and these aspects of grammar are relatively easy for adult L2 learners. However, it is not clear whether this explanation can account for the differences in findings, since Dabrowska’s study and the earlier research used participants who came from different language backgrounds and probably differed in proficiency.

This paper will report on a study that directly compares performance on tasks tapping “functional” and “decorative” grammar in the same speakers. Participants (20 L1 Polish learners of English as a foreign language, i.e., resident in Poland, 20 L1 Polish learners of English as a second language with at least three year’s residence in an English-speaking country and 20 adult native speakers of English) will be tested with adapted versions of the tasks used by Dabrowska (in press 2019) and Johnson and Newport (1989). So far, only results for 18 adult learners resident in Poland are available, but they are fully consistent with Dabrowska’s hypothesis. The mean score on the grammaticality judgment task for this group is 64% (range: 46-83%), which is considerably lower than the results for native speakers reported by Johnson and Newport (mean 97%, range 96-100%). In contrast, the mean score on the grammatical comprehension task was 95% (range 75-100%), which is very similar to Dabrowska’s results for native speakers (mean 93%, range 73-100%). These results raise interesting challenges for both maturational and usage-based models of language development.

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New words in English and how to make sense of them

The talk is concerned with a study of current developments in the English lexicon. Investigating usage data of Present-Day English, the study aims at the identification of new additions to the English word stock. Since novel expressions are more likely to occur in texts about fictional worlds than in non-fictional texts, we opted for the exploration of a corpus of texts of the former type, namely the Harry Potter book series.

The corpus was searched for novel words, which – in a second step – were investigated with respect to their formation and usage. The findings are discussed in terms of a usage-based construction-grammar framework, focussing on the mechanisms and constructions involved in the making of neologisms, such as (semantic) transformation and morphological schemata, and on the constructions with which these words combine or fuse in usage, i.e. the linguistic contexts into which the novel forms are embedded. All this has been analysed from the perspective of how the novel words can be understood by the readers, looking for the cues available to them. Starting out from the words’ forms, the morphological schemata are checked for the cues they may provide, as construction grammar assumes them, as any construction, to represent form-function/meaning pairs. This means that all novel complex forms have the general meaning of the morphological pattern they exhibit. The constructions into which the novel words are embedded are expected to further contribute to the ‘decodability’ by providing cues to specific aspects of the (complex) phenomena or scenes in which the novel word’s referent plays a part. Due to the very general meanings associated with schematic forms, constructions at the highest level of schematicity, such as argument-structure constructions (for verbs) or NP-constructions (for nouns) may provide a general orientation, but they seem to be less informative about the specific thing, property or event named. Constructions at the lower levels (partially schematic and fully specific ones), on the other hand, help to constrain the intended meaning much more effectively. It will be shown how specific material, such as collocations, or individual words (occurring in particular constructions) conspire in the expression of the meanings created by the writer.

A second aim of the investigation is to identify some of the facts taking an influence on the further life of a novel word. That is, we will explore the conditions needed for a novel word to catch on and enter the English vocabulary as a usual word, drawing on the suggestions made in Schmid’s (2015) ‘entrenchment-and-conventionalization model’.

References


Modeling the conceptual meaning of idiomatic expressions: Results from a contrastive study with learners and native speakers of English in business contexts

As part of the research project “Business English in International Organisations” (BEIO), headed by Terry Haggerty and carried out at Bonn University, we have surveyed both native speakers of English (NSs) and speakers of English as a Foreign Language (EFLs) regarding their use, understanding and perception of a number of idiomatic expressions. We expect idioms to play an important but also critical role in NS-EFL interactions, given their potential to reduce
processing load based on conventionality of meaning (see e.g. Sinclair 1991, ch.8), which for learners raises the problem of semantic opacity (cf. Prodomou 2008). In the business context, their additional role as in-group markers (Seidlhofer 2009: 198) makes successful idiom use specifically relevant. Underlying goals for this project phase are to examine EFL competence in this area of language use, but also their perception of idiom difficulty and own abilities, as well as a contrastive view from the NS perspective.

The production part of the survey asked informants to provide written definitions of their understanding of the idioms’ meaning, covering a range of business-related idiomatic expressions as well as more generally used idioms. Our analysis of this data resulted in the generation of semantic models representing the conceptual content of these idioms according to our informants. Semantic aspects named or implied by the informants were coded via a data-driven procedure, leading to a distributional model of aspects that are more or less central to the idiom’s meaning. In this presentation, I would like to exemplarily present two such models (for the business-related idioms “to have s.o. on point” and “going forward”) and explain how they were derived from the data.

In a second step, I would like to present initial findings from a contrastive comparison of the semantic models derived from NS and EFL definitions. In addition to allowing for qualitative comparison, the distribution patterns of individual semantic aspects can be interpreted as predictors for the “nativeness” of a given interpretation of idiom meaning, essentially providing a measure of cue validity for semantic features. Looking at the differences between groups and correlating these results with perceptions of idiom difficulty and competence, the findings furthermore carry general implications for idiom use in lingua franca contexts, as well as their role in language learning, language teaching and communication trainings.

References

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Keywords: conceptual projection, proximal-distal metaphor, certainty level

Applying proximal-distal metaphor to develop Japanese learners’ knowledge of the different degrees of certainty

The present study was motivated by theoretical considerations in cognitive linguistics connected with the conceptual projection (Grady, 1997) and the metaphorical idea of certainty degree is distance along a path, applying them to develop Japanese learners’ knowledge of the different degrees of certainty attached to certain, probable, and possible items. Previous studies discovered that Japanese students learning English as a foreign language (EFL) had greater difficulty in identifying and categorizing the roles of the certain items, probable, and possible items and misapprehended their meanings (Takimoto, 2015).

Accordingly, it may be assumed that Japanese EFL learners’ concepts of the degree of certainty associated with certain, probable, and possible items might not be deeply entrenched in their knowledge of spatial relations. Thus, the present study considers it necessary to make the certain, probable, and possible items easier to learn by utilizing the spatial relations between them.

The present study attempts to use the proximal-distal metaphor as a mnemonic device to indicate three degrees of certainty, that is, certain items are represented as being closer to the writer’s level of confidence (e.g., We will certainly consider your suggestion), thus indicating a higher degree of certainty, whereas probable items (e.g., We would probably consider your suggestion) and possible items (e.g., We might possibly consider your suggestion) are located at
different distances to indicate that they are further from the writer’s level of confidence, hence indicating lower degrees of sureness than certain items.

To date, no studies have examined the effects of applying the proximal-distal metaphor as a mnemonic device to teach the markers of certain, probable, and possible items. For this reason, there is no clear indication in the text as to the effectiveness of utilizing spatial relations to teach the three markers in relation to the writer’s confidence.

The present study evaluated the relative effects of cognitive and non-cognitive approaches and of self- and teacher-directed approaches on computers. The cognitive approach involved concept projection, a process through which the participants understand an abstract concept, namely the degree of certainty, in terms of the spatial concept of distance, whereas the non-cognitive approach involved rote learning of a list of target expressions related to the degree of certainty. Regarding testing, the present study adopted a pre-test and three post-tests to evaluate the effectiveness of the proximal-distal metaphor awareness-raising approach. Each test consisted of a writing test, a comparison test, and a categorization test. Moreover, a written retrospective evaluation questionnaire during treatment sessions and interview after post-test 2 and post-test 3 were conducted to investigate the participants’ cognitive processing.

The results of the present study demonstrated that the cognitive approach groups outperformed the non-cognitive approach and control groups in writing, comparison, and categorization tests, and further demonstrated that the cognitive approach is effective as a mnemonic device generating long-term memory encoding.

References
Doctoral thesis, University of California, Berkeley.

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Keywords: Igbo verb, construal, verb root, experiencer verb, Igbo lexicography

The Cognitive Grammar Concept of ‘Construal’ and Its Lexicographic Application to the Igbo Verb

Igbo verbs are generally given the abstract, structural citation form of V+NP or V+PP in Igbo language studies, in spite of the fact that a particular group of Igbo verbs, the so-called subject-object-switching (SOS) verbs (Uwalaka 1988), seem to deviate from this structural citation form. The SOS verbs are mainly experiencer verbs whose peculiarity is the ability to form two sentence pairs where the subject of one sentence functions as the object of the second sentence. The classic example is the verb kwá ūkwára (literal: ‘push cough’ = ‘cough’), which is given the structural citation form V+NP in Igbo language studies, but is used to form a sentence pair whose verbal components do not seem to fit into this structural citation form:

(a) Ùché ná - òkwá ùkwára
(b) ùkwára ná - òkwá Ùché

Uche AUX - verb cough cough AUX - verb Uche
Subj.-Experiencer Obj.-Stimulus Subj.-Stimulus Obj.-Experiencer
[literal: Uche is pushing cough] [literal: Cough is pushing Uche]

‘Uche is coughing.’

‘Uche has a cough.’

Through an application of the Cognitive Grammar (Langacker 1987, 1991) concept of construal, it has been demonstrated that sentence (a) has an Agent-Oriented Construal while sentence (b) has a Patient-Oriented Construal (Uchechukwu 2007). Hence, the structural citation form for the verb should be V+Np (kwá ùkwára ‘push cough’) for sentence (a), and NP + V (ùkwára kwá ‘cough push’) for sentence (b). This paper goes further to demonstrate that this binary orientation is not restricted to the SOS verbs, because there are some Igbo verbs that have only the Agent-Oriented Construal, while some others have only the Patient-Oriented Construal. The
conclusion is that this *Cognitive Grammar* insight not only constitutes a theoretical justification for distinguishing between such verbs through giving them two different citation forms, but also forms the theoretical justification for their practical, lexicographic realization as two distinct headwords.

References

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**Keywords:** creativity, conventionalization, variation, constructional network

I don’t want to go all Yoko Ono on you – creativity, variation and conventionalization in a constructional network

This paper was inspired by what appeared at first sight to be a highly creative use of language:

1. Cheers to everyone who has done it, but hit up your mates to make sure they have too. *Get all 'amway' on them.* (www.vorb.org.nz/wellington-trails-user-survey-t113148.html)

The brand name *AmWay* is used here to convey a whole set of associations to those who are familiar with the communication strategies this multi-level marketing scheme is infamous for.

From a constructionist point of view, one may be inclined to ask what the right level of abstraction for this kind of structure might be. The following options all appear reasonable:

<table>
<thead>
<tr>
<th>Get</th>
<th>all AmWay</th>
<th>on</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>all [BRAND NAME]</td>
<td>on</td>
<td>Y</td>
</tr>
<tr>
<td>get</td>
<td>all [PROPER NOUN]</td>
<td>on</td>
<td>Y</td>
</tr>
<tr>
<td>get</td>
<td>all [NP]</td>
<td>on</td>
<td>Y</td>
</tr>
<tr>
<td>get</td>
<td>all [anything]</td>
<td>on</td>
<td>Y</td>
</tr>
</tbody>
</table>

However, even with the brand name “AmWay” fixed, there are constructional variants:

2. Writes have to be self-marketers, but I’m not convinced that that means you should *go all AmWay* on people’s arses and throw a review copy through every window of opportunity. (patrickoduffy.com/2011/09)

3. over the weekend, my friend the punk rock girl *went amway on* me about kava tea – made from a legal medicinal herb that will numb your crazies one sasparilla-flavored sip at a time. (blahblahblahler.blogspot.de/2008/05/hopped-up-on-kava.html)

So we can already see that *get* and *go* are both possible without a discernable change in meaning, and that *all* appears to be optional. Corpus research in a 2-billion-word corpus of US-American TV news confirms that there is a range of related constructions (in this case the search was limited to *go* and proper nouns):

with *all* (65 examples):

4. Finally tonight, don’t want to *go all Yoko Ono* you but this world needs a lot more kindness. (NewsScape)

with *full* (15 examples):

5. Well, you would *go full Bruce Willis* on them and then there’s no shedding. (NewsScape)

without *all/full* (153 examples):

6. Yes, Robin, they got the same guy who *went Edward Scissorhands* on the white sox throwback uniform that he refused to wear. (NewsScape)

without *on_NP* (> 200 examples):

7. He is *going all Clint Eastwood*. (NewsScape)

This means, however, that now we have identified a pattern (or, possibly, multiple
patterns), we may have to re-think to what extent we would want to analyse example (1) as creative language use at all. The paper is going to investigate constructional variants and identify conventionalized patterns of use, also in relation to the “go all ADJECTIVE on” construction. The final discussion will be about what should be treated as creative language use from a cognitive-linguistic perspective, by contrasting traditional generative views of creativity (Chomsky 1965) with Construction Grammar perspectives (Tomasello 2003, Goldberg 2006) and recent discussions of the phenomenon (e.g. Sampson 2016) in the light of the data collected for this study.

References

Adam Weyell
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Keywords: Framesemantik, Korpuslinguistik, Politolinguistik

Korpusbasierte Frameanalyse von Bundestagsdebatten zum Thema Vorratsdatenspeicherung


Die statistische Auswertung der parteiinternen und parteiübergreifenden Verwendung der untersuchten Frame-Kategorien ergab, dass die den Deutungsrahmen zugeordneten lexikalischen Einheiten – in diesem Fall substantivische Schlagwörter – innerhalb der Vorratsdatenspeicherungsdebatte nicht ziel führend verwendet wurden. Es konnte geschlussfolgert werden, dass die Politiker innerhalb der Vorratsdatenspeicherungsdebatte nicht nur ihre eigenen Schlagwörter zu selten verwendet, sondern auch zu oft gegnerische Standpunkte aufgriffen haben, um diese zu negieren. Der Frame-Theorie folgend haben die
Parteien mit diesem Kommunikationsverhalten eher die Standpunkte des politischen Gegners gefestigt, als ihren eigenen Standpunkt in den Köpfen der Wählerschaft zu etablieren.

References

Andreas Wirag
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Keywords: EFL dictionary, prototype semantics, usage-based semantics, empirical study

The Construction and Efficiency of Prototype Definitions for the Learner’s Dictionary
The talk presents the results of an empirical study that examined the construction and efficiency of a CL-inspired definition format for the learner’s dictionary (i.e., the dictionary aimed at L2 English students).

The research project, on the one hand, explored whether a novel definition format for the learner’s dictionary could be created on the basis of a CL-inspired prototype semantics – a “prototype definition”. And, on the other hand, examined whether this definition format might be more efficient than the “traditional definition” for the learner’s dictionary, which derives from a feature-based semantics.

The first part of the talk discusses the lexico-semantic basis of the “prototype definition”. In this fashion, recent findings from CL, especially from a usage-based and prototype semantics, permit the construction of a definition format that is based on very typical usage events for an entry word, or word to-be-defined (Jehle, 2004; Hanks, 2016)

The second part introduces the results of an EFL classroom study that addressed three research questions: Does a novel, CL-based “prototype definition”, in contrast to an established “traditional definition”, lead to an increase in (a) entry word comprehension, (b) reading comprehension (while using the dictionary), or (c) the perceived difficulty of the dictionary? To answer these questions, 22 “prototype definitions” were compared to 22 “traditional definitions”, from the Oxford Advanced Learner’s Dictionary / OALD (Hornby et al., 2015), which defined the same entry words. (The OALD can be considered as the standard dictionary for EFL lessons from grade 10 until the Abitur). The EFL classroom study comprised N = 181 students from 11 Oberstufe (sixth form) classes at 8 Gymnasien (secondary schools) in Rheinland-Pfalz.

Consider, to illustrate the design of the study, the “traditional” and “prototype” definition used to define the entry word affluent (adj.) to the students. While the Oxford dictionary defines affluent as “having a lot of money and a good standard of living”, the novel, CL-inspired definition defines affluent as follows: “rich, like the German society as a whole, or people in the suburbs”.

References
Sally Zacharias  
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Keywords: image schemas, cognitive grammar, Text World Theory

‘The heat’s travelling along the rod!’ Constructions and representations of scientific abstract concepts in classroom discourse

In science lessons, pupils are required to develop construals and abstract concepts of the physical and living world that are often quite different to our everyday conceptualisations. In this talk, I will explore from a Cognitive Linguistics perspective, how a group of secondary (high) school pupils conceptualise the abstract scientific concept of heat energy.

In particular, I will examine the role classroom discourse plays in the development of this concept in the minds of the pupils. In so doing, I will make use of some principles of Text World Theory (Gavins 2007; Werth 1999), image schemas (Johnson 1987) and cognitive grammar (Langacker 1991), to reveal how pupils construe the learning experience. The context of the study was a diverse group of 20 first year secondary (high) school pupils and their teacher in an urban secondary school in Scotland. Data for this project was collected over a four-month period using a range of different qualitative research methods: video recordings of whole class interactions, recordings of group work and stimulated recall interviews with both the teacher and pupils, that allowed for a close exploration of the learning experience of the pupils in a naturalistic setting. The transcribed recordings were then analysed using a cognitive discursive framework, to reveal how the pupils constructed and linguistically represented their ideas in discourse.

The findings show how the concept emerges and evolves during a variety of learning activities: teacher-led demonstrations, role plays and group writing activities. More specifically, they demonstrate how the classroom discourse, the knowledge frames of the pupils, as well as the social and concrete world of the classroom play a key role in the development of abstract thought.

This talk will be of interest to teachers and researchers interested in the learning of subject specific languages, including those working in CLIL and English for Academic Purposes settings, as well as those interested in the application of the principles of Cognitive Linguistics in language learning, and in classroom discourse studies more generally.

References


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Keywords: Pragmatic markers; formulaic language; phonetic reduction; interactional linguistics; construction grammar

Pragmatic formulas with sagen ‘say’
Many studies in interactional linguistics and grammaticalisation research have addressed the rise of pragmatic markers from complex syntagms such as I mean, I don’t know or I’m just saying (cf. e.g. Imo 2005, Tsui 1991 and Brinton 2017 for these particular constructions). Where (de)verbal structures are concerned, such markers typically derive from expressions with epistemic and/or communicative source meanings that give rise to new procedural and/or interactive functions in specific contexts. The analytical focus of relevant research is usually on individual constructions, with special attention to their functional pole and how their different values there can be related. By contrast, comparably detailed empirical studies of the phonetic and prosodic realisation of these constructions are much less common (though see Scheibmann 2000). Likewise, few attempts have been made to take stock of the full range of markers from a given semantic source domain and to discuss them in the context of the wider constructional ecology thus defined (though see Imo 2007 for a similar approach).

The talk introduces a project that seeks to integrate these latter two perspectives in order to arrive at a more comprehensive understanding of pragmatic markers. First, we present an exhaustive identification and systematisation of pragmatically specialised formulas involving the most frequent lexical verb in spoken German, sagen ‘say’. Based on a large sample of more than 10,000 attestations of the verb in spontaneous conversation, we propose a functional classification scheme for the several dozen candidate expressions thus obtained – cf. (1) for some examples:

(1) sag mal, ich sag mal (so), sagen wir (mal), (ich) wollt grad sagen, sag bloß, wie gesagt, ich sage nur X, du sagst es, ich würde sagen, was du nicht sagst, das muss X gerade sagen, ehrlich gesagt, wie sagt man, ich würde sagen, das kannst du laut sagen...

Second, these targets are examined for morphophonetic reduction effects as illustrated in (2) on the example of sagen wir (mal) ‘let’s say’:

(2) 01 HF: "hh ja ich mein ich bin (lacht)) "h (0.22)
ich bin jetzt äh äh äh äh ja auch schon f\ sagen wa mal viel RUMgekomm in dEUtschland, (.)
[’zemə]
(FOLK)

Finally, we consider in how far such reduction effects can be interpreted as evidence for the relative autonomy of given candidates as independent units in the constructicon.

References
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Keywords: Orientierungsmetapher, OBEN-UNTEN-Metapher, Sprachvergleich, Chinesisch, Deutsch

Orientierungsmetaphern im Chinesischen und Deutschen – eine korpusgestützte Analyse von OBEN-UNTEN-Metaphern


Jedoch ergeben sich viele Unterschiede aus der metaphorischen Projektion zwischen Chinesisch und Deutsch. Nachfolgend werden wichtige aus der Untersuchung gewonnene Erkenntnisse in Thesenform festgehalten:

1) Im Chinesischen wird eine räumliche Beziehung wie „oben“ oder „unten“ auf das Natürliche, Positive, Zerstörerische und Geheimnisvolle übertragen.


3) Vertikale Richtung wird vor allem komplementär im Chinesischen als eine zeitliche Abfolge konzeptualisiert. Im Deutschen wird die vertikale Reihenfolge primär in eine Innen-Außensystematik gesetzt.

4) Als morphologische Besonderheit kann eine vertikale Richtung im Chinesischen entweder eine Bedingung stellen oder einen Aspekt beleuchten.

5) Diese vertikale Richtung wird im Deutschen als eine äußert begrenzte Linie gesehen, die einen Anfang und ein Ende hat.
The family of exclamative constructions in the German Constructicon

Each language provides numerous ways to linguistically encode surprise. In the domain of grammar, the family of exclamative constructions, such as exemplified in (1) – (3), functionally serve this purpose.

(1) What a nice day!
(2) Nice day!
(3) Wow, such a nice day!

Even though there is a good deal of literature addressing exclamatives in German (for an overview, cf. d’Avis 2013), surprisingly little is known about the semantic, pragmatic and syntactic constraints specific to each of the members of this construction family let alone the relations holding among them. Given this, the talk first introduces the annotation categories required for fine-grained constructional analyses. Based on the Berkeley FrameNet Constructicon pilot project (Fillmore et al. 2012), the annotation categories include (a) construction evoking elements (CEE), in (1) “what a”; (b) construction elements (CE), in (1) – (3) “nice day”; and (c) constructs licensed by the construction, in (1), for example, “what a nice day”. Second, the talk illustrates the empirical procedure specifically developed for the constructicographic project; the procedure essentially comprises (a) subcorporation and a preliminary analysis; (b) syntactic parsing (using TreeTragger and the Berkeley FrameNet trained with German data); (c) semantic annotation with WebAnno; (d) semi-automatic constructional analysis (with the help of a tool called Construction Analyzer); and (e) compilation of construction entries in the database. For illustration, I present the Was für + NP construction as a central member of the family of exclamative constructions and discuss results of a corpus analysis. Third, based on the empirical results achieved, I demonstrate how to compile a sample construction entry for the Was für + NP construction. Generally, the German Constructicon Project is designed to be in line with other ongoing constructicon projects, most prominently the Swedish Construction (Lyngfelt 2012), the Brasilian Portuguese Constructicon (Torrent et al. 2014) and the Japanese Constructicon (Ohara et al. 2014).

Keywords: exclamative constructions, German Constructicon (GCon), constructicography, construction element, construction evoking element

References


