

9:00	Registration		
9:30	Welcoming Address		
10:00 1st plenary	Jörg Roche: Foundations and applications of a cognitive language pedagogy		
11:00	Coffee Break		
	Session A room: E413	Session B room: E414	Session C room: E313
11:30 Slot 1	<i>Masahiro Takimoto</i> Applying proximal-distal metaphor to develop Japanese learners' knowledge of the different degrees of certainty	<i>Nina Julich</i> A corpus-based investigation of motion expressions in music criticism: Are they metaphorical or cases of fictive motion?	<i>Meike Meliss</i> Die kognitiv-pragmatische und lexikalische Dimension von interaktiven Einheiten: Korpusbasierte Untersuchungen zum Ausdruck von UNSICHERHEIT im gesprochenen Deutsch und lexikografische Umsetzungsmöglichkeiten
12:00 Slot 2	<i>Ikuko Ishida</i> A proposal for Japanese language teaching: Applying Cognitive Grammar to teaching the passive voice and the benefactive “-te/-de morau”	<i>Dana Michl</i> Straightforward metonym, versatile metaphor: The power of (non)literalness in how adults read and perceive idioms	<i>Adam Weyell</i> Korpusbasierte Frameanalyse von Bundestagsdebatten zum Thema Vorratsdatenspeicherung
12:30 Slot 3	<i>Sirkku Lesonen, Minna Suni, Rasmus Steinkrauss & Marjolijn Verspoor</i> From lexically specific to more abstract constructions? Four L2 Finnish case studies	<i>Krennmayr, Tina</i> A semantic annotation tool to uncover metaphorical alignment among speakers using English as a lingua franca	<i>Katharina Mucha</i> On exclamatives from a discourse-functional perspective

13:00	Lunch Break		
14:00 Slot 4	<i>Carlee Arnett & Ferran Suñer</i> How can concept-based approaches to grammar be made more accessible to L2 learners?	<i>Bin Zhang</i> Orientierungsmetapher im Chinesischen und Deutschen - eine korpusgestützte Analyse von OBEN-UNTEN-Metaphern	<i>Lisa Dücker, Stefan Hartmann & Renata Szczepaniak</i> The cognitive principles behind spelling variation: A corpus study on sentence-internal capitalization in Early New High German
14:30 Slot 5	<i>Jörg Roche</i> Deutsche Grammatik in Bewegung – Verkörperlichte und multimedial basierte Vermittlung der deutschen Wortfolge	<i>Vladimir Figar & Dušan Stamenković</i> How can image schemata clusters in popular science facilitate comprehension of abstract concepts?	<i>Jana Bressemer, Silva Ladewig & Uta Großmann</i> Gestures as windows onto second language acquisition? – Insights from German classroom interactions
15:00 Slot 6	<i>Daniel Pust</i> Interactive grammar metaphors: An intervention study	<i>Anke Beger</i> The role of (deliberate) metaphor in communicating knowledge in academic lectures from different disciplines	<i>Marie-Luis Merten</i> Stancetaking from a socio-cognitive angle: commenting on medical online news
15:30	Coffee Break		
16:00 2nd plenary	<i>Teresa Cadierno:</i> Thinking for speaking in an L2: From research findings to pedagogical implications		

9:30 3rd plenary	Anatol Stefanowitsch: The cognitive linguist and public discourse about languages		
10:30	Coffee Break		
	Session A room: E413	Session B room: E414	Session C room: E313
11:30 Slot 7	<i>Kerstin Fischer & Maria Alm</i> A construction grammatical approach to teaching modal particles to L2 learners	<i>Alexander Ziem</i> The family of exclamative constructions in the German constructicon	<i>Volodymyr Dekalo</i> Zur textsortenspezifischen Funktionalität der modalen Konstruktion mit dem Verb WISSEN
12:00 Slot 8	<i>Francoise Gallez</i> The contribution of construction grammar to translation teaching - A case study on the transfer of German path and property resultatives into French	<i>Geert Brône, Steven Schoonjans & Kurt Feyaerts</i> “So was von spannend” – on the emergence, semantic profile and multimodal co-occurrences of the German <i>so was von</i> -construction	<i>Gabriele Diewald, Volodymyr Dekalo & Daniel Czicza</i> VERDIENEN im Gegenwartsdeutschen: Die Entstehung eines grammatischen Markers der deontischen Modalität
12:30 Slot 9	<i>Sabine De Knop</i> Fostering the learning of German verbless directives with structural priming	<i>Thomas Gamerschlag & Jens Fleischauer</i> Towards a frame analysis of light verb constructions – a case study of German ‘stehen’ ‘stand’	<i>Manon Herrmann</i> Eine kontrastive Untersuchung von deutschen und niederländischen Mehrwortverbindungen aus Präpositionalphrase und Lokalisierungsverben.
13:00	Lunch Break		
14:00 Slot 10	<i>M^a Sandra Peña Cervel</i> How to teach implicational meaning: A case study	<i>Arne Zeschel, Fabian Brackhane & Ralf Knöbl</i> Pragmatic formulas with sagen ‘say’	<i>Michael Barlow</i> Entrenchment in production and comprehension systems

14:30 Slot 11	<i>Juliana Goschler & Anatol Stefanowitsch</i> A collostructional approach to generalization and transfer in L2 acquisition	<i>Ekaterina Laptieva</i> A corpus-based investigation of the progressive-partitive <i>an</i> -construction in German	<i>Nadine Proske</i> Pseudo-coordination in spoken German - emergence and entrenchment
15:00 Slot 12	<i>Evelin Balog, Armine Garbiban & Thomas Herbst</i> Learners produce different kinds of constructs from native speakers – collocation and argument structure constructions	<i>Peter Uhrig</i> I don't want to go all Yoko Ono on you – creativity, variation and conventionalization in a constructional network	<i>Anne Krause-Lerche</i> Frequency effects on entrenchment: Converging evidence from ongoing language change
15:30	Coffee Break		
16:00 Slot 13	<i>Dorothee Kohl-Dietrich</i> Implicit or explicit focus on form? Teaching English prepositions from a usage-based perspective	<i>Doris Schönefeld</i> New words in English and how to make sense of them	<i>Thomas Wiebringhaus</i> Examining advantageous storage properties competing for restricted verbal working memory capacity
16:30 Slot 14	<i>Daniel Jach</i> What preposition placement depends on in learner English: A usage-based corpus study	<i>Matthias Altmann</i> Patterns of intensifying adverbs in English	<i>Eleonore Schmitt</i> Do mental schemas have an impact on language processing?
17:00 Slot 15	<i>Hana Gustafsson</i> Language training for English-medium Instruction: A cognitive usage-based approach	<i>Suzanne Kemmer</i> Lexical Blending in an integrated usage-based theory of language	<i>Susanne Flach</i> Frequency/acceptability mismatches: Corpus-derived schema compatibility predicts acceptability judgements
19:00	Conference Dinner		

9:30 4th plenary	Ute Römer: Emerging L2 constructions: From corpus evidence to pedagogical implications		
10:30	DGKL- Business Meeting		
11:30	Coffee Break		
	Session A room: E413	Session B room: E414	Session C room: E313
12:00 Slot 16	<i>Olaf Jäkel</i> Denotational incongruencies in TEFL: Cognitive linguistic solutions for a didactic problem	<i>Jennifer Hinnell, Jasmine Zyp & Sally Rice</i> The performance of parentheticals in North American English: Building a case for multimodal constructions	<i>Michael Pleyer</i> Pretend play, language acquisition and language evolution from a Cognitive-Linguistic perspective
12:30 Slot 17	<i>Monika Reif & Katharina Turgay</i> Non-finite verb complements in English: Error analysis, descriptive framework, and pedagogical implications	<i>Beate Hampe, Irene Mittelberg, Peter Uhrig & Mark Turner</i> There-constructions 'in the wild': A quantitative pilot study of multimodal conversational data	<i>Heike Behrens, Karin Madlener & Katrin Skorupa</i> Beyond lexicalization patterns and the path-manner dichotomy: Development of utterance complexity and information density in spatial language
13:00	Lunch Break		
13:30 Slot 18	<i>Pawel Sickinger</i> Modeling the conceptual meaning of idiomatic expressions: Results from a contrastive study with learners and native speakers of English in business contexts	<i>Lars Bülow & Marie-Luis Merten</i> The Merkel-meme as a multimodal construction	<i>Antje Endesfelder Quick, Ad Backus, Elena Lieven & Michael Tomasello</i> Entrenchment effects in code-mixing': the use of partially schematic utterances in three German-English bilingual children

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14:00 Slot 19	<i>Sally Zacharias</i> 'The heat's travelling along the rod!' Constructions and representations of scientific abstract concepts in classroom discourse	<i>Chinedu Uchechukwu</i> The Cognitive Grammar concept of 'construal' and its lexicographic application to the Igbo verb	<i>Antje Endesfelder Quick, Stefan Hartmann, Ad Backus & Elena Lieven</i> Entrenchment and productivity: The role of input in the code-mixing of a German- English bilingual child
14:30 Slot 20	<i>Susanne Rott</i> The effect of Cognitive Linguistics inspired materials on the learning of German separable prefix Verbs	<i>Amir Sarkeshikian</i> The Underlying Construct of Error Correction: Some Evidence for Yonelinas and Levy's Model of Recognition Memory	<i>Anne-Kristin Cordes & Julia Radan</i> Parallels in the use of syntactic structures: Analyses of educators' and children's verbal interactions
15:00	Coffee Break		
15:30 5th plenary	Mark Turner: Multimodal constructions for blended classic joint attention		
16:30	Farewell		