

# (INTER)CULTURAL PERSPECTIVES ON LANGUAGE AND THE MIND

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***Culture • Cognition • Communication***  
***(Inter)cultural perspectives on language and the mind***

**BOOK OF ABSTRACTS**

**Lublin 2017**

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*„It was your fault”, or how L2 writers construct causal structure in stories*

Two related experimental studies into construal strategies employed by advanced students of English (N=33) will be presented with the overarching goal of demonstrating what strategies language users employ to blame others for something bad that has happened. The first study asked L2 advanced learners of English to reproduce a certain drama about a married couple and money that went up in smoke from the point of view of the wife. In one condition of the experiment the participants had to be as objective as possible, whereas in the other condition they had to blame the husband for what had happened. As expected, there was a significant relationship between the numbers of the so-called objective events, subjective events as well as evaluative comments and the independent variable, i.e. the instruction to either put blame on the husband or be objective. The students in the "blame the husband" group foregrounded subjective events and subjective evaluations of what had happened in the input story. In the follow-up language comprehension task, two versions of the story written from the wife's perspective (i.e. either blame the husband or stay neutral conditions) were used to ask other students to rate how credible each version is in their opinion. Decisions in the credibility test (scale from 1-7) was used as an operational definition of story coherence, and the strength of causal links. It was predicted that the story from the 'be objective' condition would be rated more credible. In line with those predictions, participants rated objective condition stories as significantly more credible than "blame husband" stories, thus lending support to the role that the presence of objective vs. subjective events and evaluative comments play in construal operations.

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*Changes in the linguistic view of the world in linguistic communication. From translation to metaphor and blending to Texts of Culture*

The Linguistic View of the World can be altered through language. This can happen in translation, as shown in a couple of examples. Translation is never culturally 'innocent' but in fact one of the main ways in which the view of the world expressed in the target language can be altered, intentionally or not. Even the existence of obligatory forms of expression in the source language can lead to changes in the world view of the target language.

Another element that can lead to changes in a given worldview is figurative language. Metaphor and metonymy are most frequently seen in purely cognitive terms, without any reference to communication. Metaphor can be constitutive of scientific, ideological or religious thinking, and it can alter the way speakers of a certain language 'see the world'. But metaphor, usually understood in reference to words and concepts, can also be interpreted in terms of discourse. That is, a metaphor and its communicative use are in fact whole texts: a few examples are briefly considered in the talk.

But how can we go from the level of the word to that of a text? To find a possible answer we consider two concepts developed by Jerzy Bartmiński and colleagues: the 'Cognitive definition' seen as a 'Text of culture'. The talk proposes to use these concepts -and their theoretical and practical developments- to understand metaphor in textual terms, thus (a) seeing it in its role in communication, and (b) being able to express the influence of its

introduction into a new language as capable of altering the linguistic worldview, as happens with other (types of) texts.

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*On the individualistic culture of Englishmen*

**keywords:** individualism, English mentality, negative politeness, face

The following paper is aimed at discussing certain elements of language which clearly reflect particular characteristic features of English culture. English culture is perceived as vertical individualistic one, in which people tend to stand out from others and value freedom (Bogdanowska-Jakubowska, 2010: 155; Wierzbicka, 1985: 150). According to Hofstede, Hofstede and Minkov (2010: 92), individualism refers to “societies in which the ties between individuals are loose: everyone is expected to look after him- or herself and his or her immediate family”. As Miall and Milsted (2011: 10) write, “English island mentality takes the form of a well-developed sense of individual personal freedom. They are fond of their rights, especially the right to privacy and the right to preserve one’s personal space. This is an area surrounding each individual, which it is not good manners to invade”. When it comes to express emotions, “the English find a display of emotion disconcerting” (Miall and Milsted, 2011: 11). Diniejko (2008: 61) mentions Charles Dickens who, in his opinion, is very much concerned with the representation of an Englishman. He writes that “Dickens’ constructions of Englishness include a number of overlapping qualities, such as industriousness, individuality, practicality or pragmatic ingenuity, personal independence, moral courage blended with the gentlemanly ideal and a certain degree of eccentricity”. That is why English society has an orientation towards negative politeness (Stewart, 2005: 118).

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*Cognitive Blending, Online Image Macros and a very Polish End of the World*

**keywords:** Internet memes, conceptual blending, doomsday predictions, cognitive pragmatics

Internet memes, and their sub-set image-macros, have been recognized as part of internet vocabulary and as a new genre of communication (Kołowiecki 2012; Börzsei 2013). Intertextual by nature, they provide a varied look at how internet users conceptualise and interact with cultural icons (cf. Piekot 2012). Moreover, their structure and verbal-visual message make them an ideal medium for analysis via conceptual blending. Most research into image macros addresses variations on specific templates as opposed to how an event is viewed or used as a backdrop to comment on other social concerns. This paper analyzes the construction of Polish image macros created and shared in response to doomsday warnings of 2011 in 2012 and discusses how well-known, but often foreign, templates blend with elements of Polish culture to comment not only on the validity of these predictions, but also on a host of other contemporary issues. Specifically, it looks at the many layers of conceptual blending necessary for the conceptualizer to create and convey meaning that is also available to the viewer/receiver. In this way, it continues the discussion on how conceptual blending can account for received pragmatic meaning. This is achieved through application and adaptation of Omazić's (2005) phraseological approach (2005) and Coulson and Oakley's (2005) grounding box. Thus, it explores ways to developing conceptual blending theory to better apprehend pragmatic messages conveyed in the new genre of online image macros.

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*The development of Natural Semantic Metalanguage - 45 years of research on the alphabet of human thought*

**keywords:** natural semantic metalanguage, metasemantic explication, cultural scripts, semantic primes

The aim of the present paper is to present the status quo of the Natural Semantic Metalanguage (henceforth NSM), a method of semantic analysis developed over past 45 years by Anna Wierzbicka and colleagues. The program, originated in 1972, has undergone major changes since then, and the discussion on what changed and what remained stable over those years is deeply needed. The NSM, being followed by dozens of researchers from all over the world, has been used extensively in the analysis of the phenomena of grammatical, lexical and pragmatic nature in ca. 25 languages. The forty five years of the program development will be discussed briefly, with the special attention being given to the expansion of universal lexicon (from 14 elements in 1972 to 65 in 2017). Some areas of the NSM syntax will also be presented in order to shed light on the problems that still wait to be solved.

*GODNOŚĆ w świetle eksperymentu skojarzeniowego*

**keywords:** metod definicji kognitywnej, eksperyment skojarzeniowy, deskryptor, aspekt

Lingwistyczne eksperymentalne badania są obecnie jedną z najbardziej popularnych empirycznych metod badań społecznych (Bartmiński, 2014; Brzozowska 2006; Grzeszczak 2014). Przecież pozwalają dotrzeć do świadomości językowej, do sposobów rozumienia różnych słów. Analiza skojarzeń werbalnych umożliwia znacznie pełniejsze dotarcie do tła kulturowego. Oni nie tylko mogą wzbogacić aspekty, nowe cechy jakościowe, ale także odróżnić cechy dominujące, jądrowe i peryferyjne, słabiej utrwalone. Celem badania jest rekonstrukcja pojęcia GODNOŚĆ metodą definicji kognitywnej, opartej na założeniach prezentowanych w pracach Jerzego Bartmińskiego. Zadaniem badacza jest zdanie sprawy ze sposobu jego rozumienia (konceptualizacji) i sposobu werbalizacji przez członków polskiej i ukraińskiej wspólnoty narodowej, w oparciu o dane uzyskane z empirycznych badań. Dane eksperymentu skojarzeniowego pozyskano w trakcie badań prowadzonych 2013-2016 roku w grupie stu respondentów Lwowskiego Narodowego Uniwersytetu im. Iwana Franki, Politechniki Lwowskiej, a także wśród polskiej ludności (50% kobiet, 50% mężczyzn). Respondenci odpowiadali na pytanie: „Co wedle ciebie stanowi prawdziwa GODNOŚĆ?”. Wprowadzony do pytania modyfikator „prawdziwy” miał kierować uwagę respondentów właśnie na takie subiektywne wyobrażenie, a nie realnie (obiektywnie) istniejący typowy obiekt. Warto zaznaczyć że badanie jest przeprowadzane w sposób anonimowy (podajemy tylko następujące informacje o sobie: miejsce zamieszkania, język ojczysty, płeć, wiek, zawód). Sposób przeprowadzenia i opracowania danych zakładał przejście pięciu kroków: 1) postawienie respondentom pytania otwartego i zebranie odpowiedzi na piśmie; 2) analizę zebranych odpowiedzi i wydzielenie segmentów (wyrażeń – W); 3) połączenie wyrażeń bliskoznacznych w grupy wyrażeń uogólniających (deskryptorów – D); 4) przypisanie deskryptorów do określonych aspektów; 5) rankingowanie deskryptorów i aspektów. Wskaźnik stereotypowości ( $Ws = \frac{D_1 + D_2}{W} \times 100\%$ ) pokazuje, jaki jest procentowy udział wskazań dwóch najliczniejszych cech deskryptorowych wśród wszystkich wskazań. Przeprowadzone badanie eksperymentalne pokazało, że tożsame aspekty, które charakteryzują koncepty HIDNIST' i GODNOŚĆ, mają dla nosicieli języka polskiego i ukraińskiego różną znaczość. Chociaż etyczny, psychospołeczny i społeczny aspekty tych konceptów eksplikowane prawie jednakową ilością odpowiedzi, psychiczny aspekt jest ważniejszy dla konceptu HIDNIST'. Militarny, religijny, polityczny i biologiczny aspekty były wyrażone tylko w konceptie GODNOŚĆ, natomiast narodowościowy aspekt – w konceptie HIDNIST'.

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*Broadening boundaries of humour experience through a cultural lens*

The study of humour is a lifetime affair. I have been dealing with it for 30 years and there is never enough. In my conference-closing lecture I am going to take the audience on a journey through various aspects of the study of humour in the context of the quadrangle of language, mind, genre and culture, such as 1/ cognition and creativity, 2/ culture, gender and community, 3/ individual style and 4/ public and private discourse. I will try to draw conclusions which should be relevant for interdisciplinary study of language and cognition which the participants of ICPLM 2017 are engaged in. The discipline of humour studies has solidified in recent decades through the publication of *Primer of Humor Research* (2008), *Encyclopedia of Humor Studies* (2014) and most recently *Routledge Handbook of Language and Humor* (2017). Even though humour has been broadly and “relatively” defined in *Psychology of Humor: An Integrative Approach* (2007) as “a broad term that refers to anything people say or do that is perceived as funny and tends to make others laugh, as well as the mental processes that go into both creating and perceiving such an amusing stimulus, and also the affective response involved in the enjoyment of it” (2007:5), a striking trend in this interdiscipline has been the tendency to broaden the study of humour and laughter off the central experience into such seemingly peripheral avenues as unlaughter, aggression, nonsense, or art and activism. These areas mark boundaries of humour experience, which from an overall perspective can be convincingly argued to centre on detail – linguistic, cognitive or cultural.

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*Translation Teaching based on Translation Schema and Learning Styles: A Case Study in Taiwan*

**keywords:** translators, translation teaching, translation process, translation schema, learning style

Brain science has become more and more popular these days in academia, so does in translation studies. Research about translators’ cognition and their translation processes also become current. Translation is not only the operation of textual transfer and communication behavior, but the result of translators’ cognitive activities. By exploring translators’ cognition and their translating behavior, their translation processes can be further revealed and is conducive to translation course design and translation teaching. This study involves 43 practicing translators from Taiwan. By means of analyzing and sorting out the manuscripts of these practicing translators’ personal interviews and their test results of the Visual-Auditory-Kinesthetic learning styles (Filiman, 2012, this study aims to investigate their conceptual cognition about translation and their translating procedures (i.e. script about translation) in translation activities. The data collected is used to outline and build Taiwanese translators’

translation cognition schema and translation process schema. Accordingly, the translation schemas and translation learning styles based on practicing translators are used to design translation courses aimed for reducing translation students' cognitive loading and offering holistic models in translation learning, so as to enhance students' translation competence.

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### *Mental models, communication and culture*

Mental models are subjective, dynamic representations of situations in our brain (Johnson-Laird, 1980; van Dijk, 2008, 2009, 2014). They have two versions, a private one, which contains people's innermost beliefs, feelings and desires, and a public one, which can be exchanged and co-ordinated with other people through communication.

Interaction necessitates an understanding of other people's role performance (Matsumoto, 2007), i.e. their role behaviour and the mental model steering it. When people construct a mental model of a specific situation for themselves, this model includes the embedded reconstruction of other people's mental model of that situation – both private and public - and of the way these people's mental model leads to their discursive and non-discursive behaviour. Such reconstructions are possible on the basis of discourse, but also through mind-reading skills (e.g. Adolphs, 2006; Baron-Cohen, 2001; Colle et al., 2008) and the ability to re-construct other people's intentions (e.g. Dennett, 1987; Iacoboni, 2009) in combination with knowledge of situational contexts. Culture entails such knowledge of situational contexts, which can serve as common ground (Clark and Brennan, 1991) and help people to interpret other people's role performance.

Scenes from the British comedy *The Office* will be used to demonstrate these concepts.

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*Kształtowanie ukraińskojęzycznej kompetencji polskich studentów*

**keywords:** język ukraiński, język polski, gramatyka, językowy obraz świata, dyskurs edukacyjny-pedagogiczny

Pytanie dotyczące nauczania i studiowania języka obcego to jeden z tradycyjnych problemów lingwistyki kognitywnej. Nałożenie jednego językowego obrazu świata na inny, w szczególności w warunkach języków spokrewnionych, składa się na ciekawy materiał i daje niespodziewane wyniki w zakresie poznania, pedagogiki i metodyki nauczania. W artykule przeanalizowano doświadczenie wykładania języka ukraińskiego polskim anglojęzycznym studentom, przyszłym medykom, przez wykładowcę, który posługuje się wszystkimi trzema językami. Badanie przeprowadzało się na ukraińskojęzycznym materiale w zestawieniu z danymi polskim, i częściowo, angielskimi. Interes poznawczy ma przekonanie studentów w tym, że oni praktycznie posiadają inny język, ponieważ przeważnie mogą porozumieć się z Ukraińcami w sytuacjach bytowych, czyli osiągnąć cel komunikatywny. Chociaż niekiedy taka pewność prowadzi do nieporozumień. Większość polskich studentów demonstruje powtórzenie tych samych błędów, pierwszoplanowe przyswojenie tej samej leksyki i omawianie programowych tematów w tymże obszarze. Materiał językowy "bilingwistów" rozpatruje się w aspekcie kognitywnym, charakteryzując poziomy ich kompetencji w drugim (ukraińskim) języku, analizując interferencyjne błędy oraz ich przyczyny. W efekcie ukazuje się istota inności polskiego gramatycznego, syntaktycznego, semantycznego i leksykalnego systemu od ukraińskiego, co zrealizuje się jak część swoistej polskiego obrazu świata, a także jak typologiczne właściwości gramatyki polskiej. W trakcie badania ujawniono etapy kształtowania słownika ukraińskiego i gramatyki języka ukraińskiego studentów-Polaków, co wskazuje na proces przemiany stereotypów gramatycznych i pojęciowych i uzyskania nowej tożsamości. Osobną uwagę zwraca się na opis zawodowej mownej osobistości przyszłego medyka, który obejmuje analizę fachowego i bytowego języka, zawodowego obrazu świata, motywów i ustawień. Również rozpatrzono właściwości komunikacji w warunkach trójjęzycznego środowiska. Jako jeden z wyników przeprowadzonego badania uwagę skupiono na konieczności studiowania drugiego języka w językowo-kognitywnych i pragmatycznym aspekcie.

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*Between Meanings and Interpretations in Prison Context*

Prison language is a language flourishing in understatements. The two parties participating in an oral exchange of information of interest here, i.e. inmates are involved in a complex cognitive process that underlies successful communication. Both the speaker and the addressee participate in an event particular to prison facilities, in which figurative language is



most welcome, as it serves the specific purpose of coding information against unwanted third parties. Information being exchanged in prisons is bound to be concise and precise, for too long communicative events are at risk of divulging sensitive information and impede plotting and scheming. Prison language is rich in metaphors and metonymies, as, it is my observation, they fit the context perfectly. Not only do they hinder the legibility of any utterance, but they secure inmates' lives against lethal consequences. The discovery of incriminating evidence is too great of a risk to make use of standard vocabulary. The message invoked by the speaker can have many meanings, but it is the hearer's obligation to unveil it correctly. For instance, in an utterance quoted in *Prison Patter* (cited below) a layman, unfamiliar with the context and the background knowledge of the participants, would understand it possibly as a statement of a person having no money and being involved in a 'dirty' business. In fact, any other explanation could be plausible. Between the dictionary meaning and the real sense there lie many possible interpretations that ultimately influence the resultant of the conversation. However, one thing can be stated for sure: the meanings of particular prison slang vocabulary items are not stable nor is their interpretation, as prison slang is in a flux. Therefore, the paper takes as its focus the largely metaphoric and metonymic language of prisoners and aims at uncovering its many peculiarities. *I've got nish, no burn and I'm screwing, so I'm passing a line two doors down for a burn then I'm going to get into my crisp packet.* (Devlin 1996: 20)

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*CONTAINER and SOURCE-PATH-GOAL schemata in multimodal discourses of collective memory*

**keywords:** image schemata, emodiement, multimodality, collective memory.

The present paper addresses a number of the conference themes: language and culture, language in society, multimodality and embodiment. It looks into the interplay between language and landscape architecture in the construal of collective memory on two examples: (1) a reconstructed Jewish cemetery in Poznań and (2) a Holocaust memorial in the former extermination camp in Bełżec. It is inspired by research, which integrates the analysis of different modalities/ modes of communication and in this way extends the application of image schemata beyond language use (Caballero 2014 and 2016, Dancygier 2016, see also the articles in Forceville – Urios-Aparisi 2009, Pinar-Sanz 2015 and Romano – Porto 2016). Another theoretical source for the present study is the work on the axiology of image schemata, in which Krzeszowski (1997: 280) shows that “valuation is an integral part of conceptualization”. The aim of this study is to explore how image schemata may motivate the visitors' experience of the memorial sites. This aim is achieved through two case studies. The first investigates how CONTAINER interacts with a number of other schemata (LINK, PART-WHOLE, BLOCKAGE) in the construction of social inclusion/exclusion in the discourses of collective memory. It is based on an analysis of three types of sources: (1) the memorial landscape of a reconstructed Jewish cemetery in Poznań, (2) the press representation of the opening of the memorial, and (3) individual and focus interviews with the inhabitants of Poznań about the city's past. The results of the analysis show that similar conceptual processes underlie the verbal and the spatial construal of the self and other dichotomy. The

second case study explores how the embodied simulation (Lupyan – Bergen 2015) of verbally mediated experience of the victims blends with the embodied experience of "walking the same path" and enhances the empathetic understanding of the victims' experience.

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### *Who is an expert in visual arts?*

From experts in every field of knowledge or skills we expect accurate decisions, optimal solutions of problems, credible explanations and predictions. But how to distinguish an expert from a non-expert? It is possible to measure the level of expertise of individuals on tasks with well-known correct answers. Unfortunately, in most domains of expertise, unlike chess or sports, it is not obvious who the experts are. For example, how do we find the best teachers, coaches, or experts in visual arts? Psychologists have long been seeking answers to questions about behavioral, mental, and brain mechanisms underlying expertise in different domains. The purpose of the lecture is to present a broader background of research on the phenomenon of expertise, especially in the field of visual arts. The assumptions of the experts recognition method and the results of experiments aimed at identifying the oculomotor correlates of expert level in the field of visual art will also be presented.

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*Problem prawdy w dżinijskiej filozofii języka okresu klasycznego (V-Xavier.)*

**keywords:** dżinizm, poznanie, prawda, język

Celem wystąpienia jest przybliżenie problemu prawdy w dżinijskiej filozofii języka na podstawie wybranych traktatów sanskryckich okresu klasycznego (V-X w.). Dżinizm jest „jednym z najstarszych systemów filozoficznych i religijnych Indii”\*, o bogatej tradycji intelektualnej i odmiennym od innych szkół indyjskich (np. buddystów) podejściu do zagadnień ontologicznych, epistemologicznych i językowych. Wychodząc od kluczowych dla filozofii dżinijskiej koncepcji: teorii wieloaspektowości bytu (anekânta-vāda), metody modalnego opisu (syād-vāda) i teorii sposobów orzekania (naya-vāda), badam następujące zagadnienia: problem poznania i prawdy, relacje między poznaniem i językiem oraz relacje między prawdą a językiem (sposób wyrażania prawdy, prawda języka itd.). Zagadnienia te są istotne nie tylko z punktu widzenia rozwoju badań nad indyjską filozofią języka, lecz także mogą okazać się znaczące z punktu widzenia bieżących, zachodnich debat, których przedmiotem są filozoficzne aspekty języka. Przyjrzenie się sposobowi, w jaki filozofowie dżinijscy postrzegali kwestię prawdy w wymienionych powyżej kontekstach, dostarcza interesującego wglądu w nie do końca jeszcze zbadany system filozoficzny, a co się z tym wiąże - w szczególny sposób myślenia. Dżinijska filozofia języka, poza pracą Sagarmala Jaina, *The Jain Philosophy of Language* (Parshwanath Vidyapeeth, Varanasi 2006), nie została do tej pory szerzej omówiona.

Wystąpienie (artykuł pokonferencyjny) zostanie sfinansowane ze środków Narodowego Centrum Nauki, nr rejestracyjny projektu: UMO-2014/13/N/HS1/01061, tytuł „Dżinijska filozofia języka w okresie klasycznym (V-X w.) i jej epistemologiczne oraz ontologiczne konsekwencje”.

\* P. Balcerowicz, *Dżinizm. Starożytna religia Indii*, Wydawnictwo Akademickie Dialog, Warszawa 2003.

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*‘O Queene of Queenes, how farre dost thou excell, No thought can thinke.’ – Royal terms as endearments*

The aim of the paper is to discuss the semantic development of both the female- and male-specific royal terms of affection which are widespread in the vast majority of cultures. In particular, we shall focus on the terms which come from various languages (e.g. Polish, English, Russian, Turkish, Spanish, French, Portuguese or Armenian) and which – in the course of time – acquired an endearing sense. Given the limited number of lexical items whose senses are connected with the conceptual category ROYAL TERMS, we may say that the metaphorical schemas which might be formulated on the basis of the conceptual category in question are of a universal nature. Moreover, ROYAL TERMS is the only group of pet names in which we can make a clear-cut division of all lexical items into two groups, that is female- and male-specific ones. And so, the first group contains two general schemas, that is (Tur. kraliçe, Arm. erazanqneris taguhi, Pol. królowa, Rus. королева) and (Sp. princesita, Por. princesa, Pol. księżniczka, królowna, Tur. prenses), whereas the other one includes three schemas, namely (Sp. mi rey), (Sp. príncipe, Tur. Şehzade) and (Tur. sultan/padishah).

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*A Scottish world-view reflected: an ethnolinguistic analysis of the Scottish fairy and folk tale*

**keywords:** ethnolinguistics, linguistic worldview, corpus linguistics, Scotland

The focus of the paper is placed on the ethnolinguistic analysis of the worldview in Scottish fairy- and folk tales since there is no similar scholarly work in comparison to English fairy-tales which were investigated by Russian scholars. Moreover, such an approach is underrepresented in the Western scientific practice of English studies. The main aim of this research is to conduct an overall description of the linguistic characteristics of the Scottish fairy and folk tale, and investigate their impact on the reflection of the worldview of Scots, as well as reveal the ethnolinguistic information conveyed through the lexis of the Scottish fairy and folk tale. In this work, both qualitative and quantitative methods will be used. The corpus-based analysis of the worldview will include semantic corpus annotation, as well as POS-tagging, to categorize the lexis and build lexical-semantic fields. With the help of the AntConc software, the frequencies of words and expressions will be calculated, followed by the description and analysis of the language with the help of statistics software. Finally, the determination and description of binary oppositions, as well as building of thematic clusters and concept maps will follow. The outcome of the paper will be a preliminary description of the Scottish linguistic worldview, cultural peculiarities of the Scottish folk as well as its ethnolinguistic features reflected in the language of the fairy and folk tale. A parallel between the fictional and the real world reflected in the language of the Scottish fairy and folk tale will be drawn. The results of the paper can become a source of information for linguists, folklorists, literary scholars, and culture experts.

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*The Return of the Author in Narrative Fiction. A Cognitive Poetic Approach*

**keywords:** cognitive poetics, cognitive narratology, narrative communication, subjectification, conceptual blending

Deriving from structuralist narratology, the narrative communication model (cf. Chatman 1978; Onega and Landa 1996: 4-12), presented the multilevel intratextual communication between and among characters, narrators and narratees, with the narrative text viewed as the main source of information concerning these agencies. Importantly, actual/real authors and readers were not taken into consideration, instead, the implied author (Booth 1961/1983) and the implied reader (Iser 1974) were introduced as participants in narrative communication (cf. Herman 2009: 64). Recently one can see though a renewed interest in the category of author: after the Barthesian death of the author, time has come to bring the author back to life. The paper offers a cognitive poetic analysis (cf. Stockwell 2002; Semino & Culpeper 2002) of the reading of narrative text, involving the category of author as a participant in the process of communication. The presence of the latter can be inferred from intra- and extratextual manifestations regarded as interpretative context building elements. Specifically, based on examples from selected narrative texts – novels and short stories (as diverse as the works by H. Walpole, E. Bowen and D. Lodge) – an attempt is made to incorporate paratextual

information, intertextual signals as well as literary allusion as symptoms of the author's presence "with-in" and "with-out" a text. Adopting the idea of subjectification in the sense of Langacker (1990), the reader-author oriented cognitive analysis of text interpretation is extended to incorporate the author's viewpoint, evident in recent studies of literary texts (cf. Claassen 2012; also Burke 1992). In particular, the "return-of-the-author-oriented" approach to text reading offered in the paper employs Langacker's idea of discourse viewed as "a series of interactive events, in each of which the speaker exerts some influence on an actual or imagined interlocutor" (Langacker 2008, 460), combining it with the speaker-hearer "mind integration" (cf. Langacker 2007) articulated in terms of Fauconnier and Turner's (2002) theory of conceptual blending.

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### *Conceptual Blending and Emotions: A Case Study in Charles Williams's Supernatural Thrillers*

Inspired by scholarly discussions on the role of emotions in conceptual blending (e.g. Fauconnier and Turner 2002; Libura 2006), this article aims to explore the fictional worlds of Charles Williams (1886-1945)—the author of such supernatural thrillers as e.g. *War in Heaven*, *Descent into Hell*, *Place of the Lion*, and *All Hallows' Eve*—with regard to how emotions determine the reader's construction of meaning. Especially interesting are the ways in which the reader, based on textual signals involving emotions, creates on-line complex cognitive-emotional entities so as to interpret the story world (*sensu* Herman 2009). In Williams's supernatural thrillers these entities play a vital role in developing the overall

(spiritual) message; arguably, the construction of such blends enables the reader to reach beyond boundaries between the world modelled on the empirical reality and its “metaphysical,” or spiritual, dimension.

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*Patterns of metaphor-metonymy interaction in the languages of the deaf*

**keywords:** metaphor, metaphonymy, metonymy, signed languages

The conceptual processes of metaphor and metonymy are common in the languages of the deaf (Sutton-Spence and Woll 2010: 174-176; Taub 2001; Wilcox 2000). There are signs based on either of the mechanisms, as well as those that involve their interaction. For example, the metonymy-based sign build in American Sign Language/ASL, if used to refer to relationships, becomes metaphorical (Boyes-Braem 1981: 43 cit. in Wilcox 2000: 45-46) and is then based on the form of metaphonymy called metaphor-from-metonymy (Goossens 1990: 332-333). The same form of semantic extension occurs in the Polish Sign Language (Polski Język Migowy/PJM) for the concept. Relying on the PJM dictionary by Kosiba and Grenda (2011) and the internet Sign Language Dictionary (2017), the present paper describes patterns of metaphor-metonymy interaction possible in signed communication. They occur in simple, complex, and compound signs of various languages of the deaf, and go beyond the configurations classified by Goossens (1990) as metaphonymy. One of the additional patterns is evident in the PJM signs for various agents. As compounds, they consist of the metonymy-based sign for sex preceding the metaphor-based sign for some activity or condition. The interaction takes the form of a sequence in which neither of the elements is subordinate to the other element. Metaphor-metonymy interaction is also evident in compound signs for other referents. In such cases, it depends on the presence of either of the mechanisms in their respective parts, as well as on the complexity of such signs, that is, whether they consist of two or three elements. The present paper discusses five forms of metaphor-metonymy interaction in various signed languages. Each one is illustrated with at least one example of a sign, whose metonymic and metaphorical components are described in detail.

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*The Influence of Accent on Content Reception and Comprehension: a Comparative Study*

**keywords:** accent, pronunciation, ESL, listening comprehension

Although successful communication is the objective of foreign language teaching and learning, the considerable variety of accents used by native speakers does not seem to facilitate the task of achieving sufficient listening comprehension skills, which in turn undoubtedly influences the whole process of exchanging information. According to the recommendations of the Polish Ministry of Education, as outlined in the core curriculum, high school students should be able to attain a profound knowledge of socio-cultural aspects of a given foreign language, along with its internal (as well as international) diversity. The aim of the paper is to investigate, compare and describe comprehension and emotional response to listening tasks recorded as two various language samples containing exactly the same text but displaying dissimilar accent characteristics. The research is designed as a listening comprehension exercise accompanied by a questionnaire among high school students learning English as their second language.

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*How Do Things Come to Matter? Evolution of Self-Identity in the Intercultural Debate on Whether to Restore Vilnius's Oldest Jewish Cemetery*

**keywords:** Argumentation, self-identity, origins of language, pattern language, Litvak heritage

In Vilnius, Lithuania, a controversy unfolds over whether to convert a Soviet Sports Palace into a European Convention Center, or whether to restore the Jewish cemetery which the Soviets desecrated there. We take the opportunity to analyze the origins of related self-definitions, decisions, positions and questions which matter for various self-identities: the Soviet government, Soviet Lithuanian architects, real estate developers, post-Soviet Lithuanians, anti-Soviet Lithuanians, post-anti-Soviet Lithuanians, the Lithuanian government, the Lithuanian Jewish community's official leaders, orthodox Lithuanian Jews and local residents. We illustrate how self-identity gets extended with 12 different contexts:

- \* states of being, doing or learning;
- \* perspectives of a person, of "people", and of beyond this world;
- \* accepting a world, entering a world, or listening outside one's world;
- \* rejecting a context, acknowledging it conditionally, and allowing for parallel contexts.

We describe some of the "equations" by which these contexts are further composed. We look for parallels with universal constructs in natural language and explore how these constructs (such as the distinction between nouns, verbs and modifiers) might arise from a grammar of self-identity which defines why and how we identify with issues, why and how they matter to us or not. We note especially that peace is the healthy reference point for Why we should act? We can then study our emotions as deviations from peace which clarify for us the boundary between our self and our world, and also reveal whether we are expecting what we truly wish. Architect Christopher Alexander calls this peace "the quality without a name". His pattern languages foster it, and his 15 properties of life enhance it. We show that 3 of these properties (strong centers, strong boundaries, levels of scale) are manifested by the other 12, which match with our 12 contexts which extend self-identity. Adding contexts tell us How do we behave? but removing them tells us Why do we behave? We can care even when we can't take action, and thus the behavioral question, How do we behave? is incomplete without the additional moral question, How should we behave?

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*Male and Female Sensorimotor Perception of the Beloved in the Biblical Metaphor of Embodied Experience of Love. The Cognitive Analysis of Song of Songs (the Book of Solomon, the Old Testament)*

**keywords:** Song-of-Songs, embodied sensorimotor perception, male and female perception, wisdom and knowledge, physical and spiritual love, cognitive linguistics.

**Background:**

Song of Songs has been interpreted in numerous ways, by the canon of different disciplines, like: natural, cultural ,mystical, allegorical, symbolic, or other. It has played an important role in Judaism, Christianity, poetry, fine arts and music.

The text is dated between VI-III B.C., the final version is estimated to have appeared in II B.C. The language contains many Aramaic words, a few Persian words and one Greek. It appeared probably as a set of wedding songs for the couple.

It is acknowledged to be one of the most outstanding texts in the Books in the Biblical Canon although there are no references to God, the chosen nation, or religion. It is a lyrical love poem – a dialogue between two lovers. The text consists of a few wedding love songs.

It has been quoted and commented upon in the mystical literature, mainly in the writings of Bernard of Clairvaux and John of the Cross. It has also inspired many artists, musicians, sculptors, and was translated by a Polish Noble prize winner in literature, Czesław Miłosz.

Song of Songs is a passionate erotic poem expressing eternal fascinations and sensory sensations and desires. It is a mystery of love between a man and a woman in the form of a song – it is a unique, multisensory image of both divine and human, physical love. Thanks to the use of metaphors it becomes a dynamic picture painted with words .

By the assumptions of cognitivism the metaphor is closely related to sensory perception. It is a technique to refer to simple , fundamental things, very concrete, known from experience. Through metaphor we transgress from the physical dimension to the mental spaces. In the cognitive approach metaphor is a feature of everyday cognition and it plays the expressive function, recalls feelings and emotions connected with everyday experience, it is enthroned in sensory perception. It allows to change a simple sequence of events into a natural, dynamic



and picturesque scene which makes the reader feel he actually experiences what is happening. Metaphorical language in action causes that the spaces in the text enter a mutual dialogue. Song of Songs is a sensory interplay of all the senses. The intimate atmosphere is created by the language expressing subtleness, sensuality, passion, tenderness, desire and yearning. Metaphor is a thought structure that helps the user of the language as a tool to explain the reality and the difficulties in defining the abstract concepts, and also a specific way of perceiving the world and particular area of human disciplines. Here, the unbreakable tie between the spiritual and the physical is expressed by the multisensory language of the image and experience.

Objective:

The aim of the presentation is to discover and compare the male and female sensorimotor perception of a love “object” as expressed in the Song of Songs. Speaking otherwise, what does a man and a woman perceive in the Beloved?

Method: The cognitive method of the metaphor by G. Lakoff and M. Johnson.

Conclusion :The metaphors for love, both physical and spiritual are constitutive of our concept of love. Without them it is hardly ever possible to reason, talk about and express love. The sensorimotor perception hidden in Song-of-Songs - the text dated back to a few hundred years before Christ reveals Wisdom that contemporary sciences are discovering now! Nothing new under the sun?

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*Religious (Islamic) Culture Pluralism to Wittgenstein and Gadamer (A comparative study)*

**keywords:** religious culture, language game and Gadamer philosophical hermeneutics.

The current study aims to first explain the fundamentals of religious pluralism in Wittgenstein later philosophy as well as Gadamer philosophical hermeneutics, specifically regarding culture, and then propose the approach more suitable for the Islamic context. Having fulfilled such an objective, not only is pluralism, concerning religious rituals, accepted but also cultural and religious interaction is realized without any relativism conclusion. Wittgenstein's pluralism results in pure relativism. That is to say, in order to understand the rules of the language game and life style he mentions, one needs to be placed inside. However, it is a dialectical model that Gadamer philosophical hermeneutics brings about. Dialogue gives opportunity to cultural interaction and convergence, assisting the development of religious culture. The latter is of more proximity to Islamic resources such as the Quran, proposing a religious culture transcending cultural, historical and social limitations. All in all, the two significant features of Gadamer's which Wittgenstein ignores are first the interaction of religious pluralism encouraging the development of religious culture and second reciprocal relation between culture and religion based on hermeneutics circle.

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*Arabic native speaker in his linguistic environment: some insights into Arabic sociolinguistics*

**keywords:** Arabic, Arabic sociolinguistics, diglossia, multiglossia, new media

The paper presents an approach to understanding of current sociolinguistic situation in the contemporary Arabic-speaking world. Problems of diglossic tension, issues of standardization and codification of national koiné is questioned. Particularly specific contemporary social determinants (politics, media, new social media) of linguistic attitudes of native speakers (on the examples of Syria, Egypt, Lebanon) are discussed in detail.

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*The Japanese Higher Education Learning Environment: Challenges in Building Intercultural Competences*

**keywords:** Japan, higher education, internationalization, intercultural competences, powerful learning environments

Higher education institutions (HEIs) in Japan are faced with myriad challenges stemming from geographic isolation, an ethnically homogenous population, and a student body described as risk-averse, inward thinking, and apathetic towards international opportunities

(Lassegard, 2013; Asaoka & Yano, 2009). To address these issues, stakeholders at various levels of decision making have placed emphasis on the development of cultural competences and global citizenship so that graduates may be in a better position to thrive in an increasingly globalized job market and society. This case study examines one particular HEI in Japan; though considering its demographic and student profiles, results are deemed as applicable to numerous institutions within the country. Recent changes in organizational structure at the HEI under investigation involve (a) departments and programs designed to enhance intercultural competence, (b) simulated and real intercultural contact and (c) reducing faculty turnover to enable more continuity in objectives and consistency in curriculum. The author evaluates the outcomes of these actions through the lens of powerful learning environments and the goals of global citizenship (Konings, Brand-Gruwel & van Merriënboer, 2005). Despite positive strides, certain barriers impede progress such as lack of communication and cooperation between departments, isolated teaching practices, and limited opportunities for authentic cross-cultural interactions. In conclusion, it is posited that more powerful learning environments will allow students to construct meaning through authentic and transferrable interactions, thus better preparing students for the globalized community that they will join after graduation.

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*Socio-historical micro and macro context of DHA as ecology for the interpretation of metaphor meaning in 3D art*

**keywords:** embodiment, metaphoricity, ecology of discourse, language of art, african-american 3D artworks

The paper focuses on the interrelations between language, thought, and bodily experience and in doing so follows two main concepts. One is that “language programs the mind and it does so through the manipulation of embodied (...) representations” (Lupyan and Bergen 2016). The second postulates that language systematically influences perceptions and conceptualizations of the world, and that language “cannot be investigated in isolation from human embodiment” (Evans and Green 2006: 44). The presentation has two aims. The first aim is to propose a methodological framework for the analysis of the language of 3D art forms, while the second aim is to show how the ecology of discourse may frame the understanding of art. The data is a set of nine three-dimensional artworks of four African-American artists, derived from the exhibition catalogue *History Refused to Die: The Enduring Legacy of African American Art in Alabama* (2015). In order to analyze the chosen artworks, I

propose a methodological frame that draws on three strands of linguistics — Cognitive Linguistics (Lakoff and Johnson 1980, Forceville 2015, Dancygier 2016), Social Semiotics of art (O’Toole 2011, Kwiatkowska 2013), and Discourse Historical Approach which I employ to examine the context of discourse (Wodak and Reisigl 2009). Context is also analyzed in the light of the ecological paradigm which portrays our languaging behavior as “materially embodied, culturally and ecologically embedded, naturalistically grounded, affect-based, dialogically coordinated and socially enacted” (Jensen 2016: 84, after Thibault 2011: 211). By examining 3D artworks’ metaphoricity through the 3E (embodied, extended and ecological) cognition, the presentation pinpoints strengths and weaknesses of the proposed methodology and presents ways to overcome its limitations. In this way, the paper shows that it is possible to apply methods developed within Cognitive Linguistics, Social Semiotics and DHA to other research fields such as the communication of 3D artworks.

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*Intersemiotic and Interlingual Translation on the Basis of “Vermeer” by Wisława Szymborska*

**keywords:** intersemiotic translation, interlingual translation, Szymborska, Vermeer,

The problem of intersemiotic translation has long been debated. However, the relation between intersemiotic and interlingual translation still awaits a more in-depth research. The aim of this presentation is to shed some light on this problem by analyzing the poem “Vermeer” by Wisława Szymborska in relation to the painting by Johannes Vermeer “The Milkmaid”, and to its translations into English and Spanish. The presentation will show how the language of visual arts has been transformed into the language of poetry and then how it has been rendered in translation. By comparing and contrasting different renditions, it will demonstrate whether similar translation strategies have been used. Finally, it will also discuss how the intersemiotic references to the painting have been preserved in the interlingual translation.

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*„Emotional” ambiguity –emoticons in communication and their impact on language and cultural development*

**keywords:** emoticons, ambiguity, communication, culture, language development

According to Crystal (2007: 25) a very rapid development of the Internet is one of the reasons why more and more people use it for communicational purposes. It is observed that nowadays people spend a lot of time on the Internet and they can talk for hours without leaving their houses. It must be stated that with the advent of the Internet, people started to use emoticons on a regular basis. For some people, emoticons are simple combinations of keyboard characters designed to express emotions; however, there is a great number of people who state that by using various emoticons we can convey messages without introducing any words. That is why, in this presentation, I am going to focus on the ambiguity of emoticons and its role in developing communication, language and culture. I will present a very detailed data analysis which can illustrate how emoticons are perceived by the users of the Internet. I will also pay attention to potential changes in language which may be caused by using emoticons. Not only can changes be observed in linguistics structures but also in some cultural aspects. Second part of my research is going to concern how different nationalities interpret using emoticons. I am going to show comparison between answers given by Polish, British and American people who took part in the research. Only by carrying out such a research can we notice how culture and communication can be shaped by using emoticons.

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*Decoding advertisements. A Cognitive Grammar approach to creativity in print advertising*

**keywords:** creativity, advertising, Current Discourse Space, Cognitive Grammar

Creativity has been the province of various research fields for years. The growing interest in this area of study has contributed to the number of theoretical approaches on the characterization of creativity in language as well as its role in understanding mechanisms underlying the processes of meaning construction in advertising. It is claimed that the understanding of advertisements requires a great deal of contextual information, linguistic and cultural knowledge on the part of the language users as well as the knowledge of symbolic and conventional linguistic signs. Therefore, based on the preliminary assumptions about the pertinence of the context in the process of creating and interpreting the meaning, the paper examines the creativity in print advertisements, following the insights of Cognitive Grammar as proposed by Ronald Langacker (1987, 1991, 2008), in particular, Langacker's (2008) theory of Current Discourse Space – CDS. Based on the concept of Ferdinand de Saussure's linguistic sign, Langacker's 'expanded' model of grammar and language is an appropriate tool for analysing the meaning in print advertisements, as it takes into account the dynamic and multifaceted nature of linguistic creativity and is based on the relationship between the form and conceptual image as well as the relation between the meaning and the context.

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*Information technology in English. Spanish, and Polish specialist discourse. A comparative view*

**keywords:** specialist language, IT terminology, comparative study

We aim to present an analysis of specialist IT discourse, focusing on vocabulary related to IT equipment and software as well as the Internet. We conduct a comparative study of English, Polish, and Spanish in order to show their mutual influences as well as terminological differences between them. We also investigate different geographical varieties of the three languages, including the differences between British and American English. In this way, we stress the importance of cultural embedding of the linguistic sign as well as its consequences in translation. We claim that cultural influences are manifested even in specialist technical texts. They can be found at all levels of text organisation from spelling, through vocabulary to syntactic differences. The translator needs to be aware of this cultural embedding of texts and able not only to translate, but also to properly conceptualise them.

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*Second-person perspective in narrative communication – a new mode of (mis)understanding the other?*

In my paper I will focus on the role of second-person perspective in narrative communication. The main question I would like to pose is: what is the unique cognitive value of second-person perspective? Does this form offer a better mode of understanding the other in contemporary media-saturated reality? In my opinion the growing popularity of second-person narration in contemporary print literature is linked to the rapid development of multimedial storytelling strategies and new technological environments. The interest in second-person perspective may be connected also with the increasing cultural need for participation in interactive and socially shared experiences or activities (real or virtual). Thus, my thesis is that a new collaborative and multi-agent model of second-person perspective is needed. I will analyze the second-person narrative form not only in terms of the stylistic alternative it affords to both first and second-person narration, but also in conjunction with the rising cultural value of social co-operation or co-acting. I draw on the concept of enactment to help explain the specificity of second-person narrative.

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*Non-verbal behaviour in the process of changing social roles in business discourse*

**keywords:** non-verbal component of communication, verbal component of communication, social role, social status, strategy

The analysis of interaction of verbal and non-verbal mean of communication in business discourse, where interlocutors are endowed with the official professional status for realizing their social roles, contributes to investigation of the linguistic principles of establishing long-term contacts with business partners and making business communication successful. Successful interaction presupposes the interlocutors' communicative abilities, knowledge and skills for solving communicative tasks including adequate usage of non-verbal components. As non-verbal communication is "... a real and not an illusive contact between people" (G.E. Kreidlin "Men and women in non-verbal communication" (2005)) it contributes to better understanding of the opponent's message. Non-verbal components are used either singly or in combination with verbal components and contributes to "the exchange and interpretation of messages within a given situation or context" (D. Leathers "Successful Nonverbal Communication: Principles and Applications" (1997)). Markers of the social status manifested both on verbal and non-verbal levels of communication are also important for arranging the communicative process. Communication of interlocutors with asymmetric social statuses differs from communication of interlocutors with equal social statuses. The speaker possessing a higher social status is considered to be a socially dominant speaker. Communication in the process of changing social roles is characterized by some special features based on the society's expectations of the speakers' performance of social roles. Violation of these expectations can cause communicative dissonance destroying the effective

process of communication. The individual's repertoire of verbal and non-verbal components changes in the process of transferring from a dominant role to a subordinate one and vice versa. The confirmation strategies of the social role of a communicative partner are relevant in business discourse. The strategies of refutation and deviation of a suggested social role can set back the development of effective business partnership. Communicative goals in this case are not always achieved. The anthropocentric features of modern linguistic studies contribute to the research of the social roles' change in different types of discourse and promote investigation of pragmatic features of interlocutors' discursive behavior in the process of changing social roles.

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*Less words, please! Visual ads as evocative rhetorical constructs of the modern age*

**keywords:** visual ads, language of advertising, communication studies, visual culture

Despised or loved as it may be, advertising entered our culture for good and is now classified as a mode of communication of high persuasive impact. Contemporary language of advertising is subject to change – one can see a fundamental departure from language *sensu stricto*, from the textual, and a clear shift in favour of the pictorial component. Nonetheless, this is by no means damaging to the quality of the message transmitted; on the contrary, visual ads are perceived as particularly evocative rhetorical constructs of the modern age due to the multilayered nature of meaning they carry. This study seeks to understand to what extent visualism has dominated contemporary advertising messages, as well as to offer new perspectives on language and visual culture. Basing on a collection of Polish, English, and French ads, it will aim at tracing the visual narratives of the examples provided. The author will argue that less words may equal more meaning owing to the fact that images offer numerous shortcuts to other, more personal connotations, for it is the addressee that eventually decodes the message and invests it with meaning. Thus, as the world tends towards the cult of the visual that has already become an integral and essential part of (pop)culture and mass media in general, visual ads seem perfect for such a study due to their condensed form and meaning, their pictorial elements, and the importance of the human faculty of seeing.



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*Language and cognition in the construction of emotive stereotypes*

**keywords:** Language and emotion; embodiment and sociocultural situatedness; emotive stereotypes; conceptual metaphor and metonymy

This paper investigates the relation between language, emotions, and actions, through a lexical study of emotive stereotypes in English, from a sociocultural and cognitive perspective, and it exposes how this understanding enables us to develop strategies for Second Language Acquisition. Since the beginnings of Cognitive Linguistics, one of the main areas of research has focused on language and conceptualization. First studies on this respect soon revealed that linguistic elements reflect that meaning results from the conceptualization of our experience, occurring in contexts with particular cultural models and different cognitive resources. In the case of emotions, researchers highlight the importance of the metaphorical mechanism in its conceptual organization. Much, however, still remains unknown; for example, in relation to the distinctive and shared patterns among languages, the degree in which culturally salient facets shape emotion concepts, or how emotion terms relate to each other; areas to which this study aims to contribute. The analysis bases on a multidisciplinary theoretical framework that highlights the findings of Antonio Damasio, The Conceptual Metaphor Theory, and the contributions about stereotypes from the Ethnolinguistic School of Lublin. We analyzed the terms of basic, secondary, and background emotions through their Cognitive Definition and with the use of Corpus data (GCB, COCA, Glowbe, TMC, and CASO). By utilizing a target domain-oriented approach, we identified the main images found in combinations of semantic units without a definitive verbalization and in semantic combinations with a stable structure. Their domains showed the network among the terms through general, shared, and exclusive sources; sources that are not always transferrable to their 'equivalent' term in other languages (unique facial expressions, motives, etc.). Acknowledging these differences and the features of the conceptualization process becomes a useful SL instruction tool. The results show that it is by means of the interaction between the language and the different types of cognition (embodied, situated, and especially, synergic cognition) that the stereotypes are transmitted, negotiated, and consolidated.

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*Books with pictures, pictures with sounds. On some phono-visual strategies in avant-garde and post-avant-garde literature for children*

**keywords:** avant-garde, typography, illustration, phonostylistics, children's literature

The paper will be devoted to the relations between words, images and sounds in books for children created by avant-garde artists and authors reviving avant-garde tradition. Works addressed at young readers often employed (and still do) most innovative, experimental devices, both in the field of graphical composition and phonostylistics. The paper will focus on selected, seemingly chaotic, verbo-visual examples transgressing traditional theoretical frames of book illustration (cf. Wysłouch 1994). The author will present comprehensive analyses of works inseparably integrating text and image, staying in a dynamic balance,

completing and re-interpreting each other (examples of wordgraphy – Śniecikowska 2008). Innovations within typography and illustration were often accompanied by experiments within sound texture (i.e. use of proper onomatopoeias, glossolalia, echolalia, deep anaphora or various kinds of paronomasia). Moreover, untraditional illustrations often co-existed with verse structures (and page structures) very far from those known to traditional versology. The paper will also analyse such conspicuous examples. The presentation will deal with the problems of visual and sonic iconicity (cf. Fischer 1999), multimodality, interactivity and intersemiotic translation. The artistic examples will be taken from the output of Franciszka and Stefan Themerson, Julian Tuwim (especially in the graphical interpretation of Jan Lewitt and Jerzy Him) and some of the postwar authors (i.e. Wiktor Woroszyński, Jan Młodożeniec, Wanda Chotomska, Iwona Chmielewska). The phenomena of the Polish book art will be presented against the background of the output of selected poets and visual artists of the European avant-garde (cf. *Children's Literature and the Avant-Garde*, 2015).

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#### *Językowa „zmiana płci”. Różnice genderowe w wypracowaniach polskich licealistów*

Badania na językiem płci, czyli genderlektami prowadzone są na świecie od wielu lat, jednakże głównie na materiale języka angielskiego. Na gruncie języka polskiego są one dość nieliczne, zazwyczaj w oparciu o nieformalne dość przypadkowe obserwacje autorów dotyczące komunikacji językowej kobiet i mężczyzn (np. Handke 1986, 1990, 1995). Bardzo niewiele jest szczegółowych studiów o charakterze empirycznym, przeprowadzonych z udziałem jednorodnej socjolingwistycznie grupy uczestników i za pomocą wiarygodnych metod badawczych.

Celem niniejszego wystąpienia jest prezentacja pierwszego w literaturze genderowej badania wyobrażeń polskiej młodzieży licealnej na temat języka płci przeciwnej, jak też weryfikacja ich prawdziwości na drodze eksperymentu językowego. 10 licealistów i 10 licealistek w wieku 17-18 lat, poproszono o zrelacjonowanie na piśmie przebiegu imprezy towarzyskiej lub wycieczki szkolnej. Następnie uczestnicy mieli sporządzić opis tych samych wydarzeń, tym razem wcielając się w autora / autorkę płci przeciwnej. W sumie uzyskano 40 prac, 20 autorstwa dziewcząt i 20 autorstwa chłopców. Porównanie par opisów sprzed i po „zmianie płci” pozwoliło na określenie cech języka, jakie młodzież przypisuje drugiej płci. Z kolei analiza porównawcza pierwszych prac licealistów i licealistek miała na celu weryfikację prawdziwości tych sądów. Badanie objęło tematykę i długość prac, jak również cechy składniowe (długość i budowa zdań), leksykalne (użycie ekspresywizmów, kolokwializmów i wulgaryzmów) oraz stylistyczne (stosowanie emocjonalizmów i wyrażeń poetyckich).

Uzyskane wyniki wskazują, iż uczestnicy w swoich sądach kierują się głównie silnymi stereotypami kulturowo-językowymi, które tylko w niewielkim stopniu pokrywają się z faktycznymi właściwościami języka obu płci w przedstawionych pracach.

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*Modality as an indicator of viewpoint in press discourse*

Modality "refers to the way in which a text can express attitudes towards a situation, and is usually realized in the use of modal verbs (can, will, shall, may, must, could, would, should, might); and in the use of adverbs such as possibly, likely" (Reah 2002: 94). Therefore, by using the modal expressions which carry the meaning of light or strong probability, the conceptualiser (speaker or writer) presents opinions or speculations as if they were facts. For example, Pajunen (2008) demonstrates how one event can be described in different ways using modal expressions: (i) The police officer who shot the demonstrator may not be prosecuted. (ii) The police officer responsible for the killing of the demonstrator must be prosecuted. This matter should not be hushed up. (Pajunen 2008: 23) Also, according to Fowler (1993), when it comes to news discourse, modality "can informally be regarded as 'comment' or 'attitude', obviously by definition ascribable to the source of the text, and explicit or implicit in the linguistic stance taken by the speaker/writer" (1993: 85). Hence, this paper examines the manifestation of modality in several news reports on the same topic, excerpted from several British and American broadsheets (The Guardian, The Independent, The Times, The New York Times, and The Washington Post). The results lead to the conclusion that even though the number of modal expressions in the news discourse is limited, those identified are representative of the markers of subjective point of view in the press.

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*The role of language in human evolution*

**keywords:** language, cognition, evolution, joint intentionality

Human interaction is based on a balance between cooperation and competition. In shared activities, like an orchestra performance or a military mission, joint intentionality is necessary. Neurologically speaking, joint intentionality is based on the mirror neurons' function to recognize others as similar living beings with certain intentions. Only through a process of recognition is cooperation possible, and this implies a "we-intend" mode as a joint capability to act. Philosophically speaking, intentions are mental states that have a causal relation with actions. There are immediate intentions for immediate actions and prospective intentions for long-term actions. Furthermore, they have the function to start, guide and control actions from their beginning until their completion (Pacherie, 2012). For Elizabeth Pacherie (2012), to perform joint actions we need a three-tiered hierarchy of intentions: shared distal intentions (SD-Intentions), shared proximal intentions (SP-Intentions) and coupled motor intentions (CM-Intentions). Only when there is a uniformity in intentions, actions and time there will be a "we-act", "we-intend", mode. For Michael Tomasello (1999), to recognize our own conspecifics as intentional beings is a cognitive and distinctive human skill. It is the difference that allows to distinguish humans species from their primate relatives. During human evolution, it was only through cooperation that people begun to act morally and create social and normative attitudes. A key element in the evolution of human cognition is the acquisition of the language. A language has a perspective and an inter-subjective nature. This means that linguistic symbols are social conventions for inducing others to take a perspective on some experiential situations, and it is something that the user produces, understands, and understands that others understand this symbolic communication. Language is a form of cognition, because learning a natural language allows to conceptualize, categorize, and schematize events in a more complex ways, which in turn, enhance complexity and flexibility of the human cognition.

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*(Un)successful collaboration stories. Polish expatriate experts in a Chinese subsidiary of a Western MNC*

This exploratory study investigates intercultural collaboration encounters of Polish expatriates with the Chinese personnel when building a Chinese subsidiary of a Western MNC between 2011 and 2015. We performed narrative interviews with Polish expatriate experts, followed by thematic and narrative analyses, to gain deeper insight into their collaboration encounters in a multicultural professional environment. Expatriates' stories highlight communication and culture-based problems. The analyses revealed specific weaknesses in the preparation of top talents by the MNC with regard to a cross-cultural training and providing on-site cultural and language support. The study reveals important insights into the Polish-Chinese communication practices in business contexts and offers research and practical implications.

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### *Rola języka w badaniach pamięci zbiorowej*

Badacze pamięci podkreślają jej związek z językiem, pisząc m. in. że „pamięć jest realizowana poprzez język” (Ricoeur 2006: 169), jest ujęzykowiona (Chlebda 2012), „zależy od przekazu ustnego“ (Pomian 2006: 150), jednak związki pamięci zbiorowej z językiem nie były do tej pory (poza nielicznymi wyjątkami: Pajdzińska 2007, 2012, Grzegorzczkowska 2008, Chlebda 2011, 2012, Wójcicka 2014) przedmiotem szczegółowych badań językoznawców i kulturoznawców. Referat stanowi próbę wskazania relacji między językiem a pamięcią zbiorową. Jego celem jest wskazanie roli języka w badaniu pamięci. Język ujmowany jest w nim jako nośnik, medium, kod, interpretant pamięci zbiorowej, definiowanej jako „element komunikacji kulturowej, zawarty w tekstach kultury zbiór wyobrażeń członków zbiorowości o jej przeszłości” (Wójcicka 2015: 68).

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### *The role of formulaic language in constructing common ground in intercultural communication*

**keywords:** formulaic language, common ground, intercultural communication, meaning interpretation, nativelike

Multi-word sequences, often referred to as ‘lexical phrases’, ‘formulas’, ‘routines’, ‘fixed expressions’ and ‘pre-fabricated patterns’, seem to have received little attention from pragmaticians. Yet, highly conventionalized formulaic expressions, stored and retrieved holistically from memory, account for an extensive part of language use, and hence, play a pivotal role in meaning interpretation and co-construction of common ground in communication. Common ground, i.e. the “sum of all the information that people assume they share” (Clark 2009: 116), which includes shared socio-cultural knowledge, values, beliefs, and situational context, is of crucial importance for both intercultural and intracultural communication. In the case of the former, interlocutors’ common ground is relatively limited, which makes understanding in intercultural interactions much more difficult compared to encounters taking place within the same speech community. This is due to the fact that communication conventions are acquired in the process of socialization and are reinforced by first language use, as a result of which there might be little overlap in terms of prior experience accumulated by native and non-native speakers of a given language. Lexical formulas, based on conceptual socialization in L1, reflect native speakers’ preferred ways of saying things and organizing thoughts (Kecskes 2007), and therefore, constitute a considerable part of common ground. Proper use and understanding of formulaic language significantly facilitates L2 communication as it leads to nativelike selection of expressions and phrases (Ortactepe 2013; Foster, Bolibaug and Kotula 2014), at the same time minimizing the risk of pragmatic failure. The ability to master recurrent multiword patterns is also one of the decisive factors which enable attainment of nativelike L2 proficiency. I will argue that the role of formulaic language in the study of meaning creation and utterance interpretation in intercultural interactions is undervalued. L2 speakers’ command of formulaic language is a relevant indicator of their level of pragmatic competence and overall language

proficiency (e.g. Forsberg 2008; Boers et al. 2006; Wood 2006), as well as one of the prerequisites for successful intercultural communication.

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*Viewpoint in political speeches commenting on Brexit: a linguistics analysis of Theresa May's and Tony Blair's discourse*

Being rooted in the theory of viewpoint as proposed by Simpson (1993) and understood as "the ways in which narrative events are mediated through the consciousness of the 'teller' of the story", this paper offers a linguistic analysis of the Brexit discourse adopted by Theresa May and Tony Blair, delivered on 17<sup>th</sup> January 2017 and 17<sup>th</sup> February 2017, respectively. As the concept of viewpoint is intrinsically connected with the process of profiling, i.e. creating a subjective variant of an image from a particular perspective (Bartmiński and Niebrzegowska-Bartmińska 2004), an analysis of the process of profiling reality and of its effects will be taken into consideration. Since the speaking subjects of our analysis represent divergent interests and systems of values (hence viewpoints), it is expected that this will be revealed in their speech discourse and expressed through various forms of verbalization or through competing discourse strategies (Grzmil-Tylutki 2000), e.g. as evidenced in different evaluative descriptions of Brexit being compared to "*rush over cliff's edge*" (Tony Blair) or "*embracing the world*" (Theresa May).

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